



**Greenvale Elementary School
Family Handbook
2025 - 2026**

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September 2025

Dear Families,

It is with great pride that I welcome you to Greenvale School, an exceptional elementary school within the Eastchester Union Free School District, serving students in grades 2 through 5. At Greenvale, we are dedicated to providing the highest quality education, fostering a culture of excellence in leadership, deep student engagement, a rigorous curriculum, and a vibrant, supportive parent community.

Our primary goal is to create a learning environment where every child is both nurtured and challenged to reach their fullest potential as students and responsible citizens. Our students are encouraged to achieve academic success within learning environments that are thoughtfully differentiated to meet the diverse needs of all. Our dedicated teachers hold high expectations both in and outside the classroom, promoting growth academically, socially, and emotionally. We work together to ensure our students are well-prepared for the transition to middle school and beyond.

Family involvement is a cornerstone of student success, and we value the strong home-school partnership that enhances our educational experience. We are fortunate to have an active and supportive PTA, which plays a vital role in bringing families together and supporting our students. The PTA sponsors a variety of events and initiatives that foster a sense of community and encourage parents to be active participants in their child's education. Our teachers and parents collaborate throughout the year, working together to provide programs that promote both academic achievement and social-emotional growth.

Greenvale's success is rooted in the harmony between our faculty, staff, and families, all committed to cultivating an ideal academic and social environment for our students. Together, we create a community that celebrates learning, discovery, and mutual support.

In 2025, Greenvale School was honored to be recognized by U.S. News & World Report as one of the "Best Elementary Schools" in the United States. This recognition reflects our unwavering commitment to excellence in education and the collaborative efforts of our dedicated staff, students, and families.

On behalf of the entire Greenvale staff, I look forward to working with you and welcoming you to our school community. Together, we will share in the excitement of learning and discovery that our students experience every day. Thank you for your continued support.

Warm regards,

Joanna Sanese
Principal

September 2025

Dear Greenvale Families,

Welcome to a new school year at Greenvale!

As I begin my second year as Assistant Principal, I feel incredibly grateful to continue working alongside our dedicated staff, supportive families, and amazing students. Last year, I experienced firsthand what makes Greenvale such a special place, and I am excited to build on that foundation as we embark on another successful year together.

It is my pleasure to share this updated Parent Handbook, thoughtfully compiled to provide you with essential information about our school's policies, procedures, and resources.

At Greenvale, we believe that a strong partnership between home and school is crucial to the academic and personal success of our students. This handbook is designed to support that partnership by offering clear guidelines and helpful insights into the daily operations of our school. Inside, you will find important details on our curriculum, attendance policies, health and safety protocols, and opportunities for family involvement.

Our team remains deeply committed to creating a safe, nurturing, and engaging environment where every child can thrive. We are passionate about challenging our students to reach their highest potential, fostering not only academic achievement but also resilience, empathy, and effective communication skills.

Please take time to review this handbook and keep it as a reference throughout the school year. If you have any questions or need further clarification, do not hesitate to reach out. We are here to support you and your children every step of the way.

Thank you for your continued partnership and for being such an integral part of the Greenvale community. I look forward to another wonderful year ahead as we work together to ensure success for all our students.

In partnership,

Diana Nikaj
Assistant Principal

Contact Information

Greenvale Elementary School
1 Gabriel Rescigno Drive
Scarsdale, NY 10583

Greenvale Main Office	914-793-6130
Greenvale Fax	914-725-6899
Joanna Sanese, Principal	Ext. 5301
Diana Nikaj, Assistant Principal	Ext. 5320
Debbie Konkus, Secretary to Principal	Ext. 5302
Trish Hutchinson, Office Assistant	Ext. 5303
Geri Burke, Nurse	Ext. 5313
Dr. Francesco Bello, School Psychologist	Ext. 5312
Rachel Lepore, School Counselor	Ext. 5314
Tira Cirolia, PTA Co-President	greenvaleptacopresidents@gmail.com
Stephanie Pinto, PTA Co-President	greenvaleptacopresidents@gmail.com
Saori Iwasaki, JPTA President	greenvalejpa@gmail.com
Transportation Office	Ext. 4444
Committee on Special Education	Ext. 4239
Waverly School	Ext. 5502
Anne Hutchinson Elementary School	Ext. 5102
Eastchester Middle School	Ext. 4267
Eastchester High School	Ext. 4221

Email addresses for all faculty and staff members of the Eastchester Union Free School District are formatted as:

First initial of first name and full last name @eufsdk12.org

Ex: Jsmith@eufsdk12.org

The school website can be accessed [here](#) where you can search a staff name in the directory.

Greenvale School Mission

It is our mission to provide an environment that fosters mutual respect, and guides all students intellectually, emotionally, physically and socially. We emphasize critical thinking, communication, problem solving, and the development of strong basic skills. Our students use collaboration and problem solving to explore science, technology, engineering, and mathematics.

Greenvale Core Values

BE SAFE - Practice Safety. What does it look like?

- *Walking quietly in the hallways*
- *No running in the building*
- *Using indoor voices in the building and on the school bus*
- *Wearing seat belts on the bus at all times*
- *Reporting unsafe behavior and practices*

BE KIND - Respect Myself and Others. What does it look like?

- *Welcoming new students to Greenvale*
- *Listening and respecting all adults in the building*
- *Helping fellow Greenvale students when possible*
- *Making new friends*

BE RESPONSIBLE - Do my Personal Best. Exhibit Positive Behaviors. What does it look like?

- *Doing what is right even when no one is watching*
- *Completing all class work and homework*
- *Coming to school prepared and ready to learn*
- *Completing all projects and assignments to the best of my ability and independently*

Dignity for All Students Act (DASA)

The Dignity for All Students Act addresses issues related to harassment and discrimination in schools. This law takes into account instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others and dignity. DASA applies to all public schools, BOCES and charter schools and applies to incidents on school property (in a school building, athletic playing field, playground, parking lot, school bus). DASA also applies to public school functions (school extracurricular events and activities).

The Dignity for All Students Act requires codes of conduct to include:

- Provisions prohibiting discrimination and harassment against any students by employees or students on school property or at a school function that creates a hostile environment by conduct, with or without physical contact and/or by verbal threat, intimidation or abuse, of such a severe nature that:
 - (a) Has or would have the effect of substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being.
 - (b) Such conduct shall include, but not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, height, national

origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.

DASA promotes a school environment free from discrimination or harassment. It also provides initiatives to raise the awareness and sensitivity of school employees and students to potential acts of discrimination or harassment and how best to prevent and respond to such acts.

Please contact the school's Dignity Act Coordinator with any concerns related to DASA or to file a complaint. The building's DASA Coordinator is:

Name: Diana Nikaj
Phone: 914-793-6130 Ext. 5320
Email: dnikaj@eufsdk12.org

If you would like to learn more about the Dignity for All Students Act, please visit the Eastchester District website <https://www.eufsdk12.org/domain/365> or the NYS Education Department website <https://www.p12.nysed.gov/dignityact>.

Attendance Policy

Attendance is taken every morning. If a student reaches 7 absences in a 10-week period, we consider it an attendance problem. A letter will be sent to the parent requesting more information about the absences. If the attendance pattern does not show improvement and the building team decides that further intervention is necessary, a referral will be made to the principal. The principal will request a parent conference to determine the consequences for not attending school as well as to develop a course of action that will ensure the student's attendance in school. At this time, a doctor's note may be required for all future absences. These interventions will occur for excessive tardiness and early departures from school too. When a family has received the above two interventions and the student accumulates at least 15 days of absences, the principal may pursue formal sanctions.

Students who are absent from school will not be permitted to participate in any after-school activities on the day(s) of their absence. This includes but is not limited to: clubs, concerts, or any other school sponsored events. Students who are unable to attend school due to illness should remain at home to rest and recover.

All three elementary schools have started making "robocalls" to families whose children are absent AND the Health Office has not been notified. The goal of the robocall is to alert families as early as possible that their child is not in school. Previously, our office made these calls individually, and given the importance of the information, we wanted you to be aware as soon as possible. When your child is absent, we ask that you do the following:

- Please call 793-6130 and the extension 5303 each day that your child is absent. Give your child's name, class and the reason for the absence.
- Please direct emails to this address: **gvattendance@eufsdk12.org**
- A note from the parent/guardian is required on the day your child returns to school.
- Reach out to the nurse with any health related concerns.

- If you alert your child's teacher to the absence, be sure to alert the Health Office too.

To ensure each child's safety, the Attendance Clerk will call the parent if a child is absent and no phone call was made to the school.

On the day of your child's return, a written note by the parent explaining the absence is required. This note should be submitted to the teacher.

Any absence, tardiness, or early departure may be considered unexcused or illegal. Examples of an unexcused absence is, but not limited to: family vacations, oversleeping, or missing the bus.

Arrival/Dismissal

Student Arrival: **8:15 AM**

Instructional Day Begins: **8:20 AM**

Instructional Day Ends: **2:57 PM**

Upon **arrival**, students will line up outside on the blacktop. Each grade level has a designated area on the blacktop with staff supervision. For inclement weather arrival, students will enter through the front main doors and proceed to the following areas:

- Grades 2 & 3 will report to the All Purpose Room
- Grades 4 & 5 will report to the Gym

At **dismissal**, all bus students will line up in the Gym. Once all classes have convened, the staff assigned to bus duty will escort students to their appropriate bus. Children who are picked up by their parents will be walked out to the blacktop area by their homeroom teachers to meet the parents.

Any changes in a child's regular dismissal routine must be made in writing and sent in to the homeroom teacher. Any change in transportation route, must be approved by the Transportation Office (ex 4444) in advance. Students may not ride a different bus for purposes of play dates.

Before school and after school programs are run on-site at the school by Right at School. For more information and registration, please visit their [website](#). The before school program is from 7:00 a.m. - 8:15 a.m. The after school program is from dismissal to 6:30 p.m.

6 Day Schedule

Greenvale will follow a 6 day schedule. Each school day is dedicated to a 1-6 day. The rationale behind a 6 day schedule is so that students are not being pulled out for AIS, related services, or extracurricular activities like band or orchestra throughout the instructional day. Rather, students who are a part of these services and activities will be scheduled during the What I Need (WIN) period, where they will not miss new core instruction. If students do not participate in an AIS, speech, or band for example, they will remain with their class and engage in enrichment, review, or project based learning. No new learning of core instruction will occur during the WIN period. Please refer to the [school website](#) to keep track of the number day, as well as upcoming school related events.

Birthday Celebrations

Children's birthdays are recognized in the classroom with celebrations that do not include food. Birthday celebrations are consistent across grade levels and classroom teachers will communicate how children's birthdays will be recognized at Open House in September. Please note that in order to avoid disappointment and hurt feelings, invitations to private birthday parties may not be given out at school.

Holidays

Seasonal holidays will be celebrated in classrooms throughout the school year. Class parents will coordinate these celebrations and will ensure healthy snacks and nut-free treats.

Building Safety & Security Procedures

MAIN OFFICE HOURS ARE 7:30 a.m. – 3:30 p.m.

All parents, guardians, visitors, etc to the school MUST sign in and sign out at the main reception desk in the main hallway. NO ONE is to proceed past the office without signing in for any reason. All parents, guardians, visitors, etc will be issued a VISITOR'S PASS to wear while in the building.

Parents, guardians and visitors will be permitted to a classroom by appointment ONLY. They MUST have a scheduled appointment with the teacher or staff member. Teachers will inform the front desk of all their expected visitors and guests in advance of any meeting, event, etc. Parents and visitors MUST use the main door to exit the building in order to sign out before leaving.

Teachers who have appointments with parents before or after main office hours will meet the parent(s) at the main door and escort them to the nearest exit upon completion of the meeting.

Parents who are dropping off forgotten items (such as eyeglasses, lunch, etc.), birthday items, or any other student item, are NOT permitted to personally deliver them to the classrooms. These items will be dropped off at the main front desk and students will be called to come and get them.

ALL DOORS to the buildings are locked at ALL TIMES. During recess, a monitor will be stationed by the door to allow students in and out for use of the bathroom, drink of water, and visits to the nurse.

Parents and students are NOT permitted to return to the building after dismissal for forgotten books or assignments.

***Please Note: The office closes at 3:30 p.m., so no one will be there to answer the door or telephone.**

Bus Regulations and Safety

Any and all students living ½ mile or more from the school are eligible for bus transportation to and from school. Students are required to follow the bus safety rules:

1. Obey the instructions of the bus driver.
2. Remember that the bus drivers are in control on the bus.
3. Line up quietly before entering the bus.

4. Wait at bus stops in a safe and orderly manner.
5. No shoving, pushing or fighting will be tolerated.
6. Make sure the little ones get on the bus first and sit up front.
7. Go directly to your seat and remain seated until you reach your stop.
8. Do not save seats or change them.
9. Keep your hands, arms and head inside the bus.
10. Avoid any “horse-play” or the throwing of objects inside or outside the bus.
11. Depart only at your assigned stop.

Parents - please be reminded that students may **NOT** change their bus route to accommodate a play date. **The only bus changes that will be approved are for emergency situations only.** School buses are not to be used to transport children for play dates - please understand that adding students to any school bus takes up a seat that may be designated for a student who is assigned to that bus for his/her regular bus route.

A student not following regulations shall be reported by the bus driver, transportation aide or bus duty teacher to the homeroom teacher. The assistant principal, if the offense is of a serious nature, will review the rules, warn the child and administer appropriate discipline.

- A student reported for the second time will be seen by the bus duty teacher and reported to the principal. The riding privilege may be suspended for a period of time and the parents will be informed either by telephone or written communication from the principal.
- If a student should be reported for the third time, the riding privilege may be suspended for an indefinite period of time by the principal to insure the safety of all students.

All students are expected to be respectful of their bus drivers at all times and to listen and follow their instructions/directions. Students should report any concerns regarding their bus or bus driver to the bus duty teacher or homeroom teacher.

If an emergency arrives and your child will not be riding the bus on a particular day, notification to the school must be made in writing to the teacher. Without written notification, or emergency phone call to the school, the child will be placed on the school bus as per his/her usual mode of transportation.

Only those students authorized to ride a school bus may do so. **No changes** of assigned buses for birthday parties, play dates, etc. are permitted. If a change must be made, prior permission must be given by the Transportation Office. You must speak to them directly in advance for approval of any changes for any reason.

Should you have any concerns, you may telephone the Transportation Office directly at (914) 793-6130 ext. 4207. Two (2) bus drills per year are required and are tentatively scheduled as follows:

- 1st drill to be held during the first five days of the fall term
- 2nd drill to be between November 1st and December 31st

Cafeteria Procedures

Lunch System

Students have the option to bring their lunch from home, or purchase lunch in school. The Lunch Pass System allows parents to set up an account for their children. A Pin Number is assigned to each student who is on this system. The activation of the PIN Number allows for lunch purchase without any exchange of money. Accounts must have an appropriate balance in order to access. Parents are to submit checks or cash to the cafeteria for account set-up. Accounts can be created in [My Payments Plus](#).

Nut-Safe Cafeteria

All elementary cafeterias in the Eastchester Schools are nut-safe. This means that while parents are strongly discouraged to include nut products in lunches, students who choose to bring nut products will be seated at a “nut table.” Suggestions of nut-free snacks and nut substitutions can be found [here](#).

Student Rights

1. Students have the right to a leisurely and quiet lunch.
2. Students have the right to buy lunch if they wish without being pushed or shoved.
3. Students have the right to talk quietly to their friends if they do not disturb others.

Student Responsibilities

1. Students have the responsibility to follow all cafeteria regulations.
2. Students are to obey the instructions of the teachers and monitors.
3. Students should make every effort to bring the proper amount of lunch money. If they borrow money, it should be returned as soon as possible.
4. Students should clean up after themselves.
5. Good table manners are expected and encouraged.

Cafeteria Procedures

1. Students enter the cafeteria in a quiet and orderly manner.
2. Students who bring their lunch proceed to their assigned tables, take a seat and wait for the monitor to call their class up for drinks or snacks.
3. Students who buy lunch will wait for the monitor to call each class up to the lunch line.
4. Students remain seated during lunch.
5. Students wait for their monitor to send their table to the garbage to dispose of their tray and trash.
6. Students exit the cafeteria area in an orderly manner with the direction of the monitor.

Recess

1. Students have the right to enjoy their supervised recess time.
2. Forms of intentional violence or verbal abuse are **not permitted**.
3. Running in the playground area (around and through the equipment is not permitted).
4. Footballs, baseball bats and hard balls, scooters or any other unissued recess equipment from home are not permitted for safety purposes.

5. Students should dress appropriately for outdoor recess.
6. Crocs, sandals, flip flops, are not permitted for outdoor recess.
7. Outdoor recess will be daily unless there is extreme weather (below 25 degrees, factoring in wind chill, rain).

Cell Phone/Electronics Policy

Cell Phone Policy

As required by Education Law §2803, EUFSD prohibits student use of internet-enabled devices (cellphones, Smartwatches, ipads, tablets and similar devices) during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) 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). The district is not responsible for stolen, lost or damaged personal electronic devices brought to school.

For more detailed information please see the district policy [HERE](#).

Code of Conduct

The Greenvale School policy is guided by the [Eastchester School District Code of Conduct](#) and the Board of Education Policy (5130). Particular emphasis is placed on educating students to develop appropriate behavior to achieve self-discipline. The interpretation of the school district's discipline code is focused upon enlightenment as well as accountability. Parental assistance is needed to help your child become familiar with and understand the school's expectations for proper behavior. Please take the time to thoroughly discuss each regulation with your child.

Behavior – General Conduct

1. Walk in an orderly fashion throughout the building
2. Respect all school personnel: administrators, teachers, aides, monitors, custodians, cafeteria staff, secretaries, nurses, etc.
3. Respect fellow students
4. Respect school property and grounds
5. Respect the property of others
6. Use proper language in the building and out on the playground
7. Resolve disagreements and conflicts in a constructive and peaceful manner
Fighting is not acceptable
8. Adhere to the Code of Conduct established by the Board of Education
9. May not misuse computer/electronic communications, including any unauthorized use of computer, software or internet/internet account; accessing inappropriate websites, or any other violation of the district's acceptable use policy
10. May not display or use personal electronic devices, such as but not limited to: cell phones, smart watches, i-pads, digital cameras, in a manner that is in violation of district policy

Students may be subject to disciplinary action, up to and including suspension from school, when they engage in off-campus misconduct that endangers the health and safety of students or staff within the school or substantially disrupts the educational process. Examples of such misconduct include, but are not limited to:

- Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text)
- Threatening or harassing students or school personnel over the phone or other electronic medium
- Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel

The following consequences can and may be imposed as a result of unacceptable conduct. Please note that these consequences are not limited exclusively to the above infractions.

- a. Verbal warning to student
- b. Notification to parents/guardians
- c. Loss of recess privilege
- d. Intervention of faculty with parents to achieve behavioral modification
- e. Suspension from activity
- f. Suspension from school

Cheating

Cheating is the act of consciously copying someone else's work to obtain a higher score and/or to complete an assignment. Evidence of cheating may result in the student receiving a zero for such work. The student will be required to redo the assignment. Tests will not be administered again.

Theft

Any student stealing school property or the property of staff members or students could receive up to a five day suspension, and may face a Superintendent's hearing and/or expulsion from school. The incident may be filed with the police, depending upon the severity. The parents/guardians are also responsible for restitution.

Use/Possession of Dangerous Items

If a student is in possession of, or using a potentially dangerous item (i.e. knife, gun, etc.), that item will be confiscated by the staff member and held by the principal for retrieval by the parent. Reporting of weapons to the Local Law Enforcement is mandatory. Suspension from school will be enforced.

Vandalism

Any student who vandalizes school property or the property of a staff member or another student may receive up to a five (5) day suspension, and may face a Superintendent's hearing and/or expulsion from school. Disciplinary action for infractions not listed in this handbook will be taken directly from the Code of Conduct established by the Board of Education.

Depending upon the nature of the violation, it is the Board's desire that student discipline is progressive (i.e. a student's first violation should merit a lighter penalty than subsequent

violations). It is also the Board's desire that an employee take into account all other relevant factors. The range of code penalties include:

- verbal warning
- written warning
- verbal/written notification to parent
- counseling
- reprimand
- probation
- detention
- suspension from transportation
- suspension from athletic participation
- suspension from social or extracurricular activities
- suspension of other privileges
- expulsion from a particular class
- in-house suspension
- involuntary transfer
- suspension – out of school

All students are entitled to a fair due process. All circumstances will be investigated by the adult in charge within 24 hours to determine the facts and to provide for individual expression of student views. An offense requiring suspension would include a call to the parent in advance and conference with the student, adult, parent and principal.

Student Responsibilities

All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and stride toward their highest level of achievement possible.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to control their anger.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Report any incidents of violence and threat to safety of all others to designated school authority, local officials or law enforcement. Reporting may be made anonymously when possible.

Parents Responsibilities

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are excused.
- Ensure their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.

- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- Loiter on or about school property.
- Smoke on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

Persons who violate this code shall be subject to the following penalties:

- 1) Visitors – Their authorization, if any, to remain on school grounds or at the school function shall be revoked and they shall be directed to leave the premises. If they refuse to leave, the administrators or other authorized personnel will seek the assistance of law enforcement.
- 2) Students – They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- 3) Tenured faculty members – They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law 3020-a or any other legal rights that they may have.
- 4) Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 75 – They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law 75 or any other legal rights that they may have.
- 5) Staff members other than those described in subdivisions 3 and 4 – They shall be subject to warning reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building principal, or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the “Penalties” section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

Core Curriculum

Literacy

Teachers follow a balanced literacy model, consisting of phonics/word study, reader's and writer's workshop, and formal periodic assessment 3x/year in reading using the [Fountas & Pinnell Benchmark Assessment System](#) from Heinemann. Teachers utilize [Mossflower Units of Study in Reading and Writing](#) as Tier I reading and writing instruction. All classes in grades 2 and 3 will use [Wilson Foundations Phonics Program](#) to further strengthen phonics and foundational reading skills. Grade 2 will also use Heggerty to strengthen phonemic awareness. Grades 4 and 5 will use [Fountas and Pinnell Word Study](#) to continue developing phonics, spelling and vocabulary in the upper elementary grades. Greenvale also utilizes the [Fountas & Pinnell Guided Reading Program](#) for differentiated small group instruction.

Reader's Workshop

Phonics/Word Study (10-20 min.)

Mini-Lesson (10 min.) - Teacher explicitly models for the whole class what skilled readers do. May include: strategy lesson, read aloud, or shared reading.

Independent Reading/Small Group Work (25-35 min.) - Always includes sustained student reading with a focus and teacher conferences about reading or meeting with small groups. May include: independent reading, partner reading, guided reading, strategy groups, or book clubs.

Share Out (5-10 min.) - Always includes a whole class discussion and summary of the lesson. May include: students describing strategies they practiced independently or a discussion on what strategies were used during independent/small group work.

Writer's Workshop

Mini-Lesson (10-15 minutes): Teacher models for the whole class what skilled writers do. May include: strategy lesson, read aloud, or shared writing.

Independent/Small Group Work (25-35 minutes): Always includes sustained student writing and teacher conferences about writing or meetings with small groups.

Share-Out (5-10 minutes): Always includes whole class discussion and summary of the lesson. May include: students describing strategies they practiced independently or a discussion on what strategies were used during independent/small group work time.

Math

For Tier 1 instruction all classes in grades 2-5 will use [Reveal Math](#) from McGraw Hill. Reveal Math is a balanced math program, with a focus on developing conceptual understanding of math concepts, rather than the application of procedural computations or algorithms when solving problems. This program allows for more inquiry based thinking, allows students to productively struggle, and allows for rich mathematical discourse within the classroom.

Science

[Science 21](#) is an inquiry based curriculum developed regionally by The Putnam Northern Westchester BOCES. It is aligned to the New York State Science Learning Standards and places emphasis on investigations that are student directed and relevant to students' everyday lives. For each unit of study in every grade, there are science kits which provide materials for hands-on investigations. Each grade level covers relevant, grade appropriate experiences in physical science, earth/space science, life science, and engineering.

Social Studies

Teachers will continue to follow the [Integrated Social Studies/ELA](#) Curriculum developed by The Putnam Northern Westchester BOCES. The curriculum is based on the [New York State Social Studies Framework](#) adopted by the Board of Regents in 2014, is updated annually, and is aligned to the Next Generation Learning Standards. Each grade level is exposed to lessons that incorporate informational texts, technology links, and a variety of rich resources to provide access to all learners.

School Wide Assessments

In order to gauge student progress over the course of the school year, all students are assessed 3x/year in reading and in math. For reading, students will be assessed through F&P Benchmark Assessment System in order to obtain their independent reading level and their instructional reading level. For math, students will be assessed through grade wide unit assessments in Reveal Math.

Additionally, in reading and math, the [Northwest Evaluation Assessment \(NWEA\) Measures of Academic Progress \(MAP\)](#) Assessments will be administered 3x/year - Fall Beginning of Year measures baseline, winter Middle of Year measures progress, and spring End of Year measures growth. This assessment is an adaptive achievement and growth test which precisely measures progress and growth for each individual student. MAP will also provide another data point and insight on how our young learners are progressing compared to their peers on a normed, national level.

Dress Code

Students are expected to dress and groom appropriately.

1. The attire must not jeopardize the health and safety of self or others.
2. The attire must not interfere with the educational process or cause disorder.
3. Appropriate footwear is required for health and safety reasons. Crocs, flip flops, high heels, backless shoes, and slippers are **not** permitted. Roller skate sneakers are **not** permitted.
4. Midriff blouses, halter tops, tank tops, muscle shirts or undergarments worn as outer garments are not permitted. Shorts should be of an appropriate style and length (i.e. walking shorts or Bermuda types). Very baggy and low hanging pants are not permitted.
5. Sunglasses, hats, caps, headbands, bandanas, etc. are not permitted to be worn in the classroom.
6. The use of headphones, Nintendo Switch, cell phones, smart watches is prohibited. The district is NOT responsible for stolen, lost or damaged personal electronic devices if brought to school.
7. Clothing which reflects controlled substances, alcoholic beverages or suggestive and/or offensive language or illustrations is not permitted.

Emergency Contact Information/Procedures

Emergency Contact Form and Release

Parents/guardians of each child are required to complete the Student Contact Emergency Information Form each September. If there is any change in telephone numbers during the school year, immediate notification of the new number must be made to the Main Office and also the Registration Office.

A student may not be released from school to anyone other than his/her parent/guardian. Any exception must be by written permission. This written permission should state the name of the person to whom the student can be released to.

Dental, optical and medical appointments during school hours are discouraged. If such an appointment can only be scheduled during school hours, a written note from the parent is necessary.

Emergency School Closings/Early Dismissals

The decision to declare an emergency closing due to inclement weather is made by the Superintendent of Schools and the District Transportation Department. Closing notices and delayed openings are announced on:

- Channel 12
- District Website & PTA Blast
- WFAS (1230 AM and 103.9 FM) and
- WHUD (100.7 FM) WVOX (1460 AM)
- Automated Phone Announcement

The PTA also announces such emergencies on their PTA Blast. The PTA will activate a phone chain **ONLY** if a school closure or early dismissal occurs **during** the school day while school is already in session.

Notification Procedures

The **District** will use its automated phone system to **CALL** each student's home or emergency phone numbers in the event of a delayed opening/early dismissal/school closing. Note that these contact numbers are **not** the same as Medical Emergency Contacts.

1. Advance Notice Notification

In the case of expected inclement weather or other anticipated situations, calls will be made the evening before or early on the morning of a delayed opening, early dismissal or closure. Calls will be made to the student home number (or the number that the parent/guardian listed as the primary contact number).

2. Unanticipated Emergency Notification

An emergency may occur during the course of the school day and one or all schools may have to be closed early (e.g. in the case of deteriorating weather, power outage, heat outage, etc.). In this case, calls will be made to the contact number listed on your Early Dismissal Contact Information forms. **It is essential that the District has a valid and current early dismissal contact number on file. All families should have an emergency dismissal plan that your child is familiar with.**

Release Procedures

Early dismissal of students will generally follow this schedule:

High School/Middle School	10:15 a.m.
Greenvale	10:30 a.m.
Anne Hutchinson	11:15 a.m.
Waverly	11:30 a.m.

Note: It is possible that these times could differ, depending on the situation. You will be notified if the release time differs from the above.

For the elementary schools, please note that students must be released to a designated adult as follows:

- **Bus children:** Students will be placed on their regular school buses. A parent, neighbor or guardian designated to meet your child (must be over 18 years of age) must be waiting at the bus stop **or** at home to accept the child when he/she arrives.
- **Walkers:** Students who are picked up will be released at the school to their parents/guardians/designees at the early dismissal time. Please be there promptly.
- **Unusual Circumstances:** When possible, parents should send in a note to the teacher if the release of the student is different from the normal routine.

In the event of an early dismissal/school closing or cancellation, the following also generally occurs:

- No late buses
- No after school or evening activities

Where to Find Information

In addition to the phone calls from the District, information will be on the [District website](#) and the District cable stations (78/24), when possible.

Emergency Drills

Each school year, we practice various safety drills and discuss with our students the reasons for and the importance of these type drills. Students, as well as staff, need to know what to do in case of an emergency situation, and with much practice comes familiarity with what to do and how to do it.

The following drills are practiced throughout the year:

- **Fire Drill** – students and staff practice a quick and orderly evacuation from the building. The school must conduct twelve (12) fire drills throughout the school year.
- **Bus Drill** – students listen to safety procedures, and practice seatbelt safety, and safe evacuation from the bus. There will be two (2) bus drills throughout the school year.
- **Evacuation Drill** – students and staff practice a quick and safe evacuation from the building, with a single point of entry.
- **Lockdown Drill** – A lockdown occurs when the threat of danger (an armed intruder, etc.) is inside our building. A warning or announcement is made. The Eastchester Police Department is notified, as well as the Central Office Administration. Teachers immediately lock their doors, checking first to see if any child is out in the hallway near their classroom to pull into safety. Teachers with classrooms closest to a hall bathroom

are to check that area, if possible and only if safe to do so, to pull students to safety. In lockdown areas, teachers and students remain out of sight and as quiet as possible. Lockdown is over **ONLY** when the Police have deemed it safe. During a lockdown, no one is allowed to enter the building. Students at recess will be directed to leave the premises with the monitors to a safe place – Lake Isle.

- **Lockout Drill** – A lockout occurs when the threat of danger is outside the building or in the vicinity of the building. A warning or announcement is made. The Eastchester Police Department either notifies the school of any outside dangers, or the school notifies the department of any suspicious activity on the grounds. All doors remain locked and no one is allowed to leave or enter the building. Students who may be out at recess may enter the building **ONLY** if it is deemed safe. Otherwise, they will be relocated to the designated safe place off property. Teachers and students go about their daily routine within the building, with windows shut and shades drawn. Lockout is over **ONLY** when deemed safe by the Police or district authorization from the Police. Outdoor recess is **NOT** allowed until the threat is removed.
- Greenvale Elementary School has a designated primary (EHS Auditorium) and secondary (Lake Isle) evacuation site, just in case the primary site is unavailable. Both sites are within walking distance of Greenvale Elementary School.
- Emergency evacuation alerts will be messaged to parents using the emergency phone system and/or e-mail blasts. The alert will include the site where students are safe-housed, and the procedure for picking up or busing students home, depending on the type of emergency.

School Things

Field Trips

Field trips are educational in nature. Students must submit a permission slip signed by their parent/guardian in order to participate in the field trip. No student will be permitted to go on a field trip without a signed permission slip. Teachers and the principal have the authority to revoke a student's privilege of going on a field trip if disciplinary problems exist.

Good Day, Greenvale

The school newsletter provides parents, students and teachers with useful information about our school and its community. It is available monthly on a Friday, earlier in the week if the school is closed on Friday. Please look for it online, on either the [District](#) or [Greenvale](#) website.

Homework

The **recommended** time ranges for homework assignments are:

Grade 2	15-30 minutes per night
Grade 3	20-40 minutes per night
Grade 4	40-60 minutes per night
Grade 5	60-75 minutes per night

Each teacher's homework policy will be presented at the general parent meeting (Open House) held in September.

Parents should provide a quiet time and area for their children's homework. Study homework is equally as important as written homework. Students need to be responsible in completing and

returning daily homework assignments. Teachers will send home a forgotten/or incomplete homework form when work has not been completed or returned.

If a child is not in attendance and the parent/guardian would like to pick up the child's homework at the end of the day, please notify the school secretary in the morning **before 11:30 a.m.** If you have another child or someone else in the school that can pick up the homework, please make the arrangements beforehand.

Students and parents will not be permitted to enter the school building after school hours for forgotten school work.

Lost and Found

All personal articles such as jackets, hats, backpacks, lunch bags, water bottles, etc. should be labeled with your child's name. If students leave these personal items in the cafeteria, gym, playground or other common area, they will be placed in the Lost and Found Closet inside the Main Entrance of the school building. All unclaimed items are subject to be sent to a donation center such as Goodwill or Salvation Army.

Parking Lot

The Greenvale parking lot (Maple Street – at the entrance to the Primary Building) is solely reserved for staff parking. Visitor parking is located in one section of spaces in the front circle. There is one (1) Handicapped Parking Space and four (4) Visitor Spaces in the same section. Parking is prohibited in either the circular driveway or blacktop area during school hours. For event parking, the angled parking spaces on Rescigno Drive, opposite the field, will be available.

Parent Teacher Association

The [Greenvale PTA](#) actively supports both teachers and students through a variety of activities. Several fundraisers are held throughout the year which provide everyone with the opportunity to buy books, holiday items, clothing and photos. After school clubs are run as a service of the PTA to provide extra-curricular enrichment for all students. The profits from these events are used to fund an extensive Cultural Arts program, provide buses for field trips and pay for the annual “gift to school”.

PTA volunteers give generously of their time for the benefit of the entire school. Parents serve on committees, volunteer in the library, organize yearbooks, assist with promotion preparations and host an annual Staff Recognition Luncheon. Greenvale Night is held in June and all families enjoy food, games and music. Parents or guardians **must** accompany and remain with their children at Greenvale Night for supervision purposes.

Parent-Teacher Conference

Conferences can be held at any time during the school year at the request of the parent or teacher. There will be a total of two (2) formal Parent-Teacher Conferences (one in the fall and one in the spring), which will be a scheduled appointment time. Parents have the option of an in-person or virtual conference for approximately 10 minutes.

Report Cards/Interim Progress Reports

Report cards are viewable to parents in the online [Home Access Center](#) (2) times during the school year: January and June. Parents must register in the Home Access Center to view all report cards. Simply follow the step by step instructions below:

Before you begin, be sure to have the following information available:

- Guardian One's contact information as it appears on the Emergency Contact Form which has been sent home.
- The email address that is on file with your child's current school building (main office) for Guardian One.

Home Access Center (HAC) Registration Steps:

1. Visit the [Home Access Center link](#) on the district's website.
2. Follow the instructions in the sentence that reads: *If you do not have a username and password for the Home Access Center, you can register by clicking here.*
3. On the HAC User Registration page, enter Guardian One's first name, last name, city and zip code. This will be verified against the current data in the eSchoolPlus guardian contact record which you have previously provided. If there is more than one guardian listed on the contact record, you will have to enter the email address associated with Guardian One. Click **Register**.
4. Enter a username that you will remember (e.g. first initial, last name).
5. You will be asked to create two challenging questions and answers for security reasons.
6. Once you have read the Teams of Use and Privacy Policy, click **Finish**.
7. You will receive an email from the Home Access Center to create a password. If you do not receive an email shortly, please check your spam or junk mail folder. When you click on the link "**create your Home Access Center password**" you will be brought to the next page where you will be asked to answer one of the challenging questions you previously created.
8. Now you will answer your challenging question which you previously created.
9. Click **Continue**, which will bring you to the My Account page.
10. Review your information for accuracy.
11. Under Change Password, in the New Password field, you will create your password with a minimum of eight characters.
12. Then click on **Continue to Home Access Center**. It will bring you to your child's information.
13. Click on each tab located on the top of the screen to view your child's information.

If you already registered for the HAC but forgot your username or password, click on "**forgot my username and password**" and follow the directions. If, when registering, the system tells you that you already have a username and password but you do not remember registering, click on "**forgot my username and password**" and follow the directions. If you experience any difficulty during the registration process, or have any questions please email your questions to homeaccess@eastchester.k12.ny.us

School Nurse

The School Nurse is responsible for the health and safety of your children. When necessary, all attempts will be made to contact the parents of any ill or injured child. Parents fill out Student

Contact Information Forms each September, and if any changes occur, the school nurse/office should be notified immediately.

The School Nurse is responsible for vision screening in grade 2, and vision and hearing screenings in grades 3 and 5. A scoliosis screening for grade 5 students is also required. Physical exams are required for all new district enrollees and for grade 2 and grade 4 students. A dental report is also requested at these times. These physical exam reports are due in the Nurse's office by October 1st.

If your child requires prescription or non-prescription medication during school hours, the School Nurse must have written parental permission, medication in an original pharmacy container, and a written physician's medication order. If the parent does not provide a written physician's medication order, the Nurse may call the physician to obtain verbal permission. Medication must be brought by the parent to the School Nurse's office.

The School Nurse will also alert parents, by written notice, if a student in their child's class has been diagnosed with a communicable illness. Although it is difficult to control the spread of viruses and infections when children are clustered together for long periods of time as they are in school, there are measures that can be taken to reduce the incidence of illnesses. The early stages of illness are generally considered the time when viruses and infections are most easily spread despite the lack of fever or other observable symptoms. Children may complain of a headache, feeling tired or lack of energy, loss of appetite, or achiness. Other signs may include a restless night's sleep due to a nagging cough or an upset stomach. As a rule, children who require an analgesic such as Tylenol, Motrin or Advil before school to control symptoms should remain at home.

The following guidelines have been developed in conjunction with the district pediatricians to provide a healthy environment for all students:

1. Children with a persistent cough, runny nose, or sneezing, should remain at home.
2. Children who are taking antibiotics for strep throat should remain at home for 24 hours after starting treatment. He or she may still be harboring the infection even if the acute symptoms are gone.
3. Children should remain at home for at least one day after the last episode of vomiting or diarrhea has stopped. If stomach upset or pain persists, the child should continue to rest at home.
4. Your child should be fever free without use of medication for a minimum of 24 hours before returning to school.
5. A note from the doctor is required for any child who misses 3 or more consecutive days of school due to illness. All other absences require a note from the parent upon the child's return to school.
6. Children who are sent home from school due to fever, vomiting, or pink eye, may not return to school the following day.
7. Physical education classes are required by NYS. Children may not choose to sit out of a class without a note from parent/guardian for one class period or a doctor's note for longer exemptions.

Food Allergies

At the elementary level, foods/snacks containing peanuts/nuts or manufactured in a facility that uses peanuts/nuts are not allowed to be brought into the classroom. Peanuts/nuts and foods containing peanuts/nuts may be eaten in the cafeteria. The Greenvale School has a designated table in the cafeteria that is maintained as a peanut/nut zone. Another letter is sent out before the start of the school year to all parents/guardians informing them of any child in the class who has a food allergy (this letter is not confined to peanut/nut allergies but includes all food allergies). When a child with a food allergy has a prescription for an EpiPen, the teacher is instructed in the administration of this medication should the need arise during a class trip when a nurse or parent/guardian is not in attendance.

Head Lice

No child should miss valuable school time because of lice or nits. If a student is found to have live lice or nits in their hair, the parent/guardian will be notified and treatment will be recommended. Students with recent lice or nits may be rechecked by the school nurse 7-10 days after recommended prompt treatment. All parents are encouraged to regularly check their children for lice and nits. If a parent needs information on prevention, identification and elimination of lice or nits, please contact the school health office.

Special Area Curriculum

Art

The elementary art education program follows the “Adventures in Art” program. The program deals with the elements of art such as line, shape, form, texture and color. Each element builds on the next. For example, lines form shapes and shapes form objects, which may have color and texture. Grades 2 and 3 are introduced to famous artists on a very basic level dealing with a particular project. 4th and 5th grade projects are geared toward the fine arts using various materials such as scratch-board, water colors, sand, and paris craft.

Children on all levels are encouraged to be creative with projects, using their imagination to take projects further than the examples given. Students in grades 2 – 5 meet once every 6 days for 45 minutes. Children are asked to wear either old clothes on the day they have art, although smocks are available in the art room.

Library

During this period, students learn how to use the library effectively to locate information and literary resources. They also learn about various authors and types of literature, and have the opportunity to borrow books.

Each student may borrow two books a week, unless they have overdue books. All books that are checked out are due to be returned the next week during library class. Books may be renewed if they are not in demand. No additional books may be borrowed until books are returned. If a book is lost or damaged, the student who borrowed it is expected to pay the replacement cost. All library books must be returned in June. Students with outstanding books will **NOT** receive their final report card unless books are returned or paid for.

- *Scholastic Book Fairs*: There are typically two book fairs during the school year, jointly run by the PTA and the library media specialist – a fall fundraiser and a spring half-price fair to promote summer reading. In the fall, PTA sponsors an evening book

fair session. Each class attends at a scheduled time. Parents are welcome to attend. Volunteer help is needed and deeply appreciated.

- *Read Aloud*: Guest authors visit our school to share their work, experiences, and life as a published children's author. These special events are PTA sponsored.

Music

The music program at Greenvale offers general music classes to all students. Grades 2 – 5 receive 45 minutes of general music per cycle. The Grade 3 program includes recorder instruction.

In addition to general music, a pull-out program during the WIN block is available for grades 4 – 5 to those students who have expressed an interest in playing a string/band instrument. In grades 4 and 5, through voluntary participation, students are able to perform in a band or orchestra. Instruments need to be rented (by parents) and practice will take place before school hours.

Chorus is incorporated into the grade 4 and 5 curriculum. The elements of concert choral selections will be taught during 4th and 5th grade general music class. Chorus rehearsals are conducted once a week before the school day. Additionally, students who participate in chorus have the opportunity to perform in the evening winter and spring concerts. Students who do not attend regular practice sessions and/or do not behave appropriately at these practices are subject to dismissal from these programs.

Two annual concerts are scheduled for students who participate in our band, orchestra and chorus programs.

Physical Education

Physical Education is a NYS requirement and is a sequential educational program that helps students:

1. Understand, develop, and maintain physical fitness levels throughout life, to establish healthy lifestyles through various venues
2. Understand and improve motor skills
3. Understand the connection between muscles, bones, and movement
4. Understand the importance of teamwork and sportsmanship
5. Apply their skills, knowledge and concepts to game activities

Every student must wear sneakers with laces or velcro. Please no slip ons, crocs, slippers, flip flops or roller shoes. Students will not be permitted to participate in Physical Education class without sneakers.

Every student must be dressed in proper fitting attire appropriate for Physical Education such as sweatpants, warm up suits, stretch pants or shorts. Excessively baggy or long pants dragging on the floor, and shirts that are too short to remain tucked into pants during vigorous exercise are inappropriate for PE class. If skirts or dresses are worn, please wear shorts or leggings underneath. Students will not be permitted to participate in PE if the above mentioned conditions exist. These guidelines are established for the safety and comfort of all students.

Students who need to be excused from PE class for any reason must submit a note signed by their parents and/or medical doctor to the teacher and/or nurse, stating the reason and duration of

time needed. A doctor's note is necessary for any student needing to be excused for more than one week.

Please be advised that if your child is unable to participate in PE class due to medical reasons and/or limitations then it may not be advisable for your child to participate in full recess activities until medical clearance is provided.

Technology

The primary focus of Technology class is to prepare children to live in a world where they are surrounded by technology. Three common threads exist across the grade levels; Internet Safety, Touch Typing using Mavis Beacon, and integrated projects using Microsoft Office and other applications. Each grade level receives lessons in internet safety based on their age. Second graders start off learning to avoid advertisements and pop-ups while fifth graders discuss the perils of social media and cyber-bullying.

Students begin learning about keyboarding in the second half of second grade. They use [Mavis Beacon](#) and a variety of websites to practice and improve upon typing skills. Fourth and fifth graders should be practicing and improving their skills in their everyday work on their chromebooks.

Technology projects are created so that they teach technology skills while enriching a curricular area. Grade levels use different programs such as Word, PowerPoint and Publisher and use internet search engines to gather information. Skills are built upon year after year in order to prepare the children for the rigors of middle school. Like learning any new skill, practice at home is essential. [Click here to learn more](#). The Computer Lab is located in the main building and houses 25 computers (including teacher station), 2 printers, and an interactive Smartboard set-up. Teachers may schedule time for their classes to come and use the lab on designated grade level days throughout the week. Here, whole classes may work on research projects, concept maps, and other projects. Training for staff is also provided in the computer lab. Interactive Whiteboards (Smartboards) are also installed in all classrooms as a device to support and enhance instruction.

FLES

FLES is an acronym for *Foreign Language in the Elementary Schools* and our language of instruction will be Spanish. All students will receive 90 minutes of FLES per cycle. FLES is an academically challenging and engaging venture in which children will have the opportunity to immerse in the Spanish language. It is an introduction to Spanish language acquisition and embraces the pedagogical ideals of the Natural Language Approach and Total Physical Response (TPR) methods. Experienced FLES teachers create an environment of learning in which all students are engaged, eager to participate, happy, and motivated to learn. Our goal is for your child to acclimate to this new style of instruction in very little time and to have a successful and joyful experience. We hope that you are also excited that your child will be learning a new language!

Support Services

Academic Intervention Services (AIS - Resource Room)

Students who are in need of support in reading and/or mathematics are eligible for the Academic Intervention Services (AIS) program. They can be referred to this program through the

Multi-Tiered Systems of Support (MTSS) Team, or as a mandated Individualized Educational Plan (IEP) service through the district's committee on Special Education. Resource teachers consult and coordinate with classroom teachers and often work with students directly in their regular classes. Students may also be seen in a small group setting. Instruction focuses on building skills and strategies that assist students to succeed academically.

Reading Workshop is an AIS support to help students in the area of Reading/Language Arts. The program provides students with direct instruction in reading skills and strategies, in a small group setting using appropriate materials and methods to meet their needs. This Tier 2 and/or Tier 3 service is provided in addition to the Tier 1 core reading instruction in the classroom.

Collaborative Co-Teach Model

The collaborative program is a co-teaching model which utilizes both the classroom teacher and the special education teacher from that grade level. The co-teaching model is centered on reading and language arts instruction. In a typical co-teaching classroom the English Language Arts (ELA) instruction is delivered by the two teachers. These classrooms cover the standard grade level curriculum as is covered in all of the other classes on that grade level. This classroom model benefits students of all ability levels. It allows for a wide range of differentiation of instruction. Students who may need additional exposure in certain areas are able to receive that support while remaining in the regular classroom environment. This model allows students of all ability levels to be successful in the regular classroom environment through specially designed instruction.

Counseling Support Services

The opportunity for all students to receive counseling is provided by the school counseling program. Students may be seen individually or in a group depending on their needs. Counseling services are provided by the school psychologist and the school counselor. Some group counseling themes include:

- 1) **SOCIAL SKILLS** groups aimed at developing social interactions and improving communication.
- 2) **FRIENDSHIP** groups for students who wish to improve their ability to maintain and initiate friendships.
- 3) **SELF-ESTEEM** groups for students who need assistance identifying their strengths and improving their confidence.

In each group, children work on sharing their feelings and improving their ability to cope with particular concerns. By working on these skills in a group setting, children learn from each other, attain peer support, establish connections and take comfort in the fact that they are not alone in their concerns. Students may be referred for group counseling through a teacher, a parent, or may initiate participation themselves.

Our Social Skills Program addresses the areas of leadership and social development in young students. Studies have shown that children who fully participate in this program, and have parent support at home, develop better social skills, increased self-esteem and an acceptance of peer differences. Under the direction of our school psychologist and school counselor, lessons are taught to peer mentors and mentees to provide approaches to develop appropriate social cues and behaviors. Students learn to problem solve, discuss how to deal with real life situations and learn

how to make and maintain friendships. Character values such as respect, empathy, compassion and kindness all tie into the social skills program.

Many students seek individual counseling to discuss more private and personal concerns having to do with school, peers, or family. A student may be seen on a short-term basis in order to resolve a particular issue. The counselor explores with the student his or her resources and abilities to cope with the problem. Solutions are discussed and the student is encouraged to try a comfortable solution and report back to the counselor for feedback. At times, a student's parent, teacher, or peers are involved in the problem solving process. For students requiring individual counseling on a long-term basis, in order to resolve issues beyond the scope of the school, a referral to an outside agency or therapist is recommended.

In situations where parents or teachers may have academic or emotional concerns regarding a student, the counselor assists the parent and/or teacher in developing a plan to help the student function more successfully. The counselor may assist a parent through phone conversations, conferences, or by referring a parent to appropriate resources within the school or community. The counselor consults with teachers weekly through the structured meetings with members of the MTSS Team.

The school psychologist and counselor are also available to assist teachers, the principal, and parents in dealing with crisis situations that may affect one student or the entire student body. A counselor intervenes by working with students to relieve the high levels of stress, anxiety, and fear that children may feel during a crisis. In any crisis situation, a referral to an outside professional may be necessary and the counselor can assist in facilitating an appropriate referral in the community.

English as a New Language Program

Entrance and Exiting Criteria: The ENL Program enters and exits students based on the following criteria: The Language Assessment Scales (L.A.S.), the ENL instructor's and/or classroom teacher's recommendations, and parental input. Students must test at the proficient level as determined by the New York State English as a Second Language Achievement Test (NYSESLAT) in order to exit the ENL program.

Areas of concentration: Listening, speaking, reading, and writing

Purpose of program: To develop English proficiency in all areas of concentration through special ENL teaching materials, methodologies, and techniques. The program is a pull-out model wherein students attend ENL classes at least 4x to 5x per week, depending upon individual needs. Extra beginner level ENL work is also provided for new students with limited English skills when they are unable to meet the challenges of regular classroom assignments. This enables students to learn at their own pace, while allowing the teachers to distribute their attention to all students equally.

Expected student achievement goals: The immediate goals for newcomers include basic survival and everyday conversational skills, along with beginning reading and writing skills. As students progress, content area lessons are integrated into the program at the appropriate levels of students. The overall goal for English language learners is to be able to fully participate in all mainstream classroom assignments and activities.

Multi-Tiered Systems of Support

In addition to providing counseling services to students, consultation with teachers and parents, crisis intervention, and Multi-Tiered Systems of Support (MTSS) coordination, the school psychologist also evaluates students for the Committee on Special Education (CSE). When a student is referred to the CSE, an extensive evaluation is conducted by the psychologist, the learning disabilities specialist, and may include an evaluation from an occupational therapist, physical therapist, and/or a speech and language therapist. The psychologist's evaluation explores the student's cognitive functioning, perceptual motor integration skills, and emotional functioning. Physical therapists assess gross motor skills, whereas occupational therapists assess fine motor skills, and speech and language therapists assess expressive and receptive language skills and oral motor speech production.

FAQs on MTSS:

- 1) **What is the MTSS Team?** This team at Greenvale is a school-based, problem solving intervention group whose purpose is to assist teachers with students presenting instructional, social-emotional, and/or behavioral challenges. The team is composed of classroom teachers, support personnel, and administrators. The team discusses the classroom teacher's concern, the previous strategies tried, and develops a treatment plan with the goal of improving the student's classroom functioning. The MTSS Team meets regularly to discuss referred students.
- 2) **What types of interventions may be suggested during a MTSS Meeting?** Interventions may include an assessment in the child's area of academic difficulty. This assessment may be done informally through classroom observation or by examining class work and standardized test scores. Some school-based interventions may include AIS services for 6-8 weeks, small group instruction, or additional instruction with a research-based program to support student learning. If standardized test scores or academic performance suggest a learning disability, then a student may be referred to the Committee on Special Education (CSE) for a formal evaluation. Services such as AIS, resource room, speech/language, or counseling may be recommended based on the results of an informal or a CSE assessment. Resource, speech and language, and/or counseling services may be provided either in the classroom or with a small group of students in a special location. Interventions such as a behavior intervention plan may be created to help a student control behaviors that may be interfering with their learning or social success. Parent consultation and involvement is an integral part of a successful intervention.
- 3) **Who coordinates the MTSS Team?** The MTSS Team is coordinated by the Assistant Principal, in consultation with the School Psychologist. The psychologist or teacher contacts the parents of referred students shortly after the meeting to apprise them of the devised intervention.
- 4) **How does a child get referred to the MTSS Team?** The classroom teacher will complete a referral form to the team and a meeting date to discuss that particular student's needs will be scheduled. After each 6-8 week cycle period, a follow up meeting is set to determine the effectiveness of the intervention plan. This is an opportunity to measure growth and to decide collectively on increasing or decreasing services. Any changes in a student's program are made with parental knowledge and consent.

- 5) **What is the difference between “building level” and classified services?** Students presenting academic social-emotional or behavioral difficulties in the classroom setting which interfere with their learning will qualify for building level services. Children who present more significant academic difficulties and require more extensive intervention can be assessed by the CSE. Special Education classification requires that a student’s educational disability meet specific criteria for one of the eleven possible classifications (e.g. learning disabled, speech and language impaired, emotional disability, intellectual disability, etc.). Decisions for building level services are made by the MTSS Team, whereas Special Education services require the CSE to meet in making all support service decisions. The NYS Education Department provides school districts with mandates that must be followed. When a student is classified by the CSE, an Individualized Educational Plan (IEP) is created to address that student’s specific academic, social-emotional needs and/or behavioral needs. The service providers and classroom teachers follow this document in educating this student with special needs. Parents are involved in all decision making for both building level and special education services.

Social Emotional Learning

Greenvale uses the [Second Step](#) Elementary K-5 Program to deliver social emotional learning in all classes 2-5. This aspect of the program encompasses several lessons delivered by the School Counselor in each elementary classroom. At each grade level there is a focus on a different theme, aimed at developing children’s skills in self-esteem, communication, and problem solving. During each lesson, children are encouraged to share their experiences and feelings regarding the lesson topic.

In grades two and four, an additional three visits are made to each classroom for the “Good Touches, Bad Touches” Sexual Abuse Prevention Program, which is mandated by the NYS Education Department. This program is delivered in much the same format as the core developmental lessons; with discussions, stories, role-plays, and reinforcement activities.

Speech and Language Program

The speech and language program in the Eastchester School District provides services to all children who exhibit difficulties processing or expressing language significantly below chronological age norms. The program also offers articulation/oral motor therapy to students whose speech skills are negatively impacting areas of communication.

Students are expected to achieve goals throughout the year with the joint effort of parents working with the speech and language therapist by reinforcing the skills at home which have been introduced in the school program.

Students enter the program on the recommendation of the speech therapist and they exit the program when goals have been met or when the speech therapist has determined that speech and language services are no longer benefitting the child.