FORESTVILLE ELEMENTARY SCHOOL

Parent/Student Handbook

2026-2027

Non-Discrimination Statement

The Forestville Central School District does not discriminate in its employment and admission to programs and activities as applicable, on the basis of actual or perceived race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, veterans' status, political affiliation, domestic victim status, use of a guide dog, hearing dog or service dog, disability, or other classifications protected under federal or state law, and provides equal access to the Boy Scouts and other designated youth groups. The designated district compliance officers will coordinate compliance with the nondiscrimination requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, as amended, the Boy Scouts of America Equal Access Act, and the New York State Human Rights Law.

The Forestville Central School District Compliance Officers are; Superintendent, 4 Academy Street, Forestville, NY 14062 (716) 965-6539, MS/HS Principal, 4 Academy Street, Forestville, NY 14062 (716) 965-2711, Elementary Principal, 12 Water Street, Forestville, NY 14062 (716) 965-2742. Complaints may also be filed with the Office for Civil Rights, New York Office, U.S. Department of Education, 26 Federal Plaza, New York, NY 10278-9991, phone (646) 428-3800, fax (646) 428-3843, email: OCR.NewYork@ed.gov.

Student Sexual Harassment

The Forestville Central School District Board of Education affirms its commitment to non-discrimination. It recognizes its responsibility to provide all district students with an environment free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to district policy. Therefore, the Board prohibits all forms of sexual harassment by employees and students that may occur on school grounds or school vehicles and at all school-sponsored events, programs, and activities including those that take place at locations off school premises. The Title IX contact at the elementary school is the elementary principal.

*For additional information about the district and its policies, go to our website www.forestville.com and completely review the District Calendar.

Student Code of Conduct

- *Regular Attendance*
  - Students are expected to attend school and all classes regularly.
- *Punctuality*
  - Students are expected to be on time for school (no later than 7:50 am), and all classes throughout the day.
- *Work Habits*
  - Students are expected to be prepared for, and to participate in, each class to meet performance standards, to have the necessary class materials, to complete class work and homework accurately and on time, and to prepare for quizzes, tests, and examinations.
- *Respect for Self and Others*
  - Students are expected to be honest, behave with dignity, and treat others with respect and courtesy. The behavior of the individual should not interfere with the rights of others. This includes the use of inappropriate language, actions, and attire. Students are expected not to harass others verbally and/or physically. Students are expected to come to school free from the influence of tobacco products, alcohol, or drugs. Students are expected not to use or possess such substances.
- *Respect for Authority*
  - Students are expected to comply with all school rules and to obey all laws. Students are expected to respond respectfully to all adults while under the school's jurisdiction and while participating in school-sponsored activities.
- *Respect for Property*
  - Students are expected to treat all property belonging to the school with care and respect.

Hive Rules

FORESTVILLE ELEMENTARY

Student Expectations

Location	Be Responsible	Be Respectful	Be Safe
Hallway	• Go directly to your destination • Set a good example • During class have a pass • Follow directions	• Keep hands and feet to self • Stay quiet - classes are in progress • Hold doors for others	• Walk facing forward • Keep to the right • Keep hallways clear and clean
Bathroom	• Throw trash in trash can • Use time wisely • Go, flush, wash	• Respect privacy • Use kind words and actions • Use equipment and supplies properly • Wait your turn	• Wash hands • Report problems to an adult • Walk at all times • Keep water in sink
Assembly	• Keep hands and feet to yourself • Sit appropriately • Follow directions from adults	• Eyes and ears on speaker • Participate • Use appropriate applause • Enter and exit quietly	• Enter and exit quietly • Walk at all times • Stay in designated area
Playground	• Line up when you are called • Set a good example • Use equipment appropriately • Play by the rules	• Take turns • Use kind words and actions • Invite others to play	• Stay in designated area • Report problems to an adult • Walk to and from building
Cafeteria	• Leave a clean table, chair and floor • Sit with feet under table	• Respect other's space • Use kind words and actions • Use an indoor voice	• Follow directions from adults • Walk at all times • Eat only your food • Raise your hand for help
Library	• Stay on task • Put things away in their proper place • Return materials on time • Use time wisely	• Take care of books and equipment • Respect others trying to read and learn • Be quiet	• Follow directions from adults • Walk at all times
Classroom	• Complete your work • Organize • Be ready to learn and try your best • Stay on task	• Pay attention to your teacher • Follow instructions • Use kind words and actions • Raise your hand to speak • Participate	• Use classroom materials appropriately • Walk at all times • Keep hands, feet and objects to yourself
Bus	• Listen to bus driver • No eating or drinking • Keep track of your belongings • Keep your backpack closed	• Keep noise down • Use kind words and actions • Listen for your stop • Remember your bus number	• Stay in your seat and face forward • Watch for traffic when entering/exiting • Keep hands and feet to yourself • Report problems to adult

It's a Great Day to be a Hornet!

& Always Be Kind

Hours of Operation

- Start: 7:35 a.m.
  - Breakfast program hours of operation are 7:35 – 7:50 am.
  - Drop-off time for students is 7:35 a.m. There should be no circumstance where a child arrives earlier than 7:35 a.m. , as supervision begins at 7:35 a.m.
- End: 2:35 p.m.
  - Dismissal from classes will begin at approximately 2:33 p.m. Car riders will be called down first, and bus riders will be called down at approximately 2:35.

School Enrollment

To be eligible for enrollment in Forestville Central Schools, children must meet the following requirements:

- Residency
  - Children must reside within the district with parents or persons serving as a legal guardian. Court papers are required to demonstrate legal guardianship if there is more than one household where the child resides.
- Immunization
  - The Public Health Laws of the State of New York require that before entering school, each child must be adequately immunized against diphtheria, poliomyelitis, measles, rubella, and mumps.
  - Children will not be admitted to school until all required immunization records have been received by the school nurse.
- Age
  - A child residing within the Forestville Central School District must be five years of age on or prior to December 1 of that academic year to attend Kindergarten.

- Birth Record
    - The school must be provided with a copy of the child's birth certificate.

Please note: Failure to comply with these requirements may result in your child not being able to attend school, or enrollment may become delayed.

Attendance

Absence(s)

The Forestville Board of Education recognizes that regular attendance is a prerequisite for academic success and that school should be a setting where students learn the benefits of punctuality and reliable attendance.

The Board of Education acknowledges the following legitimate reasons for absence (excused):

- Personal illness, illness, or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved cooperative work programs, military obligations, road tests, or other reasons as may be approved by the Board.

- The following are examples of pupil absences, tardiness and early departures that are considered unexcused: Visiting, vacation, employment, oversleeping, babysitting, hunting, fishing, truancy, absence from school with or without parent permission. Elementary school students with unexcused daily absences exceeding 10% of school days may be considered for retention.

Return from Absence(s)

Each student absence must be accounted for. It is the parent or guardian's responsibility to notify the Elementary Office on the morning of the absence if possible (716-965-2742).

Upon returning to school, any absent student **must submit a signed written note by the parent/guardian explaining the absence**. Signed notes should accompany the student upon return to school. Any absence without a written excuse is automatically considered as an unexcused absence. Verbal excuses will not be accepted.

As absences (total of excused and unexcused) continue to accrue, the principal will send a letter home reviewing our attendance policy, as well as potentially requesting a parent meeting. The school may contact Child Protection Services if a child does not regularly attend school.

Vacations

Absences due to vacation are generally beyond the control of the individual student and as a result the teacher is encouraged, but not required, to provide the work the student will or has missed. It is the responsibility of the individual student to make up missed work in a reasonable period to be determined by the individual teacher.

Teachers are not required to provide students with work that will be missed due to vacation ahead of time. Parents are encouraged to speak with classroom teachers as soon as possible to determine a plan for missed work.

Early Dismissal

If parents find it necessary to have their child dismissed before the close of the school day, they should report to the main office for assistance. Under no circumstances will the school dismiss children unless a parent or legal guardian signs them out in the main office.

After School

When children are required to remain after school, parents will be notified. If you would like your child to take the late bus home, please make arrangements with the elementary office prior to noon of that day.

Safety and Security

Parent Procedures

In the morning, if you are bringing your child to school, please release them at the parent drop-off loop between 7:35 and 7:50 and allow your child to enter the building and proceed to class on their own. In the afternoon, parents or others retrieving children should not enter the building. Students will be dismissed directly to the car, or directly to the parent if they are walking home together.

Visitors

The School strives to maintain a safe and secure environment for students. The school doors are locked during the school day. Entry is through the front door only by ringing the front doorbell which signals the office. Entrants to the school may be asked to show identification. All visitors are REQUIRED to sign in at the office with their name and destination. Visitors will receive a visitor badge to wear at all times within the building. This badge must be returned to the main office upon departure. All classroom visits must be prearranged and are subject to pre-approval by both the classroom teacher and building principal.

Emergency Plan

Forestville Elementary has an emergency/crisis team, which has prepared a building plan to address issues related to the safety and security of students. Parents should be reassured that all precautions will be taken to ensure the safety of their children. The Forestville Elementary Emergency Plan is connected directly to the District, and to local and county departments for emergency help.

Defibrillator

Defibrillator units are located in the school (gymnasium and nurse's office) for use by those trained in CPR/AED.

Emergency Drills

Emergency drills at regular intervals are required by law and are an important part of safety requirements. When emergency drills are conducted, everyone is expected to follow the appropriate emergency plan as quietly and as orderly as possible. If a visitor happens to be on-campus during a drill, he/ she is asked to follow the procedures we've asked staff and students to follow. Your cooperation is greatly appreciated. These drills will prepare the children and staff for emergency situations such as fire, evacuation, or intruder. We conduct these drills with seriousness and in a non-threatening way. All calls will be sent to parents/guardians prior to lockdown drills.

Emergency Closing and Delays

In a weather or other related emergency, parents should tune to stations WDOE, WBKX, WBEN 930. WGR, WKSE, WJTN, WKZA, WBUF 92.9, WBLK 93.7, WECK 1230, WJYE 96.1, WYRK 106.5 or TV channels 2, 4 or 7 at approximately 6:30 a.m. to learn whether school is closed. If weather or "other" emergencies occur when children are in school, dismissal may occur early. If it is necessary to close school early, the above radio and TV stations are notified to broadcast this information to alert parents that children are coming home. Every effort is made to get this information to the parents as early as possible.

The district will also attempt to notify families through the automated emergency phone system. Parents should discuss and plan with their children what to do in the event of an early school dismissal. Remember, your child's safety is always our top priority.

Transportation

Bus Riders

To keep the bus on schedule, please have your child ready to board the bus when it arrives in the morning. This is necessary to ensure timely arrival at school for all students.

Rules of Conduct While Riding, Boarding and Departing Bus:

Please review these rules with your child:

1. Be courteous, respectful, and cooperative with the driver.
2. No food, drink, pets, breakable items, dangerous objects or electronic devices are allowed on the bus.
3. Remain properly seated and keep hands and feet to oneself and inside windows.
4. Take pride in your bus by helping to keep it clean and safe by not throwing papers or other trash on the floor or seats. Do not make any marks on seats, sides, or windows of the bus.
5. Talk quietly. Shouting, the use of foul language, and fighting are strictly prohibited.

The bus driver is authorized to assign seats when necessary.
The district reserves the right to require the use of seat belts for student safety.

It is highly recommended that parents deliver over-sized classroom projects to school.

Please note:

- **Students are required to show respect for the bus driver and all other occupants of the bus. Students are also required to act safely. Those students failing to comply with the bus rules will be subject to discipline which may include the suspension of bus riding privileges (Policy #7340).**

Discipline Procedures for Transportation-Related Minor Offenses:

- 1st Report: pupil conference, report sent to parent
- 2nd Report: pupil conference, parent conference, possible denial of bus privilege for less than one week.
  3rd Report: same as above; possible denial of transportation for increasing lengths of time.

No vehicle may pass a stopped school bus when its red flashers are on. This includes buses that are loading and unloading in the school parking lot area.

Vehicle Riders

When transporting students to school, parents need to observe the following rules:

- Only school buses will be allowed in front of the elementary school building. School buses will enter the drive and turn left. All other traffic must bear to the right. NO TRAFFIC WILL BE ALLOWED IN FRONT OF THE BUILDING, EVEN IF THERE ARE NO BUSES PRESENT. Visitor and disabled access parking will be clearly labeled and located in that parking lot. Be sure to observe all signage for directions and speed.
- Drop your child off at the designated area to the right of the flagpole when arriving between 7:35 – 7:50 a.m. The student will then enter through the side door.
- Do not park your vehicle in front of the school, along the sidewalk, or in the parent loop. Please use the available parking spaces in the main parking lot if you must leave your vehicle to walk your child into the building.

Walkers

Each student needs to exhibit good habits such as using sidewalks, respecting property, refraining from fighting, walking carefully and taking every precaution so that they will get to and from school safely. Walkers will not be permitted to enter the building before 7:35 am. At dismissal, walkers will report to the front hallway. When the

buses leave the school driveway, walkers will be dismissed. Students will not be permitted to walk to and from school without a note from a parent/guardian.

Parent Pickup

Parents or Guardians who intend to pick up their children at the end of the day should:

- Send a written request, with clear instructions, to the Elementary Office in the morning.
- Phone calls for change will be accepted in EMERGENCY SITUATIONS only, and the call must be received by 1:30pm.
- Please remain in your car. Pull into the parent loop. Your child will be released directly to your car. Parents will not be allowed into the building.

Reporting to Parents

The Forestville Central School District issues progress report cards to inform parents of their child's achievement in academic fields, social skills and work habits. Progress reports are issued to Grades K-6 in the middle of each marking period (approximately every 5 weeks). Report cards are issued quarterly.

Parent/Teacher conferences are held annually during November. Students will be released from school early during conference time. Participation in the conferences is strongly recommended. Subsequent conferences can be scheduled at the request of the teacher or parent. Parents are encouraged to contact their child's teacher if they have any questions about their child's progress (academic, social/emotional, etc.) at any time during the year.

Transfers from School

If a family is planning to move from the district during the academic year, parents should notify the school so the child's records can be transferred to the new school. Before records are released, all Forestville Central School District textbooks, devices and other school materials must be returned to the child's teacher. Additionally, any outstanding charges or fines must be paid in full.

Health

School Nurse Phone: 716-965-6536

Medical Records

Medical records of all students in the district are maintained in the Health Office and are kept confidential. These records include each child's medical history and data on height, weight, vision, hearing, scoliosis screenings and immunizations. Please call or send information to the Health Office regarding any medical condition (such as allergies) or medications taken. If there is any change in the health status of your child, the school nurse should be notified so the information can be added to the child's permanent health record.
Physical Examinations

New York State Education Law requires that each pupil have a physical examination at the following levels: Entrance to school for the first time (such as kindergarten and new students) and grades PK, K, 1, 3, 5, 7, 9, and 11. The school physician will be in throughout the school year to perform physical examinations for those in need.
Please contact the school nurse for additional information.

Illness or Injury

Students who become ill or injured in school are required to report to the school nurse. Parents will be notified when further care is needed or if the student is to be dismissed for medical reasons. When a contagious disease is

reported in an elementary classroom, a notice will be sent home with each student in that class. If your child is diagnosed as having a communicable disease, please inform the school nurse. This information is kept confidential.

Any child with an undiagnosed rash, oral temperature over 100 degrees, vomiting or any communicable disease will be excluded from school until diagnosed and/or treated. Parents and/or guardians will be notified. Children must be fever-free and vomiting-free for 24 hours prior to returning to school. Children who show symptoms of illness in the morning should NOT be sent to school.

Return to school after illness or serious injury

When a child is sent home by the school nurse and the nurse refers the child to see a physician, the nurse must receive a medical note before the child returns to class. Additionally, following injuries that occur at school or out of school, a medical note must be provided stating that the child is clear to return to school, and whether there are any restrictions for the child.

Medication

According to New York State Education Law, any medication to be administered **must be brought to the school nurse by an adult** in the bottle or container in which the medicine was purchased or prescribed. It is necessary to receive written permission from the parent and physician before any medication is given. The note should include permission for school personnel to administer the drug along with a statement of the reason, the name of the drug, the amount and the time to be given. These instructions should be on file in the Health Office for the current school year. This includes prescription medication as well as over-the-counter medications.

Please note: Students will NOT be permitted to carry or have any medication (over the counter or prescription) in their possession.

Immunizations

Documentation of immunizations is mandated for all students in New York State schools before entry to school. Medical exemptions can be obtained from your child's physician. There are no religious exemptions. A schedule of immunizations can be obtained from the Health Office. This is a law, not a school policy. Please refer to http://www.health.ny.gov/publications/2370.pdf for further clarification of immunization requirements.

Head Lice Policy

Head lice are a recurring infestation that requires a collaborative effort at home, school and in the community to keep it under control. If you suspect or know that your child has lice, please notify the school nurse. When the school's nurse confirms that a student has lice, the parent is offered the option to pick up their child and begin treatment. Once treatment has been provided, please bring proof of treatment along with your child in for the nurse to clear him/her to return to class.

Student/Family Emergency Contact Information

It is important that the school be notified whenever there is a change in address, phone number or the emergency contact person on your child's emergency card. Up to date information is necessary when parents need to be contacted in the event of an emergency.

Communication with Teacher

Please discuss concerns or problems with the classroom teacher before contacting the principal. Often a call to the teacher can clear up any concerns or clarify any information regarding special classroom events. Follow-up calls may be made to the principal. **As we do not interrupt instructional time, please leave a message for the teacher to**

return your call. If you email the school and/or teacher and do not receive a response within 48 hours, please call the school. Sometimes emails do not reach us/are caught up in our spam filter. We make every effort to keep communication open, and we do want to respond to your calls and/or emails. Thank you for your patience and understanding.

Phone/Device Usage

Students will be permitted to use the telephone only when the school staff deems it necessary. Telephoning home for forgotten items will be permitted at the main office's discretion. **Cell phone usage by students is not permitted during school hours or while on campus. This includes arrival and dismissal times.**

Cell Phone and/or any other Device

Students who have been given a cell phone by their parents are instructed to turn it off once they enter the building. There will be no phone calls and/or texting during the normal school hours of 7:35 a.m. to 2:35 p.m. These hours prohibiting the use of cell phones in school will be extended to 4:00 p.m. if the student is participating in any academic after- school activities. Students who violate this policy will have their cell phone confiscated by FCS faculty and/or staff. The cell phone will then be turned over to the building principal.

It will be at the building principal's discretion whether or not to return the phone to the student or insist that the student's parent/guardian come to the school to retrieve it.

Students are also instructed to leave all electronic devices at home. These devices include any device that is used for calling, texting, accessing the Internet, or playing games. The school is not responsible for any personal electronic device that is broken, lost or stolen.

Student Dress Code

To promote a positive and safe school atmosphere, students are expected to dress appropriately. Administrators are the final authority in determining if a student is appropriately dressed and/or groomed. Any type of clothing, accessories, hairstyles or grooming that might prove to be embarrassing to your child or distracting to others is discouraged.

The following are prohibited:

- Clothes and/or accessories depicting or encouraging use of illegal drugs, alcohol, violence, sex or gangs.
- Clothes and/or accessories bearing vulgar inappropriate or suggestive text or logos.
- Shorts, pants, skirts, or long shirts with wording printed across the derriere.
- Shoes with cleats or wheels.
- Slippers, sandals, clogs or any other footwear lacking full foot support.
- Baseball caps, visors, or any other hat worn indoors.
- Indiscreet clothing such as:
    - Tops:
        - Shirts that reveal the midriff area or bra/bra straps, crop tops, tube tops, halter tops, see-through tops
    - Bottoms:
        - Skirts that fail to reach midway between the knee and the hip, shorts that do not cover a child's bottom or clothes that fail to cover underwear

Violating the dress code will result in a call to parents or guardians to bring a change of clothes, or a tee shirt will be loaned to the student for the day. Repeated violations will result in progressive disciplinary action. The dress code

will remain in effect during special events (events during school hours such as an assembly, or after hours such as Open House).

Cafeteria

Breakfast

A daily breakfast is vital to the health and well-being of growing children. Through the breakfast program, each child is offered milk, fruit juice and a variety of breakfast items at no cost. All students have the opportunity to receive a free breakfast.

Lunch

The purpose of the school lunch program is to provide the students with a well-balanced meal. At this time, all students at the elementary school are eligible to receive a free lunch.

Students are scheduled for a 30-minute lunchtime. During this time, students should remain seated and raise their hand if they need help. Proper table manners and behavior are expected at all times. Children should be encouraged to eat their entire lunch before snacks and dessert. Since children sit with their classmates, they are allowed to talk quietly. Appropriate language and topics of conversation are expected. If students abide by these rules, they earn the privilege of eating in the lunchroom.

No electronic devices are allowed in the cafeteria. Books are permitted. We request that you do not send soda and candy as a part of your child's meal. Also, due to various allergies, food restrictions and the general safety concern of the children, we request that parents not purchase food for any student other than their own.

Cafeteria Expectations

1. Say please and thank you.
2. Sit properly on the bench.
3. Only eat food from your own lunch tray.
4. Be neat when you eat.
5. Raise your hand for permission to get out of your seat.
6. Use inside voices.
7. Sit quietly when the lights go out.
8. Place your garbage in the trashcan.
9. Save your running for outside.

Field Trips

All school field trips are selected to enhance the curriculum, and all students are encouraged to participate. Permission forms need to be turned in no later than the day that they are due. No late forms will be accepted after the deadline. Students who choose not to participate in a field trip are still expected to attend school. Work will be provided for that day. Field trips are an extension of the regular classroom; proper behavior is expected at all times.

There may be occasions where a class takes a walk through the Forestville community. Please notify the main office if this is an activity you do not wish for your child to participate in.

Parents who are invited to chaperone should wear appropriate attire. Parents should also be prepared to assist the teacher in supervising students for the safety of all children on the field trip. The classroom teacher organizing the trip must approve all chaperones. If you have accepted the invitation to chaperone, but find out later that you cannot, contact the teacher as soon as possible so that s/he may find a suitable replacement for you. Parents are

not permitted to find chaperone replacements if they cannot attend. Chaperones may not bring guests, nor will they be allowed to bring additional children on any field trip.

All children are expected to return to school following the field trip. All chaperones are expected to ride the school bus to and from the field trip.

For clarification on any of these guidelines, please contact the building principal.

Homework

Homework assignments are part of the general learning process. The amount will vary from grade to grade. At the beginning of the school year, individual classroom homework policies will be explained to your child. They will also be reviewed with the parents at conferences.

It is the child and/or parent's responsibility to obtain his/her homework if absent. Families are discouraged from scheduling family vacations during school time. If a family vacation is scheduled, the child is responsible for making up all missed work in a timely fashion. *Work will be given to the student upon his/her return from vacation at the discretion of each teacher.*

Lost and Found

Please label all articles belonging to your child(ren). This includes personal school supplies, lunch containers, wallets, and articles of clothing. This will help the rightful owners in claiming their property. Found items will be turned into the main office. The found items will be announced during morning announcements. Items not claimed after a reasonable length of time will be donated to charity or discarded.

Personal electronics or other valuables should not be brought to school and may be subject to confiscation. The school is not responsible for any lost, stolen or broken items.

The Dignity for All Students Act

The Dignity for All Students Act (DASA) prohibits harassment and discrimination of students by peers and by school personnel. It covers all public elementary and secondary-aged students and applies to behaviors on school property, in school buildings, on a school bus, as well as at school-sponsored events or activities.

The District has identified at least one employee at every school to serve as the DASA coordinator. The law requires these individuals to be trained to handle human relations in the protected areas and sets the expectation that all administrative staff have also been apprised of the intent, purpose and requirements of the Act. An overview of DASA is provided on an annual basis to faculty, staff and students. Such training for staff and students is intended to raise awareness, provide strategies for prevention, and offer methods of responding to acts of discrimination and/or harassment.

The Forestville Central School District is committed to providing a safe, supportive environment free from harassment, bullying and discrimination for all students. The District encourages the involvement of staff, students, parents and community members in the implementation and reinforcement of the Dignity for All Students Act ("DASA").

If you believe you, or someone else, has been the target of harassment, bullying, cyber-bullying, and/or discrimination, please use DASA form available on our website (Located under the "Our Schools" tab and within the "For Our Parents" section) to report all allegations.

School/district personnel witnessing an incident or receiving a report of an incident must complete and submit this written report within two (2) school days.

NOTE: School/district personnel must also orally notify the principal, superintendent or their designee no later than one school day after witnessing or receiving a report of an incident.

All complaints will be treated in a confidential manner. Anonymous reports may limit the district's ability to respond to a complaint. A prompt and thorough investigation will be conducted for all incident reports.

Our DASA coordinators are:

- Elementary – Shauna McMahon (716) 965-2742
- High School - Daniel Grande (716) 965-2711

Notification of Educational Privacy Rights

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Forestville CSD with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Forestville CSD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Forestville to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, displaying the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1) If you do not want the Forestville CSD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 20th. The Forestville CSD has designated the following information as directory information: [Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- Date and place of birth

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. Briefly, the law requires that schools obtain written consent from parents before minor students are required to participate in any U.S. Department of Education funded survey, analysis, or evaluation that reveals information concerning the following areas:

- Political affiliations; Mental and psychological problems potentially embarrassing to the student and his/her family; Sex behavior and attitudes; Illegal, anti-social, self-incriminating and demeaning behavior; Critical appraisals of other individuals with whom respondents have close family relationships; Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; Religious practices, affiliations, or beliefs of the student or student's parent*; or Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

The No Child Left Behind Act of 2001 contains a major amendment to PPRA that gives parents more rights with regard to the surveying of minor students, the collection of information from students for marketing purposes, and certain non-emergency medical examinations. In addition, an eight category of information (*) was added to the law.

Additional Programs Offered

Art

- The Forestville Elementary School Art Program inspires students to develop a positive attitude toward art. The program extends the student's ability to express themselves through art, nurturing creative thought and decision making while encouraging the student to find his or her own personal satisfaction and opportunity for success through art. The students will develop a sense of responsibility, commitment and self- discipline. Students are actively engaged in making works of art, learning new techniques and use of various art materials, and learning to look at and talk about works of art. Art history is included at all grade levels.

Library

- Library is an integral part of our instructional program. Its goal is twofold: to help children become lifetime readers and lifelong learners. Students will learn library skills and to care for books responsibly. All students have regular library classes scheduled and are also able to check out books to take home. Parents are encouraged to read these books with their children. In cases where children can read themselves, parents are encouraged to listen to them read. Library books should be returned on the following library day for your child's classroom. If a child is absent or forgets his/her library book, it should be returned on the next school day.

Music

- Our School music curriculum works toward developing the musical potential of the child in a continuum based on musical self-expression. The student will concentrate on achieving goals in the following areas:
    - A basic knowledge of and an ability to work with at least two instruments.
    - Basic dance forms and independent movement creation.
    - Reflecting on and speaking about all types and styles of music.
    - Reflecting on and speaking about music of diverse cultures and historical events.
    - The ability to perform in a public forum using any chosen medium, such as voice, dance or instrumental in solo or group situations.

Chorus

- Chorus is scheduled for students in grades 1-6. Students prepare for winter and spring concert performances as they apply skills learned in music classes.

Elementary Instrumental Music

- Starting in 5th grade, students can play a musical instrument. Interested students begin with one class lesson per week.
- In 5th & 6th grades, weekly class lessons are scheduled, and band rehearsals occur two times per week.
- Both grade levels perform in the annual Winter Concert and Spring Concert. Band and lessons continue through middle and high school with many opportunities for students to pursue their interests.

Physical Education

- The P.E. goal is to develop and foster a healthy body and positive attitude through a developmental progression of skills and activities. Students in grades PK-6 participate in co-educational groups. They are taught the importance of warm-up exercises and learn all the basic locomotor skills. They play games of low organization (run and tag) and do rhythmic activities. The skills of throwing, catching and kicking are also taught, as is the concept of fair and safe play. In addition to the skills taught above, 5th & 6th grade students

are taught more advanced games. Lead-up games to popular team sports such as soccer, volleyball, basketball and baseball are taught to increase basic skills, to reinforce the concept of teamwork and to introduce healthy competition. Most units are co-educational. Additional activities are taught between units to build trust, solve problems and learn the skills of cooperation.

- Students are successful in the program when they enjoy physical activity, have an understanding of the importance of maintaining a healthy body and display good sportsmanship in their daily activities. Students must be prepared with sneakers and comfortable clothing. In addition, jewelry and ornamented clothing create an unsafe situation for both the student and classmates. Please help your child refrain from wearing these on physical education days.

Computer/STEM Class

- All students have regularly scheduled computer classes. Becoming comfortable in the basic operation of an electronic device and learning the proper way to treat the device and its related equipment are goals of this class.
- Students actively participate in keyboarding, word processing and other grade-appropriate programs, as well as digital citizenship and STEM.

After-school Enrichment Program

- Select pupils in grades 4-6 are invited to participate in the enrichment program. The program uses a thematic approach and offers enrichment activities and advanced material with emphasis on problem solving techniques and research skills.

Special Education

- Recognizing that regular instruction cannot satisfy the needs of every individual, Forestville Central School provides a Special Education program for students who are identified. Services are provided to serve the needs of students who require additional support. Students whose needs exceed the resources within the district may be placed in an appropriate program outside the district.

Response to Intervention (RtI/MTSS) and Title 1 Services

- Academic Intervention is a New York State mandated service for all students who fail to meet level 3 on any of the ELA or Math assessments administered in grades 3-6.
- Other students may be recommended for intervention through the Instructional Support Team.
- These are students who are exhibiting difficulty in the area of listening, problem solving, writing and/or mathematical processes.
- Your child's teacher will notify you if your child qualifies for this service.
- Those students who encounter difficulty in developing grade-level reading and mathematics skills may receive Title I services.
- This service is provided in small groups, so students receive more concentrated attention.

Universal Prekindergarten Program

Educational Philosophy

- At Forestville Elementary, we believe that early childhood is a unique and foundational stage of life that deserves thoughtful, developmentally appropriate, and joyful learning experiences. Our early education philosophy is rooted in the understanding that children learn best through active exploration, meaningful play, and nurturing relationships.

- Using *The Creative Curriculum* and the *Teaching Strategies GOLD* assessment system, we provide a comprehensive, research-based approach that supports the whole child—socially, emotionally, physically, and cognitively. Our classrooms are intentionally designed to foster curiosity, independence, and a love of learning through hands-on discovery and real-world experiences.
- We believe every child brings a rich background and a natural desire to learn. By embracing inclusive, culturally responsive practices, we ensure each learner is seen, heard, and valued. Our educators serve as facilitators and guides, thoughtfully observing and responding to children's needs and interests while building strong partnerships with families.
- As proud participants in *QUALITYstarsNY*, we are continuously evaluating and refining our practices to ensure excellence in our programming. Through collaboration, professional growth, and a shared commitment to quality, we are building a strong foundation that supports our youngest learners on their path to lifelong success.

Supporting the Learning Needs of Children

- Our PreK program is thoughtfully designed to meet the diverse learning needs of young children by providing a safe, nurturing, and engaging environment where every child can thrive. We recognize that each child grows and develops at their own pace, and we use developmentally appropriate practices to support their individual strengths, interests, and needs.
- Our PreK teacher uses *The Creative Curriculum* to create rich, hands-on learning experiences that promote exploration, creativity, and critical thinking. With the support of *Teaching Strategies GOLD*, instruction is tailored to meet children where they are, track their growth, and guide intentional planning across all areas of development.
- Our program supports early skill-building in language and literacy, social-emotional development, physical coordination, and foundational math and science through structured play, small-group instruction, and meaningful daily routines. Each child receives the personalized support they need to grow with confidence.

Program History

- The full day Universal PreK Program at Forestville was established in 2019.

Assessment Procedures

- Teaching Strategies GOLD
    - The Teaching Strategies GOLD assessment covers a broad range of developmental and learning domains to support the whole child. Specifically, it assesses children's progress in the following six areas:
        - Social–Emotional Development
            - Building positive relationships with adults and peers
            - Developing self-regulation and emotional understanding
            - Approaching learning with confidence and persistence
        - Physical Development
            - Gross motor skills (e.g., balance, coordination)
            - Fine motor skills (e.g., grasping, manipulating objects)
        - Language Development
            - Understanding and using language to communicate
            - Engaging in conversations and expanding vocabulary

        - Cognitive Development
            - Demonstrating attention, memory, and problem-solving
            - Engaging in symbolic play and using reasoning skills
        - Literacy
            - Developing phonological awareness
            - Understanding concepts of print
            - Engaging with books and beginning writing
        - Mathematics
            - Understanding number concepts and operations
            - Recognizing patterns, shapes, and spatial relationships
            - Beginning measurement and data concepts
- DIAL Screenings
    - We use the *Developmental Indicators for the Assessment of Learning* (DIAL-4) as a screening tool at the beginning and end of our Universal Pre-K (UPK) program. This screening helps us understand each child's early development in areas such as motor skills, language, and concepts, and it allows us to support their transition into school with care and intention.
    - All DIAL-4 screening results are treated with the highest level of confidentiality. Results are:
        - **Stored securely** and only accessed by school staff who work directly with your child
        - **Shared privately** with parents or guardians during individual conferences or meetings
        - **Used solely for educational purposes** to support your child's learning and development
        - **Never shared with other families or outside agencies** without your written permission
    - Our goal is to partner with you in supporting your child's growth. If the screening indicates that your child may benefit from additional support or follow-up, we will reach out to discuss next steps in a respectful and confidential manner.
- Disclaimer: If English is not the primary language, we will do our best to ensure assessments are conducted in the child's home language, and that we are conducting them in a culturally responsive way.

Observation Procedures

- Observations are conducted daily to inform instruction
- Confidentiality:
    - At Forestville Elementary, we take the privacy and confidentiality of our students very seriously. Classroom observations are an important part of understanding each child's growth, interests, and development. Our teachers and staff observe children regularly to inform instruction and support individual learning needs, using tools such as the Teaching Strategies GOLD assessment.
    - All observations and documentation are conducted respectfully and confidentially. Information gathered about a child is used solely for educational purposes and is only shared with the child's parents or guardians, appropriate school personnel, and, when necessary, support service providers. We do not discuss individual children with other families, and we ask that families respect the same level of privacy.
    - Our commitment to confidentiality helps us maintain a safe, respectful, and trusting environment where all children can learn and grow.
- How this information is shared with families:
    - Our PreK teacher shares observations and progress with families through:

        - Parent-teacher conferences held at key points during the school year
        - Progress reports that reflect individual growth and developmental benchmarks
        - Informal updates and ongoing communication, such as notes, emails, or quick check-ins
        - Portfolios or samples of children's work that highlight their learning over time
        - Families are encouraged to ask questions, share insights about their child, and take an active role in their child's learning journey. We are committed to transparency and collaboration, and we value the important role families play in supporting early learning.
- Disclaimer: If English is not the primary language, we will do our best to ensure assessments are conducted in the child's home language, and that we are conducting them in a culturally responsive way.

How Assessment Results are Utilized

- At Forestville Elementary, assessment is not about testing—it's about understanding each child as a learner. We use Teaching Strategies GOLD to gather meaningful observations and documentation of children's growth across key areas of development. These results are used to guide instruction and ensure each child receives the support they need to thrive.
- Assessment results help us to:
    - Identify individual strengths and needs
    - Plan developmentally appropriate activities that build on children's current skills
    - Track progress over time, allowing us to celebrate growth and set new goals
    - Inform family conferences and guide meaningful conversations about a child's development
    - Support early intervention when a child may benefit from additional services or supports
- Our PreK teacher uses this information to tailor instruction, group children strategically, and adjust the classroom environment to best meet the needs of all learners. Most importantly, we use assessment to nurture the whole child and ensure a joyful, inclusive learning experience.

Admissions Information

Forestville Elementary offers a high-quality Universal Pre-Kindergarten program for up to 18 students. If more than 18 applications are received by the deadline, a random lottery will be held to determine enrollment.

- Application Process
    - Applications are accepted on a rolling basis starting the first day of school each year.
    - Families may request an application packet at any time.
    - The deadline to submit a completed application and supporting documents is typically the third Friday in May. Please check the Forestville Facebook page and/or website for clarification.
    - Only completed applications received by the due date will be included in the lottery.
    - Late or incomplete applications will not be entered into the lottery and may be placed on a waiting list instead.
- Lottery Details
    - On the day following the application deadline, one of two things will happen:
        - If 18 or fewer completed applications are received:
            - All applicants will be offered a spot in the UPK program.
        - If more than 18 completed applications are received:

        - A random drawing will be held to assign available seats.
        - The first 18 names drawn will be offered enrollment in the program.
        - Remaining applicants will be placed on a numbered waiting list (e.g., #19, #20, etc.).
- Waiting List Process
    - If a student withdraws from the program, families on the waiting list will be contacted in order of their placement to fill the vacancy.
    - Children whose applications are submitted after the deadline will be placed at the end of the waiting list in the order that their completed application is received.
- Community-Based Organization (CBO) Placement
    - Forestville Central School District partners with Lake Shore Family Center, a local Community-Based Organization (CBO), to provide additional UPK placement options.
    - Families on the waiting list may be offered enrollment at Lake Shore Family Center at no cost, ensuring their child has access to a high-quality pre-kindergarten experience in preparation for Kindergarten.

UPK Opportunities for Parental Involvement

- Parent Orientation for UPK (held in May prior to the start of UPK)
- Field Trips
- Open House
- Parent Teacher Conferences held in November
- Parent Connection (PTA)

UPK Family Resources/Supports

- HelpMeGrow WNY Screenings and Events
- Social Worker- can provide information to families about a variety of supports: childcare, medical, dental, family counseling, vision, assistance, etc.
- Families whose primary language is a Language Other than English:
    - Children will be greeted and supported in a culturally and linguistically response manner within our program.

Transitions

- Entering School
    - When a child joins our PreK program at Forestville Elementary, we prioritize a smooth and welcoming transition for both the child and their family. Prior to the start of school, families are invited to participate in orientation events, meet the teacher, and explore the classroom. We gather information from families through enrollment paperwork and informal conversations to learn about each child's interests, routines, and developmental needs.
    - In the first weeks of school, our staff focuses on building strong relationships, establishing predictable routines, and creating a classroom environment where children feel safe and valued. Gradual transitions and staggered start times may be used, when needed, to help children adjust comfortably.
- Moving Up to Kindergarten from PreK
    - The transition from PreK to Kindergarten is an exciting milestone, and we work closely with families and school staff to make it as smooth as possible. In the spring, PreK students participate in Kindergarten readiness activities, such as classroom visits, story times, or meeting kindergarten teachers.
    - Our PreK teacher communicates with kindergarten staff about each child's progress using Teaching Strategies GOLD and other documentation. Families are provided with information about the

Kindergarten program, expectations, and strategies to support their child at home. A formal move-up day is held to honor students' growth and mark their transition.

- Separation / Separation Anxiety / Attachment Theory
    - We understand that separating from a caregiver can be emotional for both children and families. Our staff uses warm, supportive strategies rooted in attachment theory to help children feel secure and connected. We focus on consistency, comfort routines, and validating children's feelings.
    - Individualized guidance and support will be provided to families experiencing separation challenges. Staff are available to partner with caregivers, offering strategies and resources to support the child's emotional adjustment to school.
- Transitioning to a New or Different Program
    - If a child transitions out of the PreK program—whether due to a move to a new district, a change in family circumstances, or a placement in a different educational setting (such as a special education program)—we work closely with the family and receiving program to ensure continuity of care and learning.
    - With parental consent, we share relevant developmental and educational information, including assessment data and teacher insights. Our team may participate in transition meetings, CPSE/CSE discussions, or provide documentation to support a successful handoff. Our goal is to make each transition child-centered, respectful, and as seamless as possible.

Connections with Caregivers

- Young children thrive in environments where they feel safe, secure, and connected to the adults who care for them each day. Strong relationships between our PreK staff and families are a top priority, and we believe in open communication, mutual trust, and shared goals for every child's development.
- Consistency is key to early childhood success. Our goal is to ensure that your child is supported by the same dedicated teaching team throughout the school year. Our PreK teacher and classroom staff participate in ongoing professional development and training to stay current with best practices in early learning, including the *Creative Curriculum* and *Teaching Strategies GOLD*.
- In the event of a **temporary leave of absence**, we make every effort to ensure that your child's routine is maintained. We assign qualified substitute staff who are familiar with early childhood settings and, when possible, known to our school community. Any transitions are handled with care to minimize disruption and maintain a sense of security.
- During times when our PreK staff members take a **prep period, lunch, or break**, a consistent and trusted staff member—such as a teaching assistant, aide, or another certified team member—is assigned to remain with the children. This helps preserve the warm, familiar environment children rely on while allowing our staff to attend to their professional responsibilities.

Parent/Student Handbook Acknowledgement and Agreement

Parent/Guardian

I have read and discussed the handbook, which describes the rules, policies, and behavioral expectations with my child. I will support and reinforce the school's policies throughout the year.

Parent/Guardian Signature: _____

Date: _____

Student

I have read and understood the handbook, which describes the rules, policies, and behavioral expectations for our school. I will do my personal best to follow the rules and make our school a safe and happy place for everyone.

Student Signature: _____

Date: _____

Please remove this page and return it to your child's teacher. Thank you!