

RyeNeck Schools

LEARN • ACHIEVE • LEAD



KINDERGARTEN
FIRST GRADE and SECOND GRADE
HANDBOOK
2011-2012

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MISSION STATEMENT

The mission of the Rye Neck School Community is to develop active, critical-thinking, creative, responsible citizens with high values, morals, and ethics. These citizens will respect, accept and appreciate others in a multicultural world and be committed to life-long academic and personal achievement in a supportive learning environment. Students will acquire a suitable educational foundation, mastery of the English language and analytical skills which will help them deal with challenges in their personal and professional lives.



The Rye Neck U.F.S.D. offers equal educational and employment opportunities, including career and technical education opportunities, without regard to age, religion, race, creed, color, national origin, sex, disability, marital status, military status, sexual orientation, genetic predisposition or carrier status as defined in the New York State Human Rights Law. Dr. Kimberly Bucci and Dr. Eric Lutinski are the Compliance Coordinators for Titles VI, VII, and IX/EEO and Ms. Diane Santangelo is the Coordinator for Section 504 and the Americans with Disabilities Act. They can be reached at telephone number (914)777-5200.

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Rye Neck Schools

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Daniel Warren Elementary School
D.
Joan Babcock
Principal

Peter J. Mustich, Ed.
Superintendent of Schools

September 2011

Dear Parents:

On behalf of the Board of Education, I want to welcome you to the 2011 - 2012 school year. This handbook is the first step in insuring your child's success in the Rye Neck Elementary Schools. It includes general information, school rules and regulations, and an overview of the curriculum of the kindergarten, first and second grade programs of Daniel Warren.

Please be sure to take some time to carefully read and discuss this book with your child.

Have a wonderful and challenging year. We are pleased to have you with us.

Yours truly,

Peter J. Mustich, Ed. D.

Superintendent of Schools

Rye Neck Schools

LEARN • ACHIEVE • LEAD

Daniel Warren Elementary School
D.
Joan Babcock
Principal

Peter J. Mustich, Ed.

Superintendent of Schools

September 2011

Dear Parents:

I warmly welcome you and your child to the Rye Neck Elementary Schools. Kindergarten through second grade years are very special times of growth and learning. Here at Daniel Warren, we are committed to an excellent developmental early childhood program that addresses the intellectual, social, emotional and physical needs of the young child. The staff has designed a rich and stimulating learning environment in which children are nurtured and challenged. At Daniel Warren, decisions are made according to what is best for children.

Our full day kindergarten program enables students to learn through hands-on activities and discovery experiences. This approach encourages children to observe, explore, and experiment with the world around them as they acquire important concepts and skills. In our kindergarten, first and second grade language-rich classroom environment, your child will be engaged in many diverse learning experiences in the areas of literature, mathematics, science, social studies and health. In addition, he or she will participate in our library, art, music, computer and physical education programs with special area teachers.

We are most fortunate to have a staff of dedicated and talented teachers who collaborate as a team in planning for your youngster. Should your child need special help in any area, an experienced support staff will supplement classroom instruction. The excellence of our elementary program is in a large measure due to the unique talents and approaches of our very committed professional staff. Their work and your partnership make our school a dynamic learning environment for all.

The staff and I are truly delighted that you and your child are a part of the Rye Neck family. With you as active partners in your child's education, we look forward to making your child's first years at Rye Neck successful in every way.

May I suggest that you take time to read this handbook. It contains important information and overviews of the kindergarten, first and second grade programs. Please do not hesitate to call if you have questions, concerns, or just want to talk.

Sincerely,

Joan Babcock

Principal

STAFF LISTING
DANIEL WARREN SCHOOL – SCHOOL YEAR 2010-2011

Principal: Joan Babcock

Principal's Secretary: Debbie Hutchinson

Office Clerk – Laurie DiFalco

<u>KINDERGARTEN</u>	Kathy Blaney	Room 230
	Lauren D'Alesandro	Room 133
	Connie Levin	Room 134
	Tara Linehan	Room 10
	Monique Santoro	Room 231
	Jane Schumer	Room 17
<u>FIRST GRADE</u>	Deborah Aronson	Room 308
	Madeleine Biegen	Room 303
	Dawn Drace	Room 301
	Lori O'Shea	Room 306
	Melissa Wagner	Room 300
	Lynda Welsh	Room 304
<u>SECOND GRADE</u>	Anna Cortese	Room 204
	Stephanie Golio	Room 201
	Nancy Kelemen	Room 206
	Deena Lewis	Room 203
	Gretchen Oakes	Room 11
	Kara Wootten	Room 208
Art	Michele Berman/Phyllis Norman	Room 12
Early Intervention Reading	Cynthia Olstein	Room 302
ESL	Bernice Simon	Room 131
Librarian	Linda Costelloe	Media Center/Library
Music	Craig Peterson/Tom Galgano	Music Room
Nurse	Wendy Abbatantono, RN	Room 207/Nurse's Office
Occupational Therapist	Kim Duque	Room 13
Physical Education	Doug Choron /Nina Savoca	Room 20/Gym
Psychologist	Michelle Bowman	Room 15
Resource Room	Jennifer McCue	Room 130
Speech/Language	Danielle Grunes	Room A Behind Stage
Special Education	Gretchen Gorsky	Room 16
Special Ed Teacher Assts.	Rosa Acocella / Christine Dean	Room 16
Special Ed Teacher Asst.	Betsy Bach	Room 231
Special Ed Teacher Asst.	Elena Pirinea	Room 301
Special Ed Teacher Asst.	TBA	Room 16
Teacher Assistant	Angela Bilotta	Room 13
Teacher Assistant	Jacqueline Fricchione	Media Center/Library
K-Teacher Assistants	Angela Anderson	Room 134
	Lois Broderick	Room 133
	Kathie Iacovelli	Room 10
	Patricia Radogna	Room 231
	Judy Schank	Room 17
	Sally Vasile	Room 230
Head Custodian	Thomas Tempesta	Room B Behind Stage
Custodian	Joe Quintero	Room B Behind Stage
Custodian	Lloyd Lybrand	Room B Behind Stage

INTRODUCTION

In our Rye Neck Elementary schools there is balance of direct instruction and an integrated discovery approach to learning, with an emphasis on reading and writing through the content areas. Daniel Warren has a strong academic program, as well as an emphasis on character development and concern for the welfare and well-being of each child and the environment. Daniel Warren has a talented, dedicated staff committed to enabling each child to reach his or her potential in an atmosphere that supports, motivates and enriches. A strong partnership with parents and community is fostered and encouraged.

Special features of the elementary program are:

- Full-day kindergarten
- Research based language arts and math programs
- Reading and writing through the content areas
- Problem solving/skill based math program congruent with NCTM standards
- Research skills taught, grades K-2
- Science inquiry and hands-on experimentation, grades K-2
- Computer instruction scheduled for all students, K-2
- Smartboard technology in all classrooms
- Computers, printers and scanners in all classrooms
- Early Intervention Reading Program for first and second graders
- Specialist Support Services in Reading, Special Education, Psychology, Occupational Therapy, Speech/Language, English as a Second Language and Resource Room
- Art, Music, Library, Computer and Physical Education specialists
- Cultural Arts and Field Trip Programs that extend and enrich classroom instruction
- Panther Press Publishing Room fully staffed by volunteer parents
- Active and involved PTSA that sponsors Cultural Arts Programs, After-School Clubs, and other activities.
- Stanford University Enrichment Program for Gifted Youth (EPGY) Math Program
- Environmental/Sustainable Garden

An Open House is held early in the Fall for grades K-2, to acquaint parents with teachers and our outstanding academic programs. In Grades K-2, children work in self-contained classrooms and are grouped heterogeneously with flexible instructional groups established by each teacher for language arts and mathematics. Support programs such as reading, computer, ESL, and speech services are available for students to provide enrichment, practice, and remedial instruction. Small class sizes are instrumental in helping fulfill the district's commitment to accommodating the individual strengths, needs and learning styles of each student.

SECTION I
IMPORTANT SCHOOL INFORMATION

SCHOOL HOURS

Arrival	8:30 a.m.
Late bell	8:45 a.m.
Lunch/Recess	11:50 a.m. – 12:50 p.m.
Kindergarten Dismissal	2:45 p.m.
First and Second Grade Dismissal	3:00 p.m.

ARRIVAL AND DISMISSAL PROCEDURES FOR DANIEL WARREN

Please note these important procedures for arrival and dismissal, which all parents must faithfully follow everyday, in order to insure the **safety of all of our children**. As you are clearly aware, Harrison Avenue is an extremely busy road, and therefore daily caution and patience should to be exercised by all.

In order to facilitate the arrival and departure of our children, a student drop-off and pick-up driveway and walkway has been constructed in front of the school.

Please note that:

- 1. The driveway is one way only, to be entered from the West Street side.**
- 2. The driveway is to be used for drop-off and pick-up only. NEVER PARK IN THE DRIVEWAY, there are visitor's spaces**
- 3. When exiting the driveway, no left turn will be permitted.** There are two exit lanes, one can proceed right toward Florence Street and Keeler Avenue, or straight down Harrison Avenue to the Post Road.
- 4. No standing/stopping is permitted on Harrison Avenue.**
- 5. No left turns are permitted when entering the driveway from Harrison Avenue, on school days Monday thru Friday, 8:00 a.m. to 9:00 a.m. and 2:30 p.m. thru 3:30 p.m.**

It is strongly recommended that wherever possible, you consider the following alternatives that will help alleviate traffic congestion (1) walk to school, (2) park away from the school and walk.

Morning Arrival Routine: The procedures for arrival at Daniel Warren are:

- *All Students* go directly to their classrooms.
- If you drive your child to school, pull into the driveway and drop-off your child. Teaching assistants are on duty to make certain all children enter the building safely. **Please never park in this driveway and remain in your car.** In order to expedite arrival times, please make certain that your child is ready to exit the car once you are in the driveway.
- If you choose to park your car and walk into school, please follow the traffic signs, and park only in a spot where parking is permitted.
- If you arrive at 8:45 a.m. or later it is important that you walk your children into the building and sign in at the nurse's office.
- Parking is not permitted in the staff parking lot.
- There is no supervision before 8:30 a.m.

Afternoon Dismissal Procedures:

- Teachers escort their classes out onto the front brick patio and sidewalks for pick up at 2:45 p.m. for kindergarten and 3:00 p.m. for first and second grade. If a child is not picked up in a reasonable amount of time, the child is brought to the office and the parent is called.
- The driveway is used for dismissal. Teachers and assistants guide students to the awaiting cars. Please remain in your car at all times. **Please use the name cards (provided by your child's teacher) to help facilitate pick-up. Place them in the front right hand side of your dashboard.** First and second grade parents should refrain from entering the traffic line before 2:55 p.m.
- Parents who walk or park further away, go directly to their child's class lineup for pick up.
- Early dismissal will follow the same routine.

General Rules for Drop Off/Pick Up:

- The Daniel Warren driveway has been designated by the Fire Department as a fire lane. Parking is forbidden and subject to towing. Leaving a car unattended in the driveway could impact the safety of the students in the event of an emergency.
- The only drop off/pick up spot at Daniel Warren is the driveway. **Children may exit cars only on the sidewalk (entrance) side.**
- Do not drop off or pick up children on Harrison Avenue. It is very dangerous to ask children to cross the very active driveway – drivers cannot see your child as they pass through! Unescorted children are not allowed to cross the driveway for any reason.
- Do not drop off or pick up children in the Daniel Warren parking lot or parking lot driveway.
- Drive as far up into the driveway as possible. There are multiple school entrances.

EMERGENCY CLOSINGS

The district is now using a K-12 emergency phone system to notify staff and students if school is closed due to bad weather or any other emergency. It is imperative that you notify the office immediately of any changes to your phone numbers.

Delayed openings and school closings, due to weather and/or other emergency conditions, will also be announced on local radio stations: WZFM (107 FM), WVOX (1460AM) WFAS (1230AM, 103.9FM, 106.3FM), www.wfasstormcenter.com, as well as on television (Channel 12 cable television). A fire signal of two blasts repeated four times at 7:15 a.m. and 7:30 a.m., will most probably mean that there will be a one or two hour delay in the opening of the school. Closing information can also be found on the district website: www.ryeneck.k12.ny.us or by calling the district switchboard at 777-5200.

When inclement weather occurs during school hours, parents may pick up their children early. **THEY MUST SIGN OUT IN THE NURSE'S OFFICE BEFORE DOING SO.**

EMERGENCY INFORMATION

It is extremely important to have emergency information on file for each child. This information will be used in case of emergency and will not be given out for any other purpose. **Please contact the office immediately to update information during the course of the school year.**

NEW STUDENT REGISTRATION

Any child, who is five years old on or before December 1st, may be admitted to kindergarten in September of that same year. Kindergarten registration usually takes place in February, Kindergarten Screening in late March, and a Kindergarten visitation in May.

A parent/guardian must have the following documents when they register their child/children, for any grade level:

- Legal proof of birth (birth certificate)
- Three proofs of residency in district (a landlord affidavit notarized, mortgage or tax statement and two recent utility bills showing current address – Con Edison/home phone)
- Proof of immunizations as required by New York State Law and current physical for entering kindergarten.
- A copy of the current school's progress report and medical records (if transferring from another school district)

ATTENDANCE

Regular attendance and punctuality are important for children in all grades. They are part of a student's permanent record and imperative for student success. If absent or late, a child is required by law to bring a written note of explanation from his/her parent. Notes are due the day the child returns to school. New York State Law defines legal absences as sickness or death in family, severe weather conditions, religious observances, or court appearance. Absences and tardiness are recorded on the report card. **(If a student exceeds 20 full day absences during the school year, a conference will be held with the school principal to discuss promotion to the next grade.)**

Our attendance procedures are as follows:

1. If your child is absent from school, please call the health office, at 777-4210 between 8:00 a.m. and 9:00 a.m. on the first day of the absence.
2. If your child is reported absent by his/her classroom teacher, and you have not called the nurse, she will telephone you to verify the absence.
3. In case of severe, contagious disease, pediculosis (head lice), or prolonged illnesses, please notify the school nurse. It is school procedure that the nurse notify parents of children in the class regarding exposure to a contagious disease.
4. If your child becomes ill in school and needs to be sent home, the nurse will notify you at the emergency number provided. **For this reason, it is important for the school to have both parents' work numbers/cell numbers, as well as an additional one or two emergency numbers of neighbors or close relatives.** Obviously, these numbers must be kept current.
5. It is important that children arrive at school in time for the opening bell between 8:30 – 8:45 a.m. Arriving late (8:45 a.m.) after morning routines and instruction have started is disconcerting to a child and disruptive to the class. Plan to give your child a fine beginning to his/her day by scheduling ample time for early morning procedures.
6. If your child comes to school after 8:45 a.m., he/she must go directly to the nurse's office, sign in and obtain a late pass. This pass should be given directly to their teacher.
7. If you need to remove your child from school for any reason during the school day, please stop in at the nurse's office first and sign your child out of school. This also applies if your child is outside in the playground during a recess period. The secretary in the main office will contact your child's teacher and he/she will come to the office. **To ensure student security, teachers are not allowed to dismiss students from the classroom. Please do not go to the classroom as it also disrupts instruction.**

HEALTH REGULATIONS

New York State Law limits services of the school medical staff to inspection and reporting of health data. Our nurse is available to administer first aid, to care for students who become ill, and to contact parents regarding health conditions on a needed basis. If your child requires medication during the school day, the procedure is as follows:

1. The parent should personally deliver the medication, in the original container, to the nurse.
2. Written doctor's orders indicating the name of medication, time it is to be given, and duration of time for which medication is to be administered must be presented.
3. Written parental permission for the medication to be administered is required.

New York State Law also requires that all children be immunized for diphtheria, toxoid, polio, measles, mumps and rubella. Parents must provide proof of immunizations before a child enters school, and current record of these immunizations must be kept in the Health Office. As of September 1990, all kindergarten children must have a second measles vaccine before entering school. As of September 1998, all kindergarten children must have 3 doses of Hepatitis B immunization before entering. All children entering grades K-7 must be immunized against Varicella (Chicken Pox) or show a history of the disease as documented by a physician.

New York State health regulation mandates that all children in kindergarten, second, and fourth, seventh and tenth grades, as well as new entrants, have physical examinations. Forms for physical examinations may be obtained from the office or the district website.

CHILDREN WITH ALLERGIES

Allergic children are not permitted to share lunch/snack at any time due to potential safety issues. The school, family and student work together to devise a safety plan for each student.

Family:

- Notification of the school of the child's allergy.
- Develop a Food Allergy Action Plan (includes child's photo) and share it with adults responsible for caring for the child.
- Educate the child in self-management of the allergy as appropriate for age development.
- Review policies and procedures if a reaction occurs. Parents are required to send in snacks for birthdays and special occasions.

School:

- Educate all staff who interacts with the student on a regular basis on the allergy, symptoms and emergency procedures as appropriate.
- Practice the food allergy action plans before a reaction occurs to determine effectiveness.
- Be sure medications are appropriately stored with an emergency kit that contains a standing order for epinephrine. EMERGENCY MEDICATIONS should be easily accessible and stored in a central location designated for school personnel.
- Discuss field trips/bus transportation with an allergic child's family in order to formulate strategies to manage the allergy. We encourage parents to accompany their child on field trips
- Enforce a strict "No Sharing" policy for food and utensils.
- Food service personnel should be instructed in measures to prevent cross-contamination during handling, preparation and serving of food.
- Surfaces such as tables should be cleaned of contamination with food.
- Students should be encouraged to wash their hands after handling food.

Student:

- No trading/sharing food.
- Should not eat anything that was not provided from home or declared safe by the student's parent.
- Should notify an adult **IMMEDIATELY** if they think they have become exposed to the food to which they are allergic

A program focusing on education, awareness, preparedness and cooperation should succeed in providing a safe environment for children

ACCENTUATING THE POSITIVE

In the Rye Neck Elementary Schools, we are committed to positive reinforcement for behavior modification.

Most children abide by the above rules for Lunch/Recess, but for those who persistently abuse them, the following system is utilized:

1. When a child misbehaves (either in the lunchroom or at recess), he/she is given a warning by the teacher assistants on duty.
2. If the behavior persists, the child has a "time-out".
3. If the problem persists, or is serious, the child is then removed from the table or playground and is sent to the teacher on duty. The teacher/teacher assistants record the problem in the Incident Report book and the child loses some of his/her recess privilege for that day.
4. A second transgression (or serious first transgression) requires the child to be seen by the Principal.

Teachers review these procedures with their classes during the first week of the school year, and systemically during the year as needed.

STUDENT BEHAVIOR

Student behavior at Daniel Warren stresses positive reinforcement and respect for others. The school rules are elicited from students every fall and the following are prioritized:

Be Kind
Be Safe
Be Responsible

Children are taught conflict resolution and peer mediation skills as part of our Social Skills Program.

BUS CONDUCT

Staff members are responsible for student safety on class trips. Any actions that are deemed distracting, unsafe, disruptive or abusive are not permitted and will result in appropriate consequences. On occasion, a child's classroom or prior trip behavior may dictate that a parent accompany their child on the trip, in order to ensure his/her safety and that of other students.

THE LUNCH / RECESS PROGRAM

1st Lunch	11:50 a.m. – 12:20 p.m.
2nd Lunch	12:20 p.m. – 12:50 p.m.

Once a parent has indicated that his/her child is staying for lunch, the school accepts responsibility for supervising the child in the lunchroom and playground. If you wish to take your child out to lunch, please send a note to the classroom teacher and sign him/her out in the nurse's office.

CHILDREN ARE NOT PERMITTED TO LEAVE THE SCHOOL BUILDING FOR ANY REASON UNLESS THEY ARE SIGNED OUT IN THE NURSE'S OFFICE AND ACCOMPANIED BY AN ADULT.

Children who stay for lunch should use acceptable table manners, maintain a conversational tone, use the proper recycling receptacles provided for cleanup. Proper behavior and courtesy toward other children and supervising adults are expected at all times. Children who have not finished eating during the allotted half-hour, may remain in the lunchroom until they are finished eating.

Because the school does not operate a cafeteria, it is difficult to resolve the problem of forgotten lunches. Please ensure that your child leaves with his/her lunch every morning. Also, kindly label any lunch box or bag with your child's name and seal it. Your child may bring a nourishing beverage (no soda) in a non-breakable container with lunch. The PTSA sells pizza on Wednesday (\$2.00 per slice). The school offers additional lunch selections during the week for \$2.50 (an second entrée only can be purchased for \$1.50) and milk (\$.40) which **must be pre-ordered per month at "myschoolmeals.com" on the Daniel Warren website. School Code: NYRYE001**

Weather permitting; children will have supervised play on school grounds during the lunch recess period. Fresh air and exercise are essential to your child's well being. Therefore, please ensure that your child wears appropriate outer clothes for this activity in wintertime, including hats, gloves or mittens, in warmer weather flip flops should never be worn on the playground.

When the weather is inclement, children will follow a different lunch schedule. Instead of playing outdoors during the recess portion of the lunch hour, children are divided and assigned to the gym, the library, and multi-purpose room. Here they can play quiet games, read, color or draw.

PLAYGROUND

The following suggestions are made in order to provide the safest possible conditions for play areas. Please discuss them with your child.

- Once children are outside at recess, they must receive permission from a teacher assistant if they need to re-enter the building.
- Food may only be eaten in the lunchroom and may not be taken out into the hallway or onto the playground.
- **Students may not bring toys or equipment from home. The playground is supplied with an ample amount of balls, hula hoops, chalk, etc.**

- SWINGS- only one person is permitted on a swing at a time. Standing on a swing is dangerous and not permitted. Children are encouraged to swing themselves, thus eliminating unnecessary traffic around the swing area. No playing or walking in the immediate swing area is allowed.
- SLIDES- only one child may climb the ladder and slide down at a time. Walking up a slide is not permitted.
- Children may not pick up or throw stones or sticks.

HOMework

Daniel Warren teachers assign homework activities that are natural extensions of classroom learning. Homework is most meaningful when it is designed to suit individual needs and capabilities, when it is interesting, challenging and enriching, and when it reinforces classroom instruction. Homework should also foster good work habits, provide needed skill practice, stimulate creative thinking and expression, help the child assume greater responsibility for his/her learning, and extend and improve the child's understanding. Homework assignments will range from 15-20 minutes. Additionally, all students should engage in reading activities for 15 minutes nightly. Since each child's application to a task and skill level may differ, actual individual time may vary. If you child spends an excessive amount of time on his/her homework, please notify the classroom teacher. Parents are encouraged to read to their children daily.

In the Rye Neck School District we believe that parents, the school, and children share the responsibility for student learning. Parents can help by:

- reading aloud to children every day
- showing interest in student's homework and school day
- participating in school activities
- creating a homework habit
- providing a study area - free of distractions with good lighting
- avoiding undue pressure

VISITING THE SCHOOL

Visitors are welcome at the Daniel Warren School. However, because we prioritize teaching and learning, any disruption of the educational process is to be avoided. Therefore, individual classroom visitations are not permitted except during designated times. It is important that visitors first report to the Main Office before visiting a classroom. **Our secretaries will present a visitor's book for signing in, and a visitor's badge to wear.** By appointment, the administrator is always pleased to discuss our program, answer any questions, arrange for a classroom visit and provide a tour for prospective parents.

If a parent needs to contact a child during the school day, they should do so through the school secretary. Lunches, books, homework, clothing, etc. should be left at the office and will be delivered to your child. Also, parents may pick up a child's homework from the office at 3:00 p.m. after calling the office in the morning to notify the teacher of the homework request. This will give the teacher ample time to prepare the homework for the child.

Parents are asked not to approach children on in the playground without prior authorization from the office. This is to protect all children.

CHANNELS OF COMMUNICATION

At Daniel Warren, we believe that parent-school communications are essential to the learning process. If you have questions about your child's program, please contact the classroom teacher by note, phone or email. If you have additional questions regarding any facet of the elementary program, please feel free to call Mrs. Babcock, building principal, at 777-4202.

REPORT CARDS/CONFERENCES

Parent/Teacher conferences and student report cards are valued components of our strong home school partnership. Formal and informal assessments serve to inform instruction and identify individual student strengths and weaknesses.

<u>Kindergarten</u>		<u>First Grade/Second Grade</u>	
January/February	Conference/report card	December	Conference/report card
June	Report card	March	Report card
		June	Report card

MONTHLY SCHOOL CALENDAR

At the beginning of each month, a calendar and Principal's newsletter are available on the Rye Neck website on the Daniel Warren Page. www.ryeneck.k12.ny.us This calendar/letter keeps you informed about all school news, and lists special events such as class trips, assembly programs, important meetings and holidays.

BOOKS AND EQUIPMENT

Children are responsible for all books and/or equipment issued to them. If an item is lost, stolen or damaged, parents will be asked to replace or pay for that item.

RELIGIOUS INSTRUCTION

Some children in Grade 1 and 2 are released to attend religious instruction classes at various houses of worship. Parents are asked to complete and return the Daniel Warren religious instruction form notifying us if their children are to be dismissed to attend these classes. Buses are provided by some participating churches. Parents must register their children through the place of worship. Children who attend religious education classes will be dismissed at 2:00 p.m. in accordance with New York State law.

LOST AND FOUND

Every year our lost and found box is filled to overflowing with unclaimed, usable clothing and valuable school items. **Please put your child's name on everything – sweaters, jackets, lunch boxes, etc.** Check our lost and found box periodically for missing articles. It is located in the back of the auditorium. Unclaimed articles are donated to a charitable organization every few months.

SURVEILLANCE CAMERAS

To promote and foster school safety and ensure a safer and effective learning environment, surveillance cameras are installed in school buildings and on school grounds. These cameras are only utilized in public areas where there is no "reasonable expectation of privacy" and may or may not be monitored at any given time. However, activity is continuously recorded. Any video recording used for surveillance purposes shall be the sole property of the District. Requests for viewing a video recording must be made in writing to the Superintendent or his/her designee.

DOGS ON CAMPUS

Many of us enjoy the companionship of family pets. However, some children are anxious around animals. Since school is a place where we try to make all children comfortable, please do NOT bring your dog to school or on school grounds unless specifically authorized by the principal. Your dog may be friendly, but some people are afraid or allergic to dogs. Please do not bring your pet while dropping off/picking up your child/children. This rule is for the safety of all of our students. Thank you in advance for your cooperation.

ENVIRONMENTAL GUIDELINES

The Rye Neck is an environmentally minded school district. At Daniel Warren:

- Pesticides are not used on our grounds, athletic fields or trees. Our fields are deep watered in the early morning; grass is mowed to a height of 3 inches leaving clippings to provide nutrients and re-seeded annually with grasses best suited to the climate zone.
- Our building cleaning supplies are environmentally friendly, “Green Clean” products which means they are biodegradable, low toxicity, citrus based or otherwise less harmful than regular industrial cleaners.
- We recycle and obey Westchester County’s Source Separation Law, which means we recycle as much material as possible in all district buildings.
- *We need your help, please send your child’s lunch in recyclable containers.*

<h2>SECTION II SPECIAL AREA TEACHERS</h2>
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ART

All K-2 students enjoy art instruction, taught by an art specialist. Projects are often integrated with social studies, language arts, math or science, and reflect each child's creative interpretation as well as a myriad of skills and concepts which carefully follow the New York State Standards. During the spring there is a school Art Show that showcases each child’s work. In addition, student artistic expressions grace our school halls and neighboring community.

ENGLISH AS A SECOND LANGUAGE – ESL

Non-English speaking children receive small group instruction in the English language. Our ESL teacher meets regularly with the classroom teacher to insure that there is congruency between the student’s instructional objectives in the ESL program and the regular classroom.

HEALTH EDUCATION

Through health education we develop and foster responsibility, self-esteem and decision-making skills related to health choices and lifetime wellness in nutrition, habits and fitness. The curriculum is integrated with social studies, science and language arts for maximum effectiveness. Our school nurse serves as a resource to classroom teachers and as guest presenter in classroom lessons.

LIBRARY/MEDIA CENTER

The 21st Century Library/Media Center is one of the cornerstones of the Daniel Warren educational program. Teachers and students will utilize this newly designed space to support critical thinking, problem solving and research projects. The media center houses a collection of over 7,000 books, playaways, flip cameras, digital cameras, CD's, Netbooks etc. As a professional staff our goal is to teach children how to locate and use books/internet sites for information, research and enjoyment. Children will be exposed to many genres/authors as well as fiction and non fiction materials.

During the school year, visiting librarians from the Mamaroneck Public Library and the Rye Free Reading Room visit Daniel Warren to help enrich our program.

Overdue Books/Lost Books

- Individual overdue notices are sent to each class.
- On “final notice”, a letter will be mailed home to parents.
- Payment for lost books is required.
- Children may be denied book selection privileges until payment of lost books has been made.

MUSIC

Our music program enables children to experience music through singing, movement, playing, musical instruments, reading, creating and listening to many different genres of music. The program culminates with June concerts at Daniel Warren.

EARLY INTERVENTION READING

An Early Intervention Reading program provides extra support for first and second graders experiencing difficulty learning to read. The reading specialist collaborates with the child's classroom teacher to ensure congruency between programs.

SCHOOL PSYCHOLOGIST

Our school psychologist works with teachers, parents and children. She meets regularly with teachers and the principal to discuss individual student needs, makes classroom visits/observations, participates in the weekly Instructional Support Team meeting with support staff and coordinates the screening for incoming kindergarten children. In addition, the psychologist leads a Social Skills/Conflict Resolution Program in kindergarten, first/second grade, as well as support groups on an “as needed” basis.

SPECIAL EDUCATION/RESOURCE ROOM

After the referral and testing process, the Committee on Special Education may recommend support services from the special education and resource room teacher during the school day.

SPEECH AND LANGUAGE

A speech and language pathologist services children designated by the Committee on Special Education as needing speech and language services.

SECTION III

HOME SCHOOL PARTNERSHIP

HELPING YOUR CHILD PRACTICE SAFETY

It is important that your child:

- knows his/her name, address, and telephone number
- know the names of his/her parents or guardians
- is willing, when asked, to communicate the above information to policemen, crossing guard, teacher, the nurse, and other school personnel.

SUCCESS IN SCHOOL STARTS WITH READING

(National Institute for Literacy)

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond. Learning to read is hard work for children. Fortunately, research is now available that suggests how to give each child a good start in reading.

Becoming a reader involves the development of important skills, including learning to:

- use language in conversation
- listen and respond to stories read aloud
- recognize and name the letters of the alphabet
- listen to the sounds of spoken language
- connect sounds to letters to figure out the “code” of reading
- read often so that recognizing words becomes easy and automatic
- learn and use new words
- understand what is read

Preschool and kindergarten teachers set the stage for your child to learn to read with some critical early skills. First and second grade teachers then take up the task of building the skills that children will use every day for the rest of their lives. As a parent, you can help by understanding what teachers are teaching and by asking questions about your child’s progress and classroom reading program.

You can also help your children become readers. Learning to read takes practice, more practice than children get during the school day. Make reading part of every day.

- Share conversations with your child over meal times and other times you are together. Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.
- Read together every day. Spend time talking about stories, pictures and words.
- Be your child’s best advocate. Keep informed about your child’s progress in reading and ask the teacher about ways you can help.
- Be a reader and a writer. Children learn habits from the people around them.
- Visit the library often. Story times, computers, homework help and other exciting activities await the entire family.

PTSA

The Rye Neck school-home partnership is strong. We consider parents to be valued members of our team and essential partners in their children's education. We are pleased to have active, enthusiastic parent interest and support and encourage every parent to attend school functions and communicate with staff. Research clearly shows that parent involvement promotes success in learning.

The Rye Neck Parent-Teacher-Student Association is comprised of individuals who meet to discuss educational matters and plan various functions for children, volunteers, and teachers. Cultural programs, educational displays, and after-school clubs are planned for children during the school year. Active membership and financial support of this organization is strongly encouraged and represents a practical and concrete way to help your child and the educational programs at the Rye Neck Elementary Schools. All Rye Neck parents are invited to attend P.T.S.A. and Board of Education meetings which are listed monthly on your school calendar. Some P.T.S.A. services are:

1. **CLASS PARENTS** - Every year, parents from each class volunteer to help the classroom teacher and to act as liaisons between the school and the home. They assist with parties and special projects, recruit help for special class activities, and keep parents informed about school events.
2. **VOLUNTEER PROGRAM** - Each year, parent and community volunteers at the Rye Neck Elementary Schools have provided invaluable services and contributions as library and teachers' helpers, clerical volunteers and student tutors. These dedicated individuals have devoted their time and efforts to augment our educational programs. Fortunately, many have found their involvement to be truly rewarding, because they return each year to serve again. A district volunteer form must be filled out and approved by the superintendent before an adult can volunteer in the classroom. Forms are available on-line and in the office.

We encourage parents/community members who are interested in volunteering some time, to call the school and make arrangements. Though an informal meeting is held early in the year to explain the various volunteer activities, volunteers can begin at any time. Contact the principal or the PTSA volunteer coordinator listed in the PTSA calendar for further information.

3. **CULTURAL ARTS PROGRAMS** -The PTSA sponsors Cultural Arts programs throughout the year for all grades. These enrich and extend the classroom curriculum for all children grades K-4, and are chosen by the Cultural Arts Committee consisting of the administration, teachers and a PTSA Cultural Arts Coordinator.
4. **LUNCHROOM PIZZA SALES** - Every Wednesday, children in grades K-2 may buy pizza for their lunch at \$2.00 per slice. Proceeds from the sale go to the district PTSA.
5. **PANTHER PRESS PUBLISHING ROOM** – The Panther Press Publishing Room is a vital part of the Language Arts experience at Daniel Warren. Completely staffed by parents and located in the Bellows building, this program allows our student authors and illustrators at both the Rye Neck Elementary Schools to have their literary works bound in a book.

6. **AFTER SCHOOL CLUBS** – The PTSA offers After School Clubs for all elementary school students at Daniel Warren and F. E. Bellows. Registration information is distributed by the PTSA several weeks prior to the start dates. **Dismissal:** Please be advised that all instructors have been asked to dismiss their students from the auditorium where they will line up by club. Parents are encouraged to come into school to pick up their children. In the event of a delayed or absent instructor, the club assistant will supervise the children until dismissal. **Daniel Warren club dismissal is 4:00 p.m., F.E. Bellows club dismissal is 4:15 p.m.**
7. **SUPPORT FOR CHILDREN ON THE FREE MILK LIST** – The PTSA provides assistance to children participating in the free and reduced milk program. Currently this includes coverage of field trip costs, a school supply kit, class photo and tickets for the Spring Fair. Pizza lunch on Wednesday is also supplied.

SECTION VI THE KINDERGARTEN PROGRAM
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An effective kindergarten program must be based on what we know about the characteristics of five-year-olds.

What are five year olds like? From observation and research we know that five-year-old children are amazingly curious and eager to learn. These qualities will continue to develop in the classroom as long as we recognize the unique characteristics of children this age. As we have learned from the work of Piaget, children of kindergarten age do not think in the logical, organized manner that characterizes adult thinking. Children learn through their play. Five-year-old children learn best when they are actively and physically involved with classroom materials. They develop language and ideas through their senses -- even through their motor sense. They must see, hear, and handle a variety of materials before they can grasp ideas on an abstract level.

By observation and experience, children relate new information and skills to what they already know and have already accomplished. In the classroom, children must have time to share their observations and past experiences in order for the present lessons to be meaningful for them.

Children of kindergarten age are egocentric. They view what people say and do in highly personal terms. Although they may be taught in preschool to share with others, to learn reasonable self control, and to take adult direction, they still show considerable variability and need for growth. The kindergarten year is a time when children begin to understand the benefits of cooperative play and sharing, as well as the need for order, routine, and adult direction. Prior to the age of five, most children evidence these behaviors simply because they are required to do so by the adults in charge. The kindergarten child is becoming more capable of showing consideration for the feelings of others and can now understand cause and effect relationships more easily. This makes the kindergarten year an ideal time to focus on social and emotional growth as well as cognitive development. A good deal of time is spent helping children to become more independent and responsible. They are taught to consider the needs of others as well as themselves, and to develop some insight as to how their behavior affects others. These social skills do not develop automatically. They have to be taught through a variety of group experiences and they take time to develop.

If there is too early or too strong an emphasis on paper and pencil work, to the exclusion of direct physical involvement, lessons will lack a base of conceptual understanding on which to build. The purpose of kindergarten is to build this strong experiential base for the development of concepts and to teach essential skills.

The variety of kindergarten experiences, such as playing with blocks, working with paints, clay, and chalkboards, composing stories, lay an essential foundation for more traditional academic subjects. Through such activities, children develop an awareness of relationships such as size, shape, and position in space. Through games, songs and stories, they learn to develop verbal concepts and essential pre-reading skills. These are all fundamental skills that are necessary for more formal subjects.

A good kindergarten program is an organic whole. The kindergarten curriculum should be clear, structured, and well organized, but at the same time there must be flexibility to allow for questions and discussions that involve the child's immediate observations and interests. Ideas that are presented in one lesson should be developed and carried through into other areas. This serves not only to reinforce skills, but also to help children to generalize and to extend their learning to new situations. For example, number concepts such as counting, size relationship, and fractional terms that are taught in math can also be very effectively developed during spontaneous block play, cooking lessons, and science activities throughout the day.

The kindergarten program cannot be viewed in the same manner as the more advanced elementary school curriculum. Although the methods for developing kindergarten skills must be flexible, the kindergarten goals are clearly thought out and structured. There is a basic outline of skills that we can expect the average kindergarten child to achieve by June. Because of differences in maturity, learning will be achieved in each area in varying degrees. It cannot be over-emphasized that each child enters kindergarten with his/her own timetable of readiness. It is important that we recognize each child's developmental level and provide a variety of appropriate experiences to help the child progress at his/her own individual rate.

PERSONAL/SOCIAL DEVELOPMENT

Help children to:

- work and play cooperatively with others
- develop self control
- develop self-confidence
- express needs comfortably and appropriately
- assume increasing responsibility and independence
- dress self independently and take care of personal belongings
- take turns
- help others in need
- initiate conversations
- solve own problems
- adjust easily to new situations
- respect rights of, and empathize with others
- share time, ideas, and materials
- recognize/recall name, birth date, address, phone number, and other relevant personal information
- feel enthusiastic and proud with regard to personal achievement
- initiate activities
- participate in group activities
- accept and offer suggestions
- make choices and express likes and dislikes

WORK HABITS

Help children to:

- develop an appropriate attention span
- follow directions
- listen attentively
- complete what is begun
- work independently
- work carefully and neatly
- take pride in his/her endeavors/efforts
- clean up after activities
- develop a variety of interests
- use time constructively
- put effort into his/her endeavors

CURRICULUM OVERVIEW

LANGUAGE ARTS/READING DEVELOPMENT

Help children to:

- develop clarity in oral expression
- express ideas and thoughts well
- develop a growing vocabulary
- contribute to group discussions
- learn to make predictions
- print name correctly in linear manner/
identify own written name
- develop an appreciative interest in books
and stories
- develop an awareness of letter sound symbol
correspondence
- responds to questions, text and pictures
- create original stories
- develop left-to-right orientation
- develop class stories/books
- view one's self as a true author and
illustrator
- enjoy a variety of literature including fairy
tales, poetry, fiction and non- fiction

Phonemic Awareness

- recognize and produce rhyming words
- identify and write upper and lower case
letters
- develop phonic skills: matching sounds and
letters
- segment words into syllables
- identify beginning and ending sounds

MATH DEVELOPMENT- Math In Focus (A Singapore Approach)

- math in everyday life
- investigating numbers to 20
- patterns
- sorting and classifying
- geometric shapes, 2D and 3D
- understanding and using math vocabulary
- measurement
- graphs/sets
- collecting data
- money - introduction to coins
- comparing, ordering and joining numbers
- grouping and separating numbers
- problem solving

SOCIAL STUDIES

- family
- character development-Heartwood Program
- citizenship/positive social skills
- community/community helpers
- fire prevention/safety
- stranger danger
- multi-cultural awareness
- holidays, customs, traditions, origins
- self awareness
- historical people and events
- farm life
- Cultural Arts Enrichment

SCIENCE/HEALTH

The process of scientific inquiry and experimentation is integrated into all areas with an effort to instill this as a natural process of inquiry learning

A. Units of study include:

- Five Senses
- FOSS (Wood & Paper)
- Healthy Habits/Nutrition
- Farm Animals
- Plants/Garden

SPECIAL SUBJECT AREAS

- Art
- Library Media/Technology
- Physical Education
- Technology
- Music

ASSESSMENTS

All Kindergarten students are administered the DIBELS (Dynamic Indicator of Basic Literacy Skills) test three times per year. This assessment measures pre-reading/reading skills. Other formal/informal classroom assessments take place throughout the year.

WHEN DO CHILDREN ATTEND KINDERGARTEN?

Children who will be five years of age by December 1st are eligible to begin kindergarten in September. Exact dates and hours for registration are announced in local papers, on the Rye Neck website and by mail to parents listed on the Rye Neck census. The school secretary can provide information for new residents.

To assure appropriate placement, time is set aside in the spring for an informal screening of incoming kindergarten children. To help parents and children become better acquainted with the kindergarten program, there is also an orientation visit in late spring.

Each summer, parents receive notification of class assignment. For the first two weeks after school opens in September, kindergarten students attend school from 8:30 a.m. to 11:45 a.m. Each student is individually scheduled one afternoon during that time to come to school for informal assessment and a conference with the teacher. After the first two weeks children will then, in accordance with the teacher recommendations, attend for the full day, from 8:30 a.m. to 2:45 p.m. **Kindergartners bring a nutritious snack daily.**

STARTING OFF RIGHT AT DANIEL WARREN



Parents often ask us “*How can I prepare my child for Kindergarten?*”

These suggestions will ease the transition from nursery school to Kindergarten.

- Encourage self-help skills such as dressing by oneself, zipping, buttoning and tying.
- Guide your child’s development of character especially honesty, respect and kindness.
- Encourage your child to express his/her feelings and to use words rather than actions when angry.
- Provide opportunities for your child to work with scissors, glue, paint and other art materials.
- Encourage fine motor development by using Play-doh, lacing cards, Lego’s, etc.
- Encourage your child to hold crayons, markers and pencils correctly.
- Help them to print their name using an upper case first letter followed by lower case letters; i.e. Mary Jones
- Provide real life math experiences such as counting objects, distinguishing differences in size, shape and quantity and recognizing numbers in the environment.
- Expose your child to a variety of alphabet books, puzzles and games to encourage letter awareness.
- Offer your child a variety of experiences at the library, beach, park and museums. Encourage your child to talk and draw about such experiences.
- Practice conversational skills such as maintaining eye contact, speaking in complete sentences and responding in ways that make sense.
- Give your child multi-step directions to follow.
- Have fun playing board games. Stress taking turns and good sportsmanship.
- Encourage children to have many play activities with other children as well as by themselves.
- Begin to teach your child his/her full name, address, phone number and birthday.
- Read, read, read – enjoy books with your child every day.
- When reading with your child, ask questions that would encourage thinking, understanding, predicting, making connections and vocabulary development.
- Help your child become familiar with our school setting, i.e. play on playground and walking around Daniel Warren grounds.
- Continue to be an active participant in your child’s learning. Spend time with your child – listen, learn and love. Remember you are your child’s first and best teacher.

KINDERGARTEN IS A SPECIAL YEAR DURING WHICH A CHILD DEVELOPS READINESS SKILLS

WHAT IS READINESS?

Readiness is.....

A child who **LISTENS**

- to directions without interrupting
- to stories and poems for five to ten minutes without restlessness

A child who **HEARS**

- words that rhyme
- words that begin with same sound or different words

A child who **SEES**

- likenesses and differences in pictures and designs
- letters and words that match

A child who **UNDERSTANDS**

- the relationship inherent in such words as up and down, top and bottom, over and under and little and big
- the classification of words that represent people, places and things

A child who **SPEAKS CLEARLY** and is able to

- stay on a topic in class discussions
- retell a story or poem in correct sequence
- tell a story or relate an experience of his/her own

A child who **THINKS** and can

- give the main idea of a story
- give unique ideas and important details
- give reasons for his/her opinions

A child who **ADJUSTS**

- to changes in routine and to new situations without becoming fearful
- to opposition or defeat without crying or sulking

A child who **OBEYS**

- classroom rules established and explained by the teacher
- safety rules on the playground
- safety rules at home

A child who **PLAYS**

- cooperatively with other children and shares, takes turns, and assumes his share of group responsibility
- can run, jump, skip, and bounce a ball with comparative dexterity

A child who **WORKS**

- without being easily distracted
- follows directions
- completes each task
- takes pride in his/her work

SECTION V THE FIRST GRADE PROGRAM
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CURRICULUM OVERVIEW

LANGUAGE ARTS/READING DEVELOPMENT

Research tells us that reading and writing abilities continue to develop throughout ones lifespan; the early childhood years from birth through age 8 are your child’s most important years for literacy development. Learning to read and write is critical to success in school and later in life. Students enter First Grade with a variety of readiness skills. Literacy activities in the classroom focus on writing and reading. Children learn about the relationship between oral and written language and the relationship between letters, sounds, phonemes and words. At Daniel Warren, classroom teachers utilize the research based Open Court Phonics Program to drive the phonemic awareness and phonics instruction. Reading instruction in 1st Grade provides analysis and development in: phonemic awareness, phonics, fluency, vocabulary and text comprehension.

First Grade Literacy objectives are clearly defined. They focus on:

- learning to read and write using defined word identification skills: consonant/vowel sounds, letter blends, word endings, compound words, word families, vowel patterns, rhyming, sight vocabulary and alphabetical order
- writing complete sentences and stories employing more conventional spelling, punctuation and sentence structure
- choosing appropriate reading material at a variety of reading levels from extensive leveled libraries in all classrooms
- developing comprehension through sequencing, making predictions, and identifying story elements
- using resources to gather information (non-fiction books, internet resources and dictionaries)
- experiencing creative, expository and reflective writing exercises
- exploring literature through author studies, poetry, various genres, multi-cultural stories and fiction/non-fiction studies

MATH DEVELOPMENT- Math In Focus (A Singapore Approach)

- | | |
|--|---|
| • math in everyday life | • measurement |
| • problem solving/critical thinking | • estimation |
| • patterns | • geometry (shapes and solids) |
| • working with addition and subtraction using number bonds | • graphs/sets (grouping and comparison) |
| • investigating numbers to 100 | • developing the concept of division |
| • analyzing shapes | • collecting and analyzing data |
| • developing multiplication concepts | • place value |
| • money (pennies, nickels and dimes) | • time to hour and half hour |
| • adding and subtracting 2 digit numbers | • understanding and using math vocabulary |

SOCIAL STUDIES

- multicultural awareness
- holidays (customs, traditions and origins)
- historical people and events
- cultural arts enrichment
- introduction to map skills
- character development – Heartwood Program
- classroom community
- fire prevention/safety
- stranger danger

SCIENCE/HEALTH

The process of scientific inquiry and experimentation is integrated into all areas with an effort to instill this as a natural process of inquiry learning.

A. Units of study include:

- FOSS Insects
- FOSS Matter
- FOSS Magnets

SPECIAL SUBJECT AREAS

- Art
- Library Media/Technology
- Physical Education
- Music

ASSESSMENTS

All First Grade students are administered the DIBELS (Dynamic Indicator of Basic Early Literacy Skills) and the DRA II (Developmental Reading Assessment) testing twice a year. These assessments measure reading skills. Other informal assessments (math & reading) take place in the classroom throughout the year.

SECTION VI THE SECOND GRADE PROGRAM
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CURRICULUM OVERVIEW

LANGUAGE ARTS

Listening and Speaking

Communication is a fundamental skill of life. One of the most effective ways to develop communication skills is to stress speaking and listening across the curriculum. Second graders will need their listening and speaking skills to acquire information and to gain understanding to critically analyze and evaluate information and situations, to respond to literature, and to express themselves creatively.

Reading

The ability to read is essential for students to succeed as life-long learners. The primary goal of reading in second grade is comprehension. Students will be able to use multiple strategies and a variety of materials to accomplish this goal.

- ◆ Word Analysis
- ◆ Vocabulary
- ◆ Comprehension
- ◆ Independent Reading – in school and at home to meet New York State requirement that every child read a minimum of 25 books a year

Writing and Spelling

Second grade students are beginning to build a foundation for writing in different genres. Writing is integrated into all curriculum areas. Author studies and literature often serve as models to inspire children's writing. In addition, students are learning to apply the conventions of punctuation, grammar and spelling. Invented spelling is encouraged at the beginning of the year. A transition should occur during the year as children begin to apply spelling rules and strategies and use high frequency words correctly. The writing and spelling expectation for second graders include the following:

- ◆ Use correct spelling for high frequency words
- ◆ Use the steps of the writing process: brainstorming, drafting, revising, editing, and publishing
- ◆ Use prewriting strategies including brainstorming, webbing, mapping flow charts, and Venn diagrams
- ◆ Present the main idea and provide supporting details
- ◆ Write, draw and illustrate a story sequentially and in detail (include story elements, problem-solution, characterization, setting)
- ◆ Use transitional words such as *next*, *then*, and *later*
- ◆ Begin to write a structurally and semantically correct paragraph
- ◆ Identify, develop, and use complete sentences
- ◆ Use pronouns and their antecedents correctly
- ◆ Record experiences, thoughts and information in learning logs, literature logs and journals
- ◆ Write in a variety of genres: expository, narrative, and poetry
- ◆ Use descriptive words and phrases to expand a simple sentence
- ◆ Assemble ideas to produce a cohesive piece of writing
- ◆ Use a capital letter at the beginning of a sentence, with proper nouns, for all titles, for the pronoun *I*, for greeting and closing in a friendly letter
- ◆ Use quotation marks
- ◆ Use apostrophes in contractions and possessives
- ◆ Use spelling rules and strategies when writing
- ◆ Use correct punctuation: period, exclamation point, and comma
- ◆ Recognize and use nouns, verbs, and adjectives

MATHEMATICS- Math In Focus (A Singapore Approach)

- reviewing number & time concepts
- addition and subtraction strategies
- measurement and geometry
- numbers to 1,000 and number patterns
- adding & subtracting 2-digit numbers
- reasoning and proof
- working with money, time, and date
- place value: numbers to 1,000
- fractions, probability, and time
- multiplication & division concepts
- working with numbers to 1,000
- problem solving
- data analysis
- numbers and operations

SCIENCE

Trade books are used to enhance the understanding of the topics that are studied as part of the second grade science program. The theme of the second grade science program is Discovering and Classifying Things in the Natural World.

Units of study include:

- FOSS Air & Weather
- FOSS Seeds and Plants
- Oceanography

SPECIAL SUBJECT AREAS

- Art
- Library Media/Technology
- Physical Education
- Music

SOCIAL STUDIES

The second grade social studies theme is Our Community. The following topics are studied in the second grade:

My Community and Region Today
People Depending On and Modifying the Physical Environment
Challenge of Meeting Needs and Wants
People Using Human, Capital, and Natural Resources
Economic Decision Making
Symbols of Citizenship
Rights, Responsibilities, and Roles of Citizenship
Making and Changing Rules and Laws

ASSESSMENTS

All Second Grade students are administered the DIBELS (Dynamic Indicator of Basic Early Literacy Skills) and the DRA II (Developmental Reading Assessment) testing twice a year. These assessments measure reading skills. Other informal assessments (math & reading) take place in the classroom throughout the year. In addition, the Gates MacGinitie Reading Assessment is also administered to all 2nd Graders in September.

SECTION VII CODE OF CONDUCT

INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

CODE OF CONDUCT SUMMARY

Assemblies:

Conduct in school assemblies must be respectful and appropriate to the nature of the program. Any student exhibiting improper behavior will be removed from the Auditorium and assigned appropriate school detention. Parents will be notified if the offense warrants. Food or beverages are not permitted in the Auditorium during assemblies. Any defacing or vandalizing of the Auditorium will result in firm disciplinary action.

Cafeteria:

Rough play, throwing food or other forms of disorderly behavior are not permitted in the lunch rooms. Such inappropriate behavior will result in an appropriate consequence.

Computer and Internet Use:

Students are responsible for good behavior on school computers just as when they are in the classroom or school hallways. General school rules for behavior and communications apply. Parental permission is required for computer use, therefore, students are required to have a signed *Permission Form and Agreement* on file to utilize Rye Neck’s computer network.

Drugs/ Alcohol and Smoking:

Drugs/alcohol or smoking are not permitted in the building or on school grounds. Persons violating this provision will be subject to penalties and procedures as per the district Code of Conduct.

Fighting:

Fighting on buses, school grounds or in the building is not permitted. Students involved in a fight will be subject to administrative action.

Drills: Lock Down, Sheltering, Evacuation and Fire

During fire drills all students are to file quickly and quietly out of the building. There is to be NO TALKING. Students are to return to their normal classroom routines quietly after the appropriate signal.

Fireworks:

Fireworks of any kind are prohibited on the school grounds. Persons violating this provision will be subject to penalties and procedures as per the district Code of Conduct.

Halls:

Running, pushing and horseplay in the halls are dangerous to the health and safety of others and are unacceptable behavior. Hallways are to remain free of student property.

Leaving School Without Permission:

Students who leave school grounds without permission will be subject to administrative action.

Profanity:

Profanity, threats or abusive language are unacceptable. Such behavior will result in administrative action.

Radios, Tape/CD Players, Walkmen and Other Electronic Devices:

Radios, tape/CD players, walkman and other electronic devices are not to be used or carried in the school building during school hours unless authorized by a teacher for special classroom purposes. Failure to follow this rule will result in confiscation of the item. It will be returned only to parents.

School Property:

There shall be no defacing of any school property by any student. Any student found to be responsible for the defacing of school property will be held responsible for its repair or replacement and parents will be notified.

Skateboards:

Skateboards, skates and roller blades are not allowed on school grounds. Failure to follow this rule will result in confiscation of these items. They will be returned only to parents.

Social Behavior:

Certain behavior is contrary to the educational process and the social needs of the school and society as well. This includes threatening, reckless endangerment, inappropriate physical contact and using abusive and/or obscene language. These and any other actions that school officials deem not to be in the best interest of all students are strictly prohibited. Students violating these rules will face administrative action.

Weapons:

Possessing, displaying or threatening to use what appears to be or can be used as a weapon is strictly prohibited on school grounds. Persons violating this provision will be subject to the penalties and procedures as per the district Code of Conduct.

Student Dress Code :

All students are expected to come to school clean and dressed appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other school personnel should be role models and reinforce acceptable student dress.

FAMILY AND EDUCATIONAL RIGHTS AND PRIVACY ACT

This is to advise you of your rights with respect to student records pursuant to the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of student records. The law gives parents and students over 18 years of age (referred to in the law as “eligible students”) the following rights:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 2020-4605

In addition to the rights outlined above, FERPA also gives the school district an option of designating certain categories of student information as “directory information.” Directory information includes a student’s name, address, telephone number, date and place of birth, major course study, participation in school activities or sports, weight and height if a member of an athletic team, dates of attendance, degrees and awards received, most recent school attended, class schedule, photograph, video recordings, e-mail address and class roster. You may object to the release of any or all of this “directory information.” However, you must do so in writing within 14 days of receiving this notice. If we do not receive a written objection, we will be authorized to release this information without your consent.



Daniel Warren Students Grow With

Love

Respect

Honesty

Hope

Courage

Justice

Loyalty