Rye Neck Schools

KINDERGARTEN,
FIRST GRADE and SECOND GRADE
FAMILY HANDBOOK
2025-2026

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OUR MISSION STATEMENT

Rye Neck is a close-knit school community that values local and global voices. We are committed to providing a learning journey that inspires an adaptive mindset and enables all learners to thrive academically and personally.

The Rye Neck U.F.S.D. offers equal educational and employment 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. Anyone wishing to ask questions or report a claim regarding Titles VI, VII, IX, EEO, or Section 504 and the Americans with Disabilities Act should contact the Rye Neck district office at telephone number (914) 777-5200.

RyeNeckSchools

Daniel Warren Elementary School
Tara Goldberg
Principal

Michael Burke
Superintendent of Schools

September 2025

Dear Families:

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 have 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 provides a balance of core curriculum programs, hands-on activities and social 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 environments, your child will be engaged in many diverse learning experiences in the areas of literacy, mathematics, science, social studies and health. In addition, they will participate in our library media center, art, music 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,

Tara Goldberg
Principal

1310 Harrison Avenue, Mamaroneck, NY 10543 | t: 914.777.4200 | f: 914.777.4201 | www.ryeneck.org

STAFF LISTING
DANIEL WARREN SCHOOL
SCHOOL YEAR - 2025/2026
Principal: Tara Goldberg
Rm. 202
Secretary to the Principal: Jeannine Teter Office Clerk – Laurie DiFalco

KINDERGARTEN	KLB - Leah Berlioz	Room 110
	KLD - Lauren D'Alesandro	Room 133
	KKG - Kaitlyn Gryzlo	Room 134
	KMS - Monique Santoro	Room 231
	KLW - Lynda Welsh	Room 117
	KKZ/GG - Katie Zarkin/Gretchen Gorsky	Room 230
FIRST GRADE	1AC - Anna Cortese	Room 304
	1DD - Dawn Drace	Room 301
	1CL - Courtney Loper	Room 308
	1MP/AR - Mendije Perkovic/Anneliese Rosen	Room 201
	1MW - Melissa Wagner	Room 300
SECOND GRADE	2CC - Christie Curran	Room 303
	2TL - Tara Linehan	Room 208
	2MP - Megan Pepitone/Jen McCue	Room 206
	2BP - Brian Pinto	Room 306
	2DW - Deena Winchenbach	Room 203
Art	Dara Goodman	Room 112
Early Intervention Reading	Leanne Spadaccino	Room 302
Early Intervention Math	Susan Soohoo (A,C,E)	Room 131
ENL	Ashley Synowiez	Room 111
ENL Teacher Assistant	Beth Nava	Room 111
Library/Media Teacher	Leigh Ann Kowalchick	Room 205/Library/Media Center 205
Wonder Studio	Leigh Ann Kowalchick	Room 116
Music	Caitlin Clarke	Room 121/Music Room
Nurse	Wendy Abbatantono, RN	Room 207/Nurses' Office
Occupational Therapist	Kim Duque	Room 113
Physical Education	Dan Linehan a.m./Albie Ciuffetelli p.m.	Room 120/Gym
Psychologist - K-2	Michelle Bowman/Laura Finkelson	Room 115
Elementary School Counselor	Alexis Pantello (B,D,F)	Room 131
District Social Worker	Ana Crivorot	777-4828
Kdg. Special Class	Gretchen Gorsky	Room 231
Gr. 1-2 Special Class	Anneliese Rosen	Room 110
Gr. 2 Special Class	Jen McCue	Room 207 A
Speech/Language	Danielle Grunes	Room 207 B
Special Ed. Teacher Assistant	Frances Piacquadio	
	Kathie Iacovelli	
	Monica Muir	
	Gert Gallin	
	Veronica Hudak	
AIS Teacher Asst.	Kendyl Nethercott	Floor 3 Wing
	Lina Amello	Room 130
Media Center Teacher Asst.	Judy Schank	Room 205 Media Center/Library
Teacher Aides	Cynthia Lanuza (KLB)	
	Jenifer Lopez (KKG)	
	Kimberley Lozano Pugo(KLW)	
	Barbara McCaffery (KMS)	
	Madison Muir (KKZ/GG)	
	Jennifer Paul (KLD)	
Head Custodian	Brian Crawford	Room 307
Custodian	Bobby Scatenato	
Custodian	Timothy Sacco	
Security	Steve Dempsey	

7/11/25

INTRODUCTION

In our Rye Neck Elementary Schools there is a balance of direct instruction of core curriculum and an integrated discovery approach to learning. 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. 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 literacy and math programs aligned with core curriculum
- Reading and writing through the content areas
- Research skills taught
- Science inquiry and hands on experimentation
- Interactive Boards in all classrooms
- Google Chromebooks
- Art, Music, Library Media and Physical Education Specialists
- Reading/Math Intervention and Enrichment
- Early Intervention Reading and Math Program for first and second graders
- Specialist Support Services in Reading, Special Education, Psychology, Occupational Therapy, Speech/Language, English as a New Language and Resource Room
- STEAM/Cultural Arts and Field Trip Programs that extend and enrich classroom instruction
- Active and involved PTSA that sponsors STEAM/Cultural Arts Programs, Peace Garden, After School Clubs, and other activities.
- Environmental/Sustainable Garden
- Project-Based Wonder Studio school-wide studies

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 literacy and mathematics. Support programs such as reading and math intervention, English as a New Language, and speech services are available for students to provide enrichment, practice and remedial instruction. Class sizes are instrumental in helping fulfill the district's commitment to accommodating the individual strengths, needs and learning styles of each student.

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 March/April.

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 of the most recent utility bills showing current address – Con Edison/Home Phone)

- Proof of immunizations as required by New York State Law and a current physical for entering Kindergarten.
- A copy of the current school's progress report and medical records (if transferring from another school district).

SECTION I
IMPORTANT SCHOOL INFORMATION

SCHOOL HOURS

Arrival	8:25 a.m.
Late Bell	8:45 a.m.
Lunch/Recess	11:50 a.m. - 12:50 p.m. First and Second Grade 12:20 p.m.- 1:20 p.m. Kindergarten
Kindergarten Dismissal	2:40 p.m.
First Grade Dismissal	2:50 p.m.
Second Grade Dismissal	2:55 p.m.

ARRIVAL AND DISMISSAL PROCEDURES FOR DANIEL WARREN

Please note these important procedures for arrival and dismissal, which all parents must carefully follow every day, in order to ensure 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 be exercised by all.

Please note that:

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

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

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 school and walk.

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

- **Kindergarten - Second Graders** go directly to the classroom.
- If you drive your child to school, pull all the way down into the driveway and drop-off your child. The faculty is on duty to make certain all children enter the building safely. In order to expedite arrival times, please make certain that your child is ready to exit the car once you are in the driveway.
- Parking in the driveway and leaving your car unattended is **strictly prohibited.**

- If you arrive at 8:46 a.m. or later, you must walk your children into the building and sign in at the front desk.
- Parking is not permitted in any of the staff parking lots. (Front of building, rear of building, or Florence Street). These are assigned and numbered spaces for staff only.
- **There is no supervision of students before 8:25 a.m., please do not leave your child unattended.**

Afternoon Dismissal Procedures:

- Kindergarten and First Grade Teachers escort their classes out onto the front patio and sidewalks for pick up at 2:40 p.m. for Kindergarten and 2:50 p.m. for First grade. Second Graders exit from the side front door at 2:55 p.m. There is a "pick up post" for picking up your second grader as they exit their classroom.
- The driveway is used for dismissal. School staff guide students to awaiting cars. Please remain in your car at all times. **You must use the name cards (last name and class) to help facilitate pick-up. Place them in the front right hand side of your dashboard. Cars without name cards will be asked to move out of the pick-up line. First and second grade parents will not be able to enter the traffic line before 2:50 p.m.** If you are picking up a first/second grader as well as a kindergartener, please make arrangements with your Kindergarten teacher to pick up your child at 2:50 p.m. You will not be able to wait in the driveway until the older students are dismissed.
- If a child is not picked up in a reasonable amount of time, the child will be brought to the main office and the parent will be called.
- 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 students in the event of an emergency.
- **Do not get out of your car**. Teach your children how to unbuckle their seatbelts, and if at all possible, have them seated on the curb side of your car.
- You may not make a left hand turn into the driveway from Harrison Avenue, signs are posted that it is illegal.
- Visitor spots are designated for people who have specific business in the building and will not be leaving. Never park in a visitor's spot to drop off or pick up your child.
- 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.**
- Drive up as far into the driveway as possible. There are multiple school entrances.
- **DO NOT park in the numbered spaces. These are reserved for staff.**

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.

EMERGENCY CLOSINGS

The district uses a K-12 automated emergency phone system and email to notify staff and students if school is closed due to inclement weather or any other emergency. It is imperative that you notify the office immediately of any changes to your contact information in order to keep our records up to date.

Delayed openings and closings due to weather and/or other emergency conditions can be found on the district website: www.ryeneck.org, parent square app, district text & email communication, News 12 Westchester, ABC7 or by calling the district switchboard at 914-777-5200.

When inclement weather occurs during school hours, parents may pick up their children early. **THEY MUST SIGN OUT THEIR CHILD AT THE SECURITY DESK 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 or update it directly on the eschool parent portal.**

In case of inclement weather, Kindergarten and First Grade will be dismissed from the auditorium. Second Grade students will be dismissed from their classrooms. Parents who are walking need to check in with a staff member at the outside pick up spots. Students will be called to come outside. Second grade and the carline won't have any changes to the typical procedures.

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 their parent. Notes are due the day the child returns to school. New York State Law defines excused absences as sickness or death in family, severe weather conditions, religious observances, or court appearance. Please take note of the school calendar and plan your family vacation accordingly. Absence from school for any reason, other than previously stated, is considered unexcused and will be reflected as such on all legal documents. As instruction in the classroom is ongoing, your child will miss valuable education experiences. Please be aware that the school is not required to provide work for such absences. 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 email dwattendance@ryeneck.org or call the health office, at 914-777-4210 between the hours of 8:00 a.m. and 9:00 a.m. on the first day of absence.

2. If your child is reported absent by their classroom teacher, and you have not called the school, you will be notified via the automated system to verify the absence.
3. In case of severe, contagious disease, pediculosis (head lice), or prolonged illnesses, please notify the school nurse. It is procedure that the nurse notifies 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 phone number provided. For this reason, it is important for the school to have all parent/guardian's work numbers/cell numbers, as well as an additional one or two emergency numbers of neighbors or close relatives.
5. It is important that children arrive at school in time for the opening bell between 8:25 a.m. - 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 smooth beginning to their day by scheduling ample time for early morning procedures.
6. If your child comes to school after 8:46 a.m., they must be accompanied by an adult and go directly to the welcome desk to sign in and receive a late pass, then go directly to their class.
7. If you need to remove your child from school for any reason during the school day, please call first and then stop in at the security desk to sign your child out of school. This also applies if your child is outside on the playground during a recess period. The office will contact your child's teacher and they 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 also 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 or responsible adult must 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 as required.

Parents must provide proof of immunizations and PPD Screening before a child enters school, and a current record of these immunizations/PPD Screening must be kept in the Health Office. Please visit the New York State Immunizations for School Entrance at www.health.ny.gov/publications/2370.pdf for the most recent updates.

*Parents should follow these guidelines when determining when their child should **NOT** be in school and be symptom free for 24 hours:*

- Persistent fever greater than 100 degrees
- Vomiting or Diarrhea
- Ear Pain or drainage from the ear
- Discolored nasal discharge, accompanied by pain or headache
- Sore throat that is severe, accompanied by fever or feeling ill

- Any condition you think may be serious or contagious to others

New York State health regulations also mandate that all children in Kindergarten, First, Third, Seventh, Ninth and Eleventh grades as well as new entrants, have a physical examination administered by a New York State physician. Forms for physical and dental examinations may be obtained from the nurse or downloaded from 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 to 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 interact 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 parents.
- 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.

DANIEL WARREN BIRTHDAY CELEBRATION GUIDELINES

At Daniel Warren we love to celebrate…reading, math, friendships and birthdays too! We welcome small birthday celebrations in school as a special time for each child with their classmates. Please see the celebration menu below, and select ONE way your child would like to celebrate at school. Please adhere to the following guidelines when planning a celebration with your child's teacher. We cannot accept gift bags, invitations, and other celebratory items. **Please save these ideas for outside of school.**

Your child's teacher will ask at the beginning of the month how your child would like to celebrate. Summer birthdays will be celebrated in June.

Pick one:

- Bring in an "All about Me" bag with items celebrating your child.
- Extra Recess *(Your child's class will go outside for an extra recess to celebrate.)*
- Parent Special Visit/*In-person or Remote (Craft or Read Aloud)*

Thank you for your cooperation!

THE BREAKFAST AND LUNCH PROGRAM

Breakfast is available daily from 8:25-8:45. Breakfast is free of charge and will consist of healthy options that are easy to distribute and eat during the arrival window of time. Students who would like to have breakfast should go to the auditorium directly from drop off. The faculty will assist them during breakfast and escort them to class. You are encouraged to let your child's teacher and/or main office know if you'd like your child to have breakfast daily.

- 11:50 a.m. – 12:50 p.m. - First and Second Grade
- 12:20 p.m.- 1:20 p.m. - Kindergarten

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 them out in the security desk, and back in when the child returns to school.

CHILDREN ARE NOT PERMITTED TO LEAVE THE SCHOOL BUILDING FOR ANY REASON UNLESS THEY ARE SIGNED OUT AT THE SECURITY DESK AND ACCOMPANIED BY AN ADULT.

During lunch, children should use acceptable table manners, maintain a conversational tone, and use the proper recycling receptacles provided for cleanup. Proper behavior and courtesy toward other children and supervising adults are expected at all times. Often, when weather permits, lunch is enjoyed outdoors. Please send your child to school with a towel for outdoor learning.

Because the school does not operate a kitchen, it is difficult to resolve the problem of forgotten lunches. Please ensure that your child leaves with their 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 school offers a healthy lunch (including milk or juice) during the week free of

charge or milk/juice a la carte for $.75. It is important to familiarize yourself with the lunch procedures, which can be found on the Daniel Warren Website. You will have to set up an account on myschoolbucks.com in order to purchase lunch or milk or ala carte items. The cost of ala carte and milk/juice will be deducted from your child's lunch account. This year school lunch is free for all students. Instructions for setting up an account and replenishing it are available on the district website as well.

RECESS

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 will not be permitted on the playground. Label all clothing, outer garments and lunch boxes to prevent these items from being put into the lost and found.

When the weather is inclement, children will follow a different lunch schedule. Instead of playing outdoors during the recess portion of the lunch hour, kindergarten children have recess in the classroom and first and second graders are divided and assigned to the gym, media center, music room, art room and wonder studio.

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.
- **The playground is supplied with an ample amount of balls, hula hoops, chalk, etc. Please leave toys at home.**
- 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.
- SLIDES – Only one child may climb the ladder and slide down at a time. Walking up the slide is not permitted unless we determine it's a special "up slide" day.
- 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 designated 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 their 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 your child spends an excessive amount of time on their homework, please notify the classroom teacher. Parents are encouraged to read with their children daily.

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

- Reading aloud with children every day

- Showing interest in student's homework and school day
- Participating in school activities
- Creative positive homework habits
- Providing a study area – free of distractions with good lighting
- Avoid 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. All visitors to the school will need a picture ID to use with our visitor monitoring system. The system will issue a badge that must be worn in the building. Please check in at the Main Office/Welcome Desk before going to your destination.

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 welcome desk and they will be delivered to your child. Also, for students who are absent, 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 not allowed on the playground during school hours without prior authorization from the office. This is to protect all children.

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 e-mail. If you wish to meet with your child's teacher, please contact them directly to set up an appointment. If you have additional questions regarding any facet of the elementary program, please feel free to call Mrs. Goldberg, building principal at, 914-777-4200 or email, tgoldberg@ryeneck.org.

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. If you would like a conference outside of the timeframe below, you are welcome to schedule an appointment with the teacher.

Kindergarten		**First/Second Grade**	
January	Conference/Report Card	November/December	Conference/Report Card
June	Report Card	March	Report Card
		June	Report Card

WEEKLY PRINCIPAL'S NOTE

Each Friday afternoon, a Principal's note - *The DW Weekly* - is sent via parent square to families. This letter keeps you informed about all school news, and lists special events such as class trips, assembly programs, important meetings and holidays. Pictures are shared to highlight some special learning experiences of the week.

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.

LOST AND FOUND

Every year our lost and found cubby 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 cubby periodically for missing articles. It is located in front of the nurses office. 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 recording must be made in writing to the Superintendent or their designee.

ENVIRONMENTAL GUIDELINES

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

- Organic pesticides are periodically 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 grass 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. In addition, water bottle stations are available around the school to refill your child's reusable water bottle.***

FIELD TRIPS

Field trips are designed to build upon classroom learning and provide a real-world experience. A field trip provides our students an engaging opportunity to see, touch, feel and listen to what they're learning about. Staff members are responsible for student safety on class trips. It is expected that students "be their best." Behavior that is deemed distracting, unsafe or disruptive will result in appropriate consequences. On occasion, a child's classroom behavior, or prior trip behavior, may determine that a parent/guardian accompanies their child on the trip, in order to ensure his/her safety and that of other students. *My School Bucks* is utilized for collection of field trip fees.

SECTION II
SPECIAL AREA TEACHERS

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 hall and front entrance throughout the year.

ENGLISH AS A NEW LANGUAGE - ENL

Qualified Non-English speaking children receive small group instruction as well as push in classroom support in the English Language. Our ENL teacher meets regularly with the classroom teacher to ensure that there is congruence between the student's instructional objectives in the ENL program and the regular classroom.

PHYSICAL / HEALTH EDUCATION

Through Physical/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 Phys. Ed. teachers, classroom teachers, and school psychologists facilitate our health and wellness lessons. Our school nurse serves as a resource to classroom teachers and as guest presenter in classroom lessons.

LIBRARY / MEDIA CENTER

The Library Media Center is one of the cornerstones of the Daniel Warren educational program. Teachers and students will utilize this space to support critical thinking, problem solving and research projects. The media center houses a collection of over 8,000 books, children magazines and chromebooks. 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.

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. Each year grade level concerts are celebrated at Daniel Warren.

READING & MATH ACADEMIC INTERVENTION SERVICES (AIS)

Early Intervention Reading and Math programs provide extra support for students experiencing academic difficulty. At Daniel Warren we have specialists who collaborate with the child's classroom teacher to ensure congruence between the curriculum and the student's goals. As part of our Response to Intervention, screenings are applied to all students to identify those not making academic progress and for continued growth monitoring. There are multiple measures used for measuring student progress towards grade level standards.

SCHOOL PSYCHOLOGIST & ELEMENTARY COUNSELOR

Our school psychologists work with teachers, parents and children. They meet regularly with teachers and the principal to discuss individual student needs, make classroom visits/observations, participate in the weekly Instructional Support Team meetings with support staff and coordinate the screening for incoming kindergarten children. In addition, the psychologists and counselor lead a Social Skills/Conflict Resolution Program in kindergarten, first and second grade as well as support groups on an "as needed" basis.

SPECIAL EDUCATION

Interventions in general education will have been attempted and documented. If the interventions do not alleviate the educational difficulties an initial referral can be made. After the referral and testing process, the Committee on Special Education will determine eligibility for special education services. If recommended, the student will receive an Individualized Education Program.
504 Accommodation Plans are developed when there are special health needs.

Our special education support services may consist of:

- Speech and Language Pathologist
- Occupational Therapist
- Special Class
- Integrated Co-Teach

SECTION III
HOME SCHOOL PARTNERSHIP

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 composed of individuals who meet to discuss educational matters and plan various functions for their children, volunteers, and teachers. Cultural programs, educational events, 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 way to help your

child and the educational programs at the Rye Neck Elementary Schools. All Rye Neck Parents are invited to attend PTSA and Board of Education meetings which are listed monthly on your school calendar. Some PTSA 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. The selection process is directly handled by the PTSA. If interested, please submit appropriate applications.

2. **VOLUNTEER PROGRAM –** Each year, parent and community volunteers at the Rye Neck Elementary Schools have provided invaluable services and contributions as library helpers, field trip chaperones, recycling/community initiatives, garden volunteers. These dedicated individuals have devoted their time and efforts to augment our educational programs. 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 building. Forms are available on-line and in the office. We encourage parents/community members who are interested in volunteering their time, to call the school to 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 appropriate party or the PTSA Volunteer coordinator listed in the PTSA calendar for further information.

3. **STEAM PROGRAMS –** The PTSA sponsors cultural and science arts programs throughout the year for all grades. These enrich and extend the classroom curriculum for all children grades K–5 and are chosen by the STEAM/Cultural Arts Committee consisting of the administration, teachers and a PTSA STEAM Coordinator.

4. **AFTER SCHOOL CLUBS –** The PTSA partners with an outside organization for 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.

HELPING YOUR CHILD PRACTICE SAFETY

It is important that your child:

- Knows their name, address and telephone number.
- Know the names of their 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. Research 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

K-2 teachers set the stage for your child to learn to read with some critical early skills. The teachers then take up the task of building the skills that children will use every day for the rest of their lives. Learning to read during early childhood sets students up for "reading to learn" in their later elementary years.

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

- Share conversations over mealtimes and other times you are together. Children learn more words easily when they hear them spoken often. Introduce new and interesting words at every opportunity.
- Expect appropriate responses to questions.
- 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 writer. Children can learn habits from the people around them.
- Visit the library often. Story times, computers, homework help and other exciting activities await the entire family.

SECTION IV
K-2 CURRICULUM

ACCENTUATING THE POSITIVE

In the Rye Neck Elementary Schools, we are committed to positive reinforcement for behavior modification. Student behavior at Daniel Warren stresses positive reinforcement and respect for others. The school expectations are taught and reinforced.

Be Kind
Be Safe
Be Responsible
Be Your Best

Children are taught conflict resolution and peer mediation skills as part of our social skills programs.

Our curriculum aligns with the New York State Next Generation Standards. The standards below define what is to be learned by the end of the school year. The standards remain constant but our curriculum can be altered year to year in how we approach ensuring that students are meeting the learning outcomes.
Please see the **NYS Next Generation ELA Standards HERE.**

Please see the **NYS Next Generation Math Standards HERE.**

Reading

The ability to read is essential for students to succeed as life-long learners. Reading is a process by which children are able to demonstrate an understanding of text. Children interact with the text in a variety of ways: analyzing and interpreting features of the text, making connections between parts of the texts and among several texts, and between texts and life experiences. Our Daniel Warren reading program includes: Foundational Skills, Interactive Read Aloud, Shared Reading, Reading Workshop, Independent Reading, Partner Reading. There are opportunities for whole group, small group and 1:1 instruction. We utilize, Fundations, Heggerty, Wilson and Units of Study.

Writing

Students will practice skills to communicate effectively for specific purposes. Our classroom writer's workshop is when students engage in the writing process while viewing themselves as writers. They will produce several published pieces throughout the school year. Students will go through the process of planning, drafting, revising, editing, publishing and celebrating. We stress the importance of applying the foundational writing skills with authentic experiences.

Mathematics

At Daniel Warren we use the Eureka Math^2© curriculum. The lessons focus on key concepts that layer over time to create a deep understanding of math knowledge. Students are taught to think, strategize and solve problems...not just get answers. The curriculum provides consistent math models, rigor to support the productive struggle, coherence across grades, digital interactives, and student discourse to make math instruction fun and engaging. We utilize the print materials with student workbooks, math manipulatives and the digital Eureka Math^2 online resources. In addition, Number Corner (a component of Bridges in Mathematics) is a complement to our curriculum. As part of the morning routine in the early childhood classrooms, this skill-building program introduces, reinforces, and extends mathematical skills and concepts. Number Corner deepens the work with classroom calendars, day in school routines, along with problem solving, computational fluency and more.

Science

Science 21© is an integrated K-5 science curriculum developed locally and regionally at the Putnam/Northern Westchester BOCES. It is aligned to the New York State Science Learning Standards and helps students to engage in the sense-making of disciplinary science phenomena by using the Science and Engineering Practices and Crosscutting Concepts. The program's major emphasis is on investigations that are student-directed and relevant to students' everyday lives. The program's focus is to have students engage in minds-on and hands-on science tasks to integrate practices of ELA, Math and Social Studies where they fit naturally.

Social Studies

Daniel Warren students explore key ideas while engaging in social studies practices. We implement the Integrated Social Studies/ELA Curriculum developed by teachers for teachers from the Putnam Northern

Westchester region and beyond. Each grade has a themed course with units of study taking place throughout the year.

Wonder Studio

In collaboration with the Library Media Specialist, students engage in school-wide investigations as part of our Wonder Studio. The Wonder Studio is an inquiry-based learning space. It emphasizes the process of asking questions and the exploration and discoveries we make as we find the answers to our questions. The topics rotate across three years~

Year 1	Year 2	Year 3
Garden- Looking Closely with Science and Poets Eyes	Heroes- Real and Fantasy	Our "Peace" Garden- The study of Peace
Builders & Architects	Maps and Globes	Toys and Games from Around the World
Community	Who Lives in the Garden?	Myth Making
x	Inventors and Inventions (mini-study)	Design (mini-study)

Spelling/Word Study

Daniel Warren focuses on the conventions of the English Language within our balanced literacy curriculum and using the Wilson Fundations© program. We teach punctuation usage and spelling skills along with the core conventions. Students in K-2 receive a systematic approach in critical foundation skills emphasizing: phonemic awareness, phonics/ word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, spelling. In addition, our kindergarten classes teach The Heggerty Phonemic Awareness Curriculum.

Health and Wellness

At Daniel Warren we have an integrated approach towards our Health and Wellness instruction. Classroom teachers, our physical education teacher, school psychologists, and our building nurse all support the important lessons that help our students achieve the New York State Standards in Health Education. Lessons are designed to support the following: Emotional and Mental Health, Personal Health and Fitness, Injury and Violence Prevention, Nutrition and Physical Activity. Resources for parents will be sent home as part of our school-parent partnership.

Assessments

All Kindergarten-Second Grade students are administered I-Ready, two/three times per year. The first assessment provides a baseline for the year and the subsequent assessments allow for growth monitoring. Students are also assessed and monitored throughout the year using assessment instruments from

curriculum Math Modules, Running Records, and classroom-based methods. Assessment allows teachers to plan instruction that meets the needs of their students and to measure student progress towards goals.

Daniel Warren
Curriculum Studies At-a-Glance

	Kindergarten	First Grade	Second Grade
Reading Units of Study	Unit 1: We Are Readers (5-6 Weeks) Unit 2: Reading by Heart (4-5 Weeks) Unit 3: Reading Together (5-6 Weeks) Unit 4: Reading Books that Fit (5-6 Weeks) Unit 5: Reading Teaching Books (5-6 Weeks)	Unit 1: Building Your Reading Toolbox (5-6 Weeks) Unit 2: Tackling the Tricky Parts (5-6 Weeks) Unit 3: Reading to Learn About the World (5-6 Weeks) Unit 4: Becoming Friends with Characters (5-6 Weeks) Unit 4: Questions You are Curious About (5-6 Weeks)	Unit 1: Understanding Character's Journeys and Adventures (5-6 Weeks) Unit 2: Reading to Learn Information (5-6 Weeks) Unit 3: Developing Ideas About Characters: Thinking and Talking About Books in Partnerships (5-6 Weeks) Unit 4: Pursuing Topics of Interest (5-6 Weeks) Unit 5: Forming and Supporting Opinions About Series Books (5-6 Weeks)
Writing Units of Study	Unit 1: We Are Writers (5-6 Weeks) Unit 2: Telling Our Stories (5-6 Weeks, Narrative) Unit 3: How-To Books (5-6 Weeks, Informational) Unit 4: Opinion Writing (5-6 Weeks, Opinion) Unit 5: All About Books (5-6 Weeks, Informational)	Unit 1: Building Your Writing Toolbox (5-6 Weeks) Unit 2: Adding Trouble (5-6 Weeks, Narrative) Unit 3: Informational Manuals (5-6 Weeks, Informational) Unit 4: Who Says? Writing Reviews (5-6 Weeks, Opinion) Unit 5: Writing About Our Learning (5-6 Weeks, Informational)	Unit 1: One Scene Stories (5-6 Weeks, Narrative) Unit 2: Expert Books with Text Features (5-6 Weeks, Informational) Unit 3: Realistic Fiction Picture Books (5-6 Weeks, Narrative) Unit 4: Research Slideshow Presentations (5-6 Weeks, Informational) Unit 5: Sharing Our Opinions About Book Series (5-6 Weeks, Opinion)
Science	Grade K:	Grade 1:	Grade 2:

	Unit 1: Weather and Climate/Matter and Its Interactions Unit 2: Forces and Interactions: Pushes and Pulls Unit 3: Interdependent Relationships in Ecosystems: Animals, Plants and Their Environment	Unit 1: Earth's Systems: Patterns and Cycles Unit 2: Waves: Light and Sound Unit 3: Structure, Function, and Information Processing	Unit 1: Structure and Properties of Matter Unit 2: Earth's Systems: Processes that Shape the Earth Unit 3: Interdependent Relationships in Ecosystems
Social Studies	Self and Others Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.	My Family and Other Families, Now and Long Ago Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.	My Community and Other Communities Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.
Math Modules ***Days are approximate**	Numbers to 10 (43 days) Two-Dimensional and Three Dimensional Shapes (12 days) Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days) Number Pairs, Addition and Subtraction to 10 (47 days) Numbers 10-20 and Counting to 100	Sums and Differences to 10 (45 Days) Introduction to Place Value Through Addition and Subtraction Within 20 (35 days) Ordering and Comparing Length, Measurements as Numbers (15 days) Place Value, Comparison, Addition and Subtraction to 40 (35 days)	Sums and Differences to 100 (10 days) Addition and Subtraction of Length Units (12 days) Place Value, Counting, and Comparison of Numbers to 1,000 (25 days) Addition and Subtraction Within 200 with Word Problems to 100 (35 days)

	(30 days) Analyzing, Comparing, and Composing Shapes (10 days)	Identifying, Composing, and Partitioning Shapes (15 Days) Place Value, Comparison, Addition and Subtraction to 100 (35 days)	Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days) Foundations of Multiplication and Division (24 days) Problem Solving with Length, Money, and Data (30 days) Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)

SECTION V
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. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline and social and emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.
With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student's achievements in a range of academic and co-curricular areas; using constructive corrective feedback; and developing school-wide positive behavior systems.

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. All persons on school property must behave in a safe manner. When required by the

district during an outbreak of a communicable disease, this may include but is not limited to maintaining appropriate distance from others and wearing face coverings or other personal protective equipment.

After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare, and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board of Education supports the use of surveillance cameras when necessary in its schools and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy."

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the Board adopts this code of conduct ("code"), which is based upon education laws, regulations, and Board policies.

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 devices 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.

Electronic Devices:As required by Education Law §2803, this policy prohibits student use of internet-enabled devices during the school day on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility), unless under an exception (e.g., IEP/Section 504 or as permitted below).
At the elementary school level, students are discouraged from bringing devices to school. Any device that is brought to school must be silenced and kept in the student's personal cubby, or bag.

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.

SECTION VI
FERPA

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.