



NASSAU ELEMENTARY SCHOOL

HANDBOOK

2019-2020

“Through collaborative efforts among community, school, and family, our mission at Nassau Elementary School is to provide a nurturing, caring, and safe learning environment respectful and accepting of all to promote academic excellence in this ever-changing world.”



Dear Families,

Welcome to the Nassau Elementary School!

It is with great excitement and anticipation that we look forward to this coming school year. The Staff is eager to meet and work closely with you and your child as his/her education journey begins. The guiding principles shaping education in the Spackenkill Union Free School District are dedicated to the beliefs that all students will learn and that all children are our messengers to the future.

As stated in the District mission statement: We, the parents, school, and community are committed to:

- The right and responsibility for all children to reach their fullest potential by the development of critical thinking skills, communication skills and problem solving skills through programs which require mastery and encourage attitudes that support lifelong learning.
- The right and responsibility of all children to create good citizenry which recognizes individual difference and concern for others, encourages the growth of self-esteem and nurtures the human potential, contributing to a democratic society.
- The right and responsibility of all children to make responsible and fulfilling career choice and to apply these choices so that American's place in the global society is assured.

The Nassau Elementary School Staff is committed to the academic, physical, emotional and social successes of all students. As we begin a new year, we ask students to make a commitment to do their very best each and every day. Students are expected to set new goals for themselves and make plans to achieve those goals.

A new school year is an opportunity to make new friends and strengthen existing friendships. Let's all work together to continue our respectful school environment in which everyone feels comfortable and confident. Students are to be respectful and considerate of how their actions affect others. Remember to treat others as you would like to be treated.

Through the combined efforts of the staff, students and families, we are confident each and every child will have a successful school year.

Sincerely,

Mrs. Debbie Weisel
Nassau Elementary Acting Interim School Principal

FAMILY AWARENESS INFORMATION

Dear Families:

Spackenkill is fortunate to be able to provide twenty-first century technology in all schools in our instruction program. Along with this comes a responsibility that every student respects appropriate usage practices of modern technology.

Each year you receive a student handbook which outlines the rules and regulations that we all must follow in the school district. The Board of Education's policy on technology and its use in the district is included in the handbook.

This letter and the attached signature sheets will serve to familiarize you with the district's policy and certify your receipt and acknowledgment of its terms. We ask that you and your child sign the agreement regardless of the grade or age of your child. Our purpose in requesting your child sign the sheet is to impress upon children the civic responsibility that comes with following school district policies, as well as federal, state, and local laws and regulations that address technology in our society.

Kindly sign the attached sheet and return it to your School office by Friday, September 13th.

Sincerely,
Mrs. Debbie Weisel
Nassau Elementary Acting Interim School Principal

Student Agreement

I have received the Spackenkill Union Free School District's policy on technology. My signature indicates receipt of the policy that is in accordance with the rules and regulations that are consistent with the District's Code of Student Conduct and State and Federal laws and regulations, and that I will:

1. Respect Myself. I will show respect for myself through my actions. I will select online names that are appropriate, and I will consider the ages of users who can view the information and images that I post online. I will not post personal information about my life. I will not be obscene.
2. Protect Myself. I will ensure that the information I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.
3. Respect Others. I will show respect to others. I will not use electronic mediums to bully, harass, or stalk people. I will show respect for others in my choice of websites, and I will not visit sites that are inappropriate. I will not abuse my rights of access, and I will not enter other people's spaces or areas. I will respect the ownership of media or information. I will request permission to use resources and suitably cite any and all use of websites, books, media, etc.
4. Protect Others. I will protect others by reporting abuse, not forwarding inappropriate materials or communications; and not visiting sites that are inappropriate.

By signing the enclosed agreement, I undertake to always act in a manner that is respectful to myself and others, to act appropriately in a moral and ethical manner and to use the Internet only for educational purposes. I agree to follow the principles of digital citizenship and accept that failing to follow them will have consequences.

FAMILY AWARENESS STATEMENT

September 2019

We have reviewed the Acceptable Use Policy 6470, Technology and Networks.

In addition we have reviewed the Nassau Elementary School Handbook, including the Student Behavior Responsibilities and Code of Conduct. This resource has been prepared as a guide and provides information to ensure your child has a successful school year. Whether you are new here or returning, you will find this handbook helpful. This document can be located on the Nassau School webpage

Our signatures indicate acknowledgement of them in accordance with the rules and regulations that are consistent with the District’s Code of Conduct and State and Federal laws and regulations.

- I have reviewed the contents of the Nassau Elementary School Handbook with my child.
- I have read and discussed the Student Behavior Responsibilities and District Code of Conduct.
- I have read and discussed the Acceptable Use Policy 6470, Technology and Networks.

_____ (Student Signature)

_____ (Parent/Guardian Signature)

_____ (Date)

Please print the information below.

Name of Student: _____

Address: _____

Grade/Teacher: _____

Please return to the school by Friday, September 13th.

Board Of Education

Mr. Thomas Keith Jr., President
Daniel Koehler, Vice President
Herman Lo, Board Member
Mary Sawyer, Board Member
Richard Horvath, Board Member

Nassau Elementary School
7 Nassau Road
Poughkeepsie, New York 12601
(845) 463-7843
Fax: (845) 463-7842

Administrator

Mrs. Debbie Weisel, Acting Interim School Principal

Office Assistants

Mrs. Patricia Petrillo
Mrs. Christine Contelmo

Spackenkill Union Free School District

Administrative Offices

(845) 463-7800
Fax: (845) 463-7804

Dr. Mark Villanti, Superintendent of Schools
Dr. Lori Mulford, Assistant Superintendent of Curriculum, Instruction & Pupil Personnel
Mr. David Downes, Director of Facilities & Grounds
Mr. Brett Hasbrouck, Director of Technology
Ms. Lisa French, School Lunch Director
Ms. Doreen Wright, Transportation Supervisor

ATTENDANCE INFORMATION

The Nassau Elementary School is in session from 8:45 a.m. until 2:50 p.m. Any student who arrives after 8:45 am will be recorded as tardy.

Consistent attendance is the heart of education. This will enable your child to be part of the daily routines and instruction, and not disrupt his/her learning. Understand that while he/she is out of school, classroom instruction continues. Excessive absenteeism can have an adverse effect upon academic achievement.

All children are expected to be in attendance each day unless they are ill or a family emergency arises. We ask that all parents/guardians call the school at 845-463-7843 between 8:00-8:30 am if your child is to be absent or tardy. This will help us consolidate our absentee list so we can respond quickly to any possible missing student concerns.

If your child arrives late to school after 8:45 am, we ask that you or a designated party report to the office with your child so we can accurately record the tardiness. Please sign our record book when you arrive and provide the required written excuse stating the reason for the late arrival.

When it is necessary for a child to be dismissed early from his/her daily schedule, parents/guardians must send in a note to the child's homeroom teacher at the beginning of the school day identifying the reason. Calling throughout the day for early pickups or bus changes should be avoided unless unavoidable. When picking up your child parents/guardians must visit the office to sign out their child and may be required to show proof of identification. Please be prepared to show a photo ID. A student will not be released to anyone other than the parent/guardian without written permission from the parent/guardian. Picking up a child from 2:15 -2:50 pm in the main office should be avoided unless it is an emergency.

A parent requesting homework for an absent student must notify the main office by 10:30 am on the day of absence and may pick up material after 3:15 pm. Requests made after 10:30 am will be completed and available for parents on the following school day.

The New York State Education Department requires schools to produce a monthly attendance report identifying all students' absences, tardies and early dismissals. In addition they are required by law to address chronic absences. Administration will follow the steps below for those students with chronic absences.

- Step one - A letter of concern will be sent home.
- Step two - A second letter of concern will be sent home, requiring the parents/guardians to come in for a meeting with the administration.
- Step three - Student may be referred to the Response to Intervention (RtI) Team.

New York State Education Law requires students to have a written excuse, verified by a parent/guardian, when they are absent or tardy or if being picked up during the school day. This excuse is a legal document which must be kept on file by the school district. Failure to submit this excuse will result in the absence being recorded as unexcused. The consent of the parent/guardian to the absence of the student has no effect upon the lawful dominion of the state in regard to attendance.

The following conditions may excuse a student from school attendance:

- Sickness of pupil
- Sickness in family (not to exceed 3 days)
- Death in family
- Impassible roads or weather
- Impassible roads

- Religious observations
- Required court appearances

The following would be considered unexcused excuses for student absences:

- Parent/Guardian work schedule
- Errands
- Shopping
- Caring for siblings
- Vacation

Written Excuses

The following information should be included in a written absence/tardy/early dismissal excuse.

- Student's name
- Date
- Reason
- Parent/Guardian signature
- Parent/Guardian phone number

ARRIVAL & DISMISSAL PROCEDURES

Between 8:15-9:00 am and 2:30-3:30pm, we ask that all families drive slowly and watch carefully for others walking on or near the school grounds. Please talk to your children about being careful in the parking lot area and using crosswalks.

Students will be allowed access to the school cafeteria at 8:20 am. Students should not be arriving to school before this stated time.

Buses will begin arriving at Nassau at 8:20 am. Students will be dismissed from buses and allowed into the cafeteria. At 8:35 am students will be released from the cafeteria and proceed to their classrooms.

Walkers may begin to arrive at 8:20 am in the cafeteria. Students will remain there until 8:35 am, at which time, they will proceed to their classrooms. Walkers will be dismissed at 2:50 pm from their classrooms.

Those being dropped off during morning arrival by car can begin to do so at 8:20 am.

- The AM drop off area is located at the school's front door entrance. When dropping off your child in the AM enter the lot and bear right along the curb.
- All traffic will continue to flow one way.
- During AM drop off, staff members will supervise students so they enter the building safely.
- Those in the AM needing to walk their child into the school are to park in a visitor space and use the crosswalk.
- Once you have dropped off your child continue to circle around the lot till reaching the exit.

Those being picked up during afternoon dismissal by car can begin to do so at 2:50 pm.

- The PM pick-up area is located at the school's front entrance. When picking up in the PM enter the lot and bear right along the curb.
- During PM pick up, families are to park along the curb or visitor area, enter the building, and sign out their child at their designated location.
- Once you have picked up your child continue to circle around the lot till reaching the exit.

Student pick-ups will be dismissed at 2:50 pm from their classrooms. Kindergarteners are to be picked up in the main lobby. First and second graders are to be picked up in the cafeteria. Parents/guardians are to proceed to the designated entrances and sign out their child. The parent/guardian may be required to show proof of identification when signing out their child. Please be prepared to show a photo ID. A student will not be released to anyone other than the parent/guardian without written permission from the parent/guardian.

From 2:50 – 3:10 pm walkers and pickups are signed out in the cafeteria. Students riding a bus are called to exit the building and board their bus. There must be an adult at the bus stop to pick up all K-2 students.

BUILDING ACCESSIBILITY

To ensure the safety of all children, access to the building is limited. Students who need to enter the school before 8:20 am because they are attending special programs should enter through the cafeteria. All other students may enter the building between 8:20 – 8:45 am through the cafeteria entrance. If your child arrives to school after 8:45 am, an adult must sign your child in at the main office.

After student dismissal time, limited access through the building's main entrance will be available until 4:00 pm. The main office is open from 7:30 am – 4:00 pm.

Visitors

Parents and other community members are welcome to visit our school. To help provide a safe environment for all, visitors must sign in at the main office and state the purpose of visit before being allowed to enter. Upon receiving clearance to visit, visitors must sign in and receive a visitors badge that must be displayed at all times when on school grounds. The sticker provides access to only the cleared destination. Visitors must sign out at the conclusion of their visit.

Communication is essential between parents and teachers. This communication must occur during a mutually convenient time established in advance of the meeting. The privacy and full attention that parents/guardians deserve is more easily provided with an agreed-upon meeting time. Stopping by a classroom to discuss your child while a teacher is responsible for supervision of students may jeopardize the safety of the class. If a parent is dropping off forgotten items to his/her child at the school, they will be left in the main office for a staff member to deliver.

Only staff members are permitted in the cafeteria during lunch periods.

Volunteers

Volunteers are a strong and visible part of Nassau Elementary School. They bring unique experiences and talents to share with students and provide opportunities for enriched. There are many opportunities for volunteering in the school, through your child's teacher as well as within organized events sponsored by the PTA. Volunteer commitments may be for a single event or for on-going projects or committees.

We ask that you contact your child's teacher or the PTA if you are interested in volunteering at Nassau. The Board of Education will approve lists of volunteers, upon review and submission by the building principal.

Please remember that volunteers and all visitors must register at the office when they enter and leave the building. You will be asked to show your ID and then receive a badge that must be displayed. These practices are for safety purposes.

BUS SAFETY & CONDUCT GUIDELINES

Our goal is to bus students to and from school safely and on time. Parents/Guardians are asked to assist the district and staff in this endeavor by reviewing the following information with their child:

- Students should be at the bus stop a few minutes before their scheduled pick up time. Students waiting for their bus should be supervised by their parent/guardian.
- Students should wait for their bus to come to a complete stop, with the red lights flashing, before boarding the bus. If the bus stops on the opposite side of the street from your home, parents should wait for the driver's signal before allowing your child to cross the street. When crossing the road to board the bus, children are to walk at least ten feet in front of the bus so the driver can see them.
- Upon entering the bus, students should immediately be seated and remain seated until it is time to get off the bus. Students should not change seats.
- Students are expected to follow the 'Three Bus Guidelines' below when riding the bus:
 - ✓ Speak in a quiet tone of voice
 - ✓ Keep hands and feet to oneself
 - ✓ Stay in your seat and face forward
- For safety purposes, glass containers, large objects and instruments may not be carried on the bus.
- For safety purposes, an adult must be present at the bus stop to receive all K-2 students.

Students who do not behave as expected on the bus may be assigned a seat and/or may lose the privilege of riding the bus.

Requests for Bus Changes

While bus changes may be necessary under emergency situations, we ask that such requests be handled as follows:

- A written request for a change in transportation should be forwarded to the office. Please identify the destination, bus number and the name of the person who will receive your child off the bus.
- Bus request choices will be honored as long as seats are available. Please provide phone contact information where you can be reached during the day. You will be notified by phone if we cannot accommodate the request.
- A master list of daily and permanent bus changes will be maintained in the main office.

CLOSING, DELAYS AND EMERGENCIES

Decisions to delay or close school are made by 5:30 am. If there is a need to send students home due to bad weather and school is in session, a decision will be made at the earliest possible time to give parents adequate notice. Buses will begin to transport students approximately one hour after the decision is made. Dismissal begins with high school students followed by middle school students and finally the elementary students.

If there is ever a need to close a particular school for an emergency (heat fails, water main break, etc.) after it is in session, first, students will be transported to another school for their safety and comfort. Radio and television stations would have been immediately alerted to announce what has occurred and the procedure in place. Approximately one hour later, students who ride the bus will be transported home by bus. Students who do not ride the bus should be picked up at the designated school emergency location.

Emergency Contact Information

It is important for the school to have the most up-to-date information of where parents/guardians may be reached in case of an emergency caused by illness or accident.

The school must be able to contact parents/guardians or designated emergency contacts in a timely fashion. Please consider proximity to the school when selecting emergency contacts. In the case of illness or accident, students will need to be picked up promptly. If there are any changes to parent/guardian or local emergency contact information, please notify the school in writing as soon as possible.

Emergency contacts will need to provide the school with a photo ID when picking up students.

SchoolMessenger

SchoolMessenger is an automated communication system that provides time-sensitive information to our district families via telephone, email and text formats. Information regarding closings, delays and emergencies will be shared via SchoolMessenger. If there are any changes to you or your local emergency contact information, please notify the office in writing as soon as possible.

Radio and Television

School closings or delays will be broadcast on WEOK 1390AM; WKIP 1450 AM; WBWZ 93.3 FM; WPDH 101.5 FM; WDST 100.1; WHVW 950 AM; WBNR 1260 AM; WSPK 104.7 FM (K-104); WCZX 97.7 FM; WRRV 92.7 FM; WRWD 107.3 FM; WGNV 98.9/1220 AM/97.3 FM; WHUD 100.7 FM; WRNN TV 62; and WABC Channel 7.

Websites:

Please use the following websites to find out about delays, closing or emergencies:

- www.cancellations.com
- spackenkillschools.org

CURRICULUM, INSTRUCTION & ASSESSMENT

Spackenkill schools have always worked toward providing an education appropriate for all children. As part of the district's mission statement we commit to empowering students to succeed in an ever-changing world. Coupled with that commitment, in June of 2011 the New York State Board of Regents adopted the Common Core Learning Standards for English Language Arts/Literacy and Mathematics (CCLS). These learning standards are bottom line benchmarks for what students need to be able to do at the end of each grade level in English language arts and literacy, and mathematics. They map backwards from identified college and career readiness skills and knowledge.

The district has developed curricula responsive to the mandates and recommendations from the New York State Education Department, the CCLS and New York State Standards, and national standards. We use instructional strategies that meet the needs of the individual child, enriching wherever possible and remediating whenever

necessary. Early each fall we host a Curriculum Night to discuss the major areas of emphasis in English language arts and mathematics, as well as all the other subjects taught. Ultimately, it is the needs of our students, determined by both quantitative and qualitative data, which determine what we teach and how we teach it. Our assessment program is used to identify the needs of the students and drives the curriculum and instructional decisions made each day by teachers.

English Language Arts

The New York State P-12 Common Core Learning Standards for English Language Arts and Literacy are comprised of standards in Reading, Writing, Language, Listening and Speaking, and Foundational Reading Skills (K-5 only). The two terms that best explain our method of addressing the CCLS for English Language Arts and Literacy are balanced and interdisciplinary.

A Balanced Literacy Approach: Using a variety of instructional strategies (i.e. read aloud, guided reading, interactive writing) teachers provide multiple opportunities for students to concurrently address Reading, Writing, Language, Listening and Speaking, and Foundational Reading Skills standards.

Interdisciplinary: In response to the CCLS and New York State recommendations, we balance our English Language Arts instruction with fiction and non-fiction topics. The source for our non-fiction topics are based largely on National and New York State standards in Science and Social Studies. We also use topics in the Arts, Physical Education, and Health.

Our teachers use a variety of resources to ensure student success in achieving the CCLS. Two of our hallmark resources include:

- **Scott Foresman Reading Street:** This comprehensive resource builds content-area knowledge while emphasizing close reading with a focus on informative/explanatory, argumentative/opinion, and narrative writing. Performance assessments are built into the program as is an integrated approach to build media and 21st century skills.
- **Foundations:** a mandatory phonological/phonemic awareness, phonics and spelling program for grades K-3. The Foundations program uses a systematic and explicit multisensory approach to address the Foundational Reading Skills.
- **Other Resources:** these include Preventing Academic Failure, Reading A-Z, Glass Analysis for Decoding, RazKids, Compass Learning and other online and software based technology; such as, Lexia and Starfall.

Science

The Spackenkill Elementary Schools have developed a science curriculum, instruction, and assessment program aligned to the New York State Learning Standards for Mathematics, Science, and Technology and in accordance with the New York State Elementary Science Core Curriculum Guidelines. We also allow the Next Generation Science Standards to influence our decisions about which content knowledge and skills we teach our students. Our program emphasizes a hands-on and minds-on approach to learning. The focus of our study is on teaching science for understanding through promoting the importance of relationships, processes, and mechanisms, and application of concepts. Our approach allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. There are process skills inherent in the Science Standards including scientific inquiry, how to systematize accessing, generating, processing and transferring information, and understanding the interconnectedness of common themes including systems thinking, models, magnitude and scale, equilibrium and stability, patterns of change, optimization, and interdisciplinary problem solving. Disciplinary ideas address four domains: the physical

sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

Teachers use many diverse materials, scientific tools and technology to help students develop the concepts and skills appropriate for each grade. Beginning fall 2017, Nassau will begin to utilize the PNW BOCES Science 21 kits.

Social Studies

We follow the New York State recommended curriculum for Social Studies based on the New York State Learning Standards for Social Studies. There are five content areas for the standards including History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. Each grade level has a central theme:

- Kindergarten: Self and Others
- Grade One: My Family and Other Families, Now and Long Ago
- Grade Two: My Community and Other United States Communities

Concepts taught include identity, change, culture, places and regions, needs and wants, interdependence, citizenship and civic life, government, human systems, scarcity, technology, civic values, decision making, environment and society, factors of production, and economic systems.

Teachers utilize the Harcourt Brace Social Studies Program, various texts, technology, and local resources for this curriculum.

Mathematics

The New York State P-12 Common Core Learning Standards for Mathematics and guidelines set by New York State are the foundation for our curriculum, instruction and assessment in mathematics.

There are major areas of work outlined in the standards that are the pillars of our curriculum, instruction and assessment for each grade level. Mathematics concepts are built in a coherent way so that conceptual understanding builds throughout the P-12 continuum. Common Core aligned mathematics is based on a balance of real-world application and fluency. There are key fluencies, identified by grade, that are practiced daily in each classroom.

Our hallmark program for mathematics is Houghton Mifflin Harcourt GO Math. This program, aligned with the CCLS, teaches conceptual understanding by progressing from the concrete, to the pictorial, to the abstract. There is a use of mathematical models and math discussion as required by the Practice Standards. A supplement to GO Math is TouchMath, a multisensory step-by-step program to provide support or enrichment for students.

General Music

Our music curriculum is designed to develop a lifelong appreciation of music, to communicate thoughts, ideas, and emotions through music performance, listening and composition. During class, students are actively engaged in singing, movement, playing instruments, developing listening skills and music composition. In second grade, students learn beginning recorder fundamentals. Throughout our curriculum students learn about the elements of music; rhythm, melody, texture and form through hands on experience. Curriculum and assessments are aligned to the New York State Common Core Standards and the New York State Learning Standards for Music.

Art

Our elementary visual art program actively engages students in the processes of creating, presenting, responding and connecting through works of art. It provides the opportunity for students to explore and build the foundations for what it means to be an artistically literate citizen in the 21st century. Students' learning is supported through the study of art resources and experimental play with materials and techniques. They interact with works of art learning to critically describe, analyze, interpret, and evaluate through the process of art criticism.

Through art making, students create meaning and understanding, while developing artistic skills and behaviors such as observing, envisioning, stretching the limits of materials, and exploring ideas. They learn to engage and persist through challenges, develop craft, express what cannot be seen, reflect on practice, and understand and appreciate the diverse contributions of the arts and the many forms that art may take. All curriculum, instruction, and assessments are aligned with the New York State Learning Standards for the Arts, and the goals of our district.

All completed art works, lesson explanations, and student writing samples are published in our on-line gallery (with parent permission). Please visit the Spackenkill Elementary Schools Gallery at www.artsonia.com. Additional information may be found on the art teacher's web page on the Spackenkill website.

Each year, every student has the opportunity to display their favorite work at the Spring District Art Show. This show is a culmination of the entire year's experiences in art. Students make individual choices about what they would like to display as their "best" work. In addition, large scale projects, group works, and sculptures are all on display.

Library

We present children with skills to familiarize them with the organization of the library and the process of information retrieval. We provide foundational skills in the research process. We also encourage the appreciation and enjoyment of the various types of literature. Students begin to use strategies to locate books for independent reading at their own level. Each week students select books of their choice to bring home for the week. Borrowed books are due back the next time library is scheduled for their class. Books may be renewed for an additional week unless they are on hold.

Physical Education

Our physical education curriculum, instruction and assessment are aligned to both the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the Common Core Learning Standards. The focus of physical education is the development of healthy lifestyles including movement knowledge and motor, social, and personal skills. It is expected that students will:

- enjoy and seek out physical activity;
- develop and maintain acceptable levels of physical fitness;
- develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits; and
- develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the golden rule of competition, "be a good sport", and demonstrate cooperative behavior).

Students in grades K– 2 participate in physical education in their regular school clothes. Sneakers are required.

Health

Our health curriculum, instruction and assessment are aligned to both the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the Common Core Learning Standards. The health curriculum is delivered by both our classroom teachers and the physical education teachers. Community resource personnel have supported our instruction through the presentation of these programs.

- The Personal Safety Program: Presented by a representative from the Child Abuse Prevention Center Inc., of Dutchess County, the program consists of one lesson in each K-2 classroom. The mission of this program is to reduce the incidence of child abuse and neglect by providing education and prevention techniques. The lessons empower children to say “No-Go-Tell” when necessary.
- Guest speakers: Various speakers have enhanced the presentation of the health curriculum in such areas as Fire Safety (Arlington Fire Department), Drug & Alcohol Abuse Prevention, and Halloween Safety (Town of Poughkeepsie Police Department).

Technology

Technology enhances student learning within our classrooms, as well as in the computer lab, through our access to computers, tablets, digital cameras, digital audio devices, and interactive SMARTboards.

Recess

Recess is important to children. It provides a break from the regular school routine, a chance to get some fresh air and exercise, and an opportunity to run off excess energy. All students are expected to go outside for recess; therefore, should dress appropriately for the weather. This is a parental responsibility. For outdoor recess play during the winter months, we recommend the following articles: warm coat, mittens or gloves, boots, snowsuit (extra pair of pants kept in school), scarf, and a hat. All items should be labeled with your child’s name. The decision to go out or stay in for recess is made by the school.

If a student is to stay inside at recess due to illness, we require a note from the attending physician or a parent/guardian. Otherwise, it will be deemed that a student healthy enough to attend school is well enough to go outside.

Please discuss the following guidelines with your child that need to be followed on the playground:

- Respect and consideration for all adults and all students
- All play equipment should be used in a safe manner according to the guidelines
- Students must get permission from an adult on duty to leave the recess/playground area

K-2 Assessments

Assessment of students' learning is conducted both formally and informally on a daily basis in classrooms. Assessments are formative and summative in nature and allow educators to identify areas of weakness for possible academic intervention, to identify areas of strength for possible enrichment, and to make necessary program adjustments. We use several formal assessments to support us in this endeavor. These include:

- Kindergarten Screening: There are two assessments used during kindergarten screening. The first is the Early Screening Inventory, an individually administered instrument designed to address developmental, sensory, and behavioral concerns in the areas of visual motor/adaptive, language and cognition, and gross motor skills. The second is the Fluharty-2, a preschool speech and language screening test which addresses articulation, receptive/expressive language, and composite language. It helps us to identify children whom need a complete speech and language evaluation.

- NWEA Map: Measures of Academic Progress by NWEA is a computer-based testing system that adapts to the child in real-time as the test progresses for a picture of learning achievement and readiness. In K – 2, the Primary MAP (with audio support) in reading and math is administered. For 2nd graders, the MAP (without audio) may be used. The MAP provides educators and parents with a RIT score and a Lexile level.

Fountas & Pinnell Benchmark Assessment Systems (BAS) are used to determine student’s independent and instructional reading levels. The BAS allows teachers to:

- observe and quantify student reading behaviors.
- engage students in comprehension conversations.
- make informed decisions that connect assessment to responsive teaching.

AIMSweb Plus

These assessments are administered to students enrolled in AIS. They provide instructional feedback on student learning as they respond to student needs in language arts and mathematics.

Chapter/Unit/Teacher-Made Assessments

These assessments are used in all grades and classrooms. Their purpose is to progress monitor knowledge acquisition and skill development throughout the school year.

NYSITELL

The Language Assessment Battery-Revised is a standards based measure of language proficiency designed specifically for non-native English speakers of English. It is required by the NY State Education department, and is only used for the initial identification of students as limited English proficient and thus their eligibility for a bilingual education or free-standing ESL program.

NYSESLAT

The purpose of the NY State English as a Second Language Achievement Test is to measure the annual progress of English Language Learners (ELL/LEP students) in their development of proficiency in listening, speaking, reading and writing English. All students who receive ESL or bilingual education are required to take the NYSESLAT annually. The NYSESLAT is administered once in the spring of every school year.

APPR Pre and Post Assessments

In accordance with the NYS Teacher APPR system, some courses have developed a post-assessment; some also administer a pre-assessment. At Nassau, Art, Music and Physical Education administer an assessment at the end of the year to measure content knowledge and skill development. Art also has a performance based pre assessment in the form of a drawing administered in September which is used as a baseline to measure student growth.

If a parent has any questions about these assessments, particularly the student’s scores and what the scores signify, please see your child’s teacher.

Report Cards

Understanding the need for a sense of partnership with parents in educating children, we make every effort to report academic progress. Report cards are issued four times a year. All parents are asked to have a conference with the teacher at the end of the first marking period. Three half days are set aside in November to allow for these conferences. Parents and/or teachers are encouraged to request additional conferences during the year if there are concerns.

Homework Guidelines

We believe that homework for all elementary age students can and should be a productive part of their education. Teachers assign homework based on the understanding that:

- All children do not work at the same rate or with the same ease of understanding.
- Children have different needs and require different amounts of reinforcement.

Teachers will notify parents about procedures to be followed regarding homework completion and will make recommendations for the amount of time to be spent on homework assignments. If your child encounters difficulties completing the assigned homework, or if you have other questions or concerns regarding homework, please contact your child's teacher. Communication between home and school is encouraged to ensure that the homework experience is positive and productive for every child. Please visit your child's teacher's website for educational resources and websites that may supplement your child's homework assignments.

The following table offers a general guideline for homework expectations by grade level. Your child's teacher may provide you with more specific suggestions based on your child's individual needs.

Grades	Subject	Duration
K-2	Independent Reading	15-20 minutes
K	Sight Words	As needed (approximately 2-5 minutes)
K	Writing letters and numbers	As needed (approximately 2-5 minutes)
1-2	Fundations	5-10 minutes
K	Math Fluency	5 minutes (beginning mid-year)
1-2	Math	15-20 minutes

Please note that, with the exception of library books, a child may take home only those materials that are necessary to complete homework assignments.

A parent requesting homework for an absent student must notify the main office by 10:30 am on the day of absence and may pick up material after 3:15 pm. Requests made after 10:30 am will be completed and available for parents on the following school day.

Field Trips

Field trips are organized at various times throughout the school year. The purpose of field trips is to supplement and enrich the present curriculum. We expect our field trips to provide valuable educational and cultural experiences for our children. A parent/guardian's written permission is required for participation in all scheduled field trips. Students are transported to and from school by bus.

Response to Intervention (RTI)

The Spackenkill Union Free School District provides a Response to Intervention program that aligns with the commissioner's regulations. Our program includes classroom, special area, academic intervention, special education, speech and ENL teachers as well as a school psychologist, social worker, OT, PT, nurse and the Principal. The purpose of RTI is to address students' needs in areas that can affect academic achievement. Decisions related to fluency, intensity, duration, and method of service are based upon individual student needs. It is expected that administrators, classroom teachers, support personnel, and parents will work collaboratively through the RTI process to make appropriate educational decisions for all students. All students are eligible for

RTI review and services, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or District approved benchmarks.

- Academic Intervention Services (AIS) are intended to supplement instruction provided by the general education teacher and assist students in meeting the NYS Common Core Learning Standards. This additional support is provided by utilizing a variety of strategies. Interventions are intended to assist students who are at risk of not achieving the NYS Common Core Standards in English Language Arts, Mathematics, and/or Science, or who are identified as not meeting designated performance levels, or who have mitigating circumstances preventing achievement.
- A full range of special education services is available for students who require such services and accommodations to meet their educational needs. If you suspect that your child may have a disability that requires accommodations or special education services, talk to your child's teacher or the principal, or contact the district's Assistant Superintendent for Curriculum, Instruction, and Pupil Personnel Services at (845) 463-7808.

FOOD SERVICE & CAFETERIA EXPECTATIONS

The District Food Service Department provides parents with a convenient, easy, and secure online prepayment service to deposit money into a child's school meal account at any time. This service also provides parents with the ability to view a child's account. Parents can print out a copy of a child's eating history report. This history report shows all dates and times that a child has purchased a breakfast and/or lunch within the past 30 days. More details on this program are available at spackenkillschools.org/lunch.

For sanitary reasons, the kitchen is restricted to authorized personnel. If the kitchen is needed for special projects, the Food Service Office must be notified at least two days in advance and the event will be staffed accordingly, when possible. Food from outside sources shall not be stored in the cafeteria/kitchen for refrigeration.

Breakfast is available every day at 8:25 am for all students. Lunch is served daily. Students may choose from a wide variety of healthy foods, including two hot lunch choices, a variety of sandwiches and salads and milk. Milk may also be purchased separately. Prices for lunch and milk are listed on the monthly menus which can be found on the district webpage. Snacks will be sold towards the end of the lunch period for first and second graders. Only two snacks may be purchased per student.

If beverages are sent to school, please be sure they are in paper, cans, plastic containers, or Thermos bottles rather than glass containers. We recommend that students do not bring carbonated drinks to school. If your child brings lunch from home please remember to pack supplies (fork, spoon, straw, napkins, etc). We encourage all our students to eat a well-balanced meal. Please consider packing a lunch for your child that will enable him/her to be productive in the classroom.

Only staff members are permitted in the cafeteria during lunch periods.

Student Lunch Periods:

- Grade K: 11:20 am until 11:50 am
- Grade 1: 11:50 am until 12:20 pm
- Grade 2: 12:20 am until 12:50 pm

Cafeteria Behavior Expectations:

- Use a quiet voice

- Eat your lunch
- Use kind words and appropriate table manners
- Raise your hand and ask for permission to get out of your seat
- Throw out your trash

Students who do not behave as expected during lunch may have the privilege of eating with peers removed.

HEALTH SERVICES

The Health Office is located in the kindergarten wing of the building. It is staffed by one full-time registered nurse.

The School Nurse is available to assist students with health and medical issues. The Nurse is responsible for first aid care of school children that are injured or become ill while under school supervision. All accidents that occur in the school building, on school property or at any school sponsored activity must be reported to the nurse immediately. The Nurse may be reached at (845) 463-7843.

First aid is treatment that attempts to protect the life and comfort of a child until authorized treatment is secured. The Nurse is limited to first aid treatment only, following which, the child is to be placed under the care of his/her parent/guardian. The parent/guardian has the responsibility for subsequent treatment.

If a child needs to take medications during the school day, parents must submit a written order from the doctor and a written request from the parent/guardian. Medications must be delivered directly to the school nurse by a parent/guardian in the original prescription bottle. This includes over the counter medications such as Tylenol or cough medicine. Medications should not be sent to school with a student. If a student brings medication to school, it will be confiscated and the parent will be contacted. The doctor's order must contain the following information:

- Name of student/patient
- Name of the medication
- Reason for giving the medicine
- Dosage/time of day to administer
- Number of days to administer
- Doctor contact information

Illness

A child displaying any of the following symptoms should remain home:

- Fever in the past 24 hours
- Vomiting in the past 24 hours
- Diarrhea in the past 24 hours
- Chills
- Sore throat
- Strep Throat (must have been taking an antibiotic for at least 24 hours before returning to school)
- Bad cold, with a very runny nose or bad cough, especially if it has kept the child awake at night
- Head lice – until your child has been treated according to the nurse or doctor's instructions
- Pink-eye (must have been taking antibiotic eye drops for 24 hours before returning to school)

Cast and Crutches

Before a student returns to school wearing a cast or using crutches, the parent/guardian should obtain a note from the physician stating the diagnosis and include a statement that the student may attend school. Parents/guardians should contact the health office prior to the day the student will return to discuss adjustment to the student's program.

Physical Education Excuses

A parent/guardian's note requesting a gym excuse will be honored for one day. A request beyond one day must have a doctor's note.

Early Dismissal Due to Illness

Should a child need to be sent home before 2:50 PM due to illness, students will need to be picked up promptly. If there are any changes to parent/guardian or local emergency contact information, please notify the school in writing right away. Emergency contacts will need to provide the school with a photo ID when picking up students.

School Physicals

Education Law and Regulations require physical examinations of children when they register in the school district for the first time and when they are in grades K and 2.

Immunizations

NYS Public Health Law, Section 2164, requires the following immunizations for a child to enter school: 4 doses Diphtheria, 3 doses Polio, 2 doses Measles, 1 dose Mumps, 1 dose Rubella (can be given as MMR), 3 doses Hepatitis B, and 2 doses of Varicella (Chicken Pox). Immunizations may be obtained from your private physician/healthcare provider or from the Dutchess County Health Department.

Physical Education Excuses

A parent/guardian's note requesting a physical education excuse will be honored for the first day. Extended excuses require a doctor's note and clearance from the district medical director may be necessary.

Allergies

Any class with a student with a food allergy will receive a letter indicating the allergen(s). Parents for all students are to comply with the written request to not send in everyday snacks or party food with the said allergen(s). We are not able to verify the ingredients or possibility of cross contamination of homemade food. In that event, a child will be offered an item from their individual snack box, if one has been provided.

ACCEPTABLE USE POLICY 6470 TECHNOLOGY AND NETWORKS

The Spackenkill Union Free School District, or SUFSD, provides a wide range of technology resources for student use. These technology resources are to be used only for educational purposes. This agreement outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by SUFSD teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The SUFSD uses a filtering system to track and monitor all computer and Internet use on the school network. The system is designed to prevent access to educationally inappropriate sites. It is important to understand that

no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not reach an inappropriate site. It is the student's responsibility to report any inappropriate site to the teacher.

Below are examples of online conduct that may constitute not only a violation of school policy may also be a violation of federal and/or state criminal laws relating to cyber crimes:

- **Criminal Acts:** These include, but are not limited to, "hacking" or attempting to access computer systems without authorization, threatening/harassing email, cyber-stalking, child pornography, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person's identity and/or identity fraud.
- **Libel Laws:** Publicly defaming people through publishing material on the Internet, email, etc.
- **Copyright Violations:** Copying, selling or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright), engaging in plagiarism (using other's words or ideas as your own).

By signing the Acceptable Use Policy, staff, students and parents/guardians acknowledge the following rules and conditions:

- I understand that the use of the school network and email is a privilege, not a right.
- I understand that my school network and email accounts are owned by the district and are not private. The district has the right to access my information at any time.
- I understand that SUFSD administrators will deem what conduct is inappropriate use if such conduct is not specified in this agreement.
- I will use technology in a manner that complies with laws of the United States and the State of New York.
- I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.

RESPONSIBLE USE:

1. I AM RESPONSIBLE FOR MY COMPUTER ACCOUNT AND EMAIL ACCOUNT. I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.

2. I AM RESPONSIBLE FOR MY LANGUAGE. I will use appropriate language in my email messages, online postings, and other digital communications with others. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators

3. I AM RESPONSIBLE FOR HOW I TREAT OTHER PEOPLE. I will use email and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hateful or harassing mail, make discriminatory or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. I AM RESPONSIBLE FOR MY USE OF THE SPACKENKILL SCHOOLS NETWORK.

I will use SUFSD computer resources responsibly. I will not search, retrieve, save, circulate or display discriminatory, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any SUFSD computer resources unless authorized by school administrator/teacher as part of a school assignment. I understand the use of the SUFSD network for illegal or commercial activities is prohibited.

5. I AM RESPONSIBLE FOR MY CONDUCT ON ALL ONLINE SITES.

I understand that what I do on social networking websites should not disrupt the school learning environment and/or my fellow students, teachers and administrators.

6. I AM RESPONSIBLE TO BE HONEST WHILE I AM ONLINE.

I understand that impersonating, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.

7. I AM RESPONSIBLE FOR PROTECTING THE SECURITY OF THE SCHOOLS' NETWORK.

I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing any software including file sharing, shareware, or freeware on school computers.

8. I AM RESPONSIBLE FOR PROTECTING SCHOOL PROPERTY.

I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school

9. I AM RESPONSIBLE FOR RESPECTING OTHER PEOPLE'S PROPERTY ONLINE.

I will obey copyright laws. I will not plagiarize or use other's work without proper citation and permission. I will not illegally download materials protected by copyright including, but not limited to, music and movies.

10. I AM RESPONSIBLE FOR WHAT I POST ONLINE.

I will follow all guidelines set forth by the SUFSD and/or my teachers when publishing anything online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I am aware that this applies whether I'm using a District owned device or a personal device on the school network. I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number, or school. I will not post photos of people with their first and last names on any online site, including but not limited to: blogs, Facebook, Instagram unless I have the express permission of a District administrator.

LEGAL INFORMATION

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. Additional information can be obtained at www2.ed.gov/policy/gen/guid/fpco/ferpa.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal education regardless of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extracurricular activities, or other school resources.

District parents with disabilities will be afforded an equal opportunity to participate in the services, programs, and activities of the district, particularly those that are designed for parental involvement and are directly related to their child's academic and/or disciplinary progress (parent/teacher conferences and/or meetings with other school personnel).

Access to Communication Service for the Hearing Impaired

The Spackenkill Union Free School District provides access to communication services for students' parents who have hearing impairments, at their request, with ten calendar days notice. Please contact the building principal at 845-463-7843 to arrange for services.

Custodial Arrangements

Nassau Elementary School will provide access to student(s) and/or record(s) in a manner consistent with the provisions of the Family Educational Rights and Privacy Act (FERPA), terms of any relevant court order(s), or the terms of any other legally binding instrument filed with the school. It is the responsibility of the parent/guardian to provide the school with the most up-to-date legal documents detailing custodial arrangements.

Reporting Child Abuse

According to New York State Law, school personnel must report to Child Protective Services suspected non-accidental injury, sexual molestation, abuse, and neglect.

Violations of the Law

The Superintendent, building principal, or his/her designee shall notify the Town of Poughkeepsie Police Department and report all code violations that constitute a crime (misdemeanor or felony) under New York State Law.

PARENT INVOLVEMENT

Staff Phone Calls/Emails

You may contact the principal, the nurse, or teachers by calling Nassau's main office, at (845) 463-7843 or through email. If staff members are not available, office personnel will take messages and efforts will be made to return calls at their earliest convenience. Staff email addresses can be located on the Nassau Elementary School website. Requests regarding your child's progress and daily concerns should be directed to the classroom teacher. Building questions should be referred to the principal.

Parent Teacher Association

At Spackenkill, we have an elementary PTA representing the K-5 students at Nassau and Hagan Elementary Schools. Whether the PTA is raising money or presenting helpful information through guest speakers and parent training, the educational welfare of the children is always a top priority. Some of the activities and awards supported by PTA fundraising include: Field Day, Staff Appreciation week, and Parents as Reading Partners (PARP).

The Parent Teacher Association (PTA) invites all families to become members of the PTA during their fall membership drive. For more information, contact either the Nassau main office at (845) 463-7843 or email the PTA. Their email address is located on the school website.

Site-Based Management Team

Each school building has a Site-Based Management Team. Site-Based Management provides opportunities for parents, teachers, support service providers, and the principal to develop goals that improve the learning environment for the students.

The Site-Based Team values input and encourages parents to contact the parent members. There is a site-based team mailbox in the school office where you may leave questions or suggestions for the parent members.

Our district encourages each of its constituencies to nominate members who will serve on the team for two years. The PTA selects parent members to participate on this shared decision-making team.

Room Parents

Each September several parents from each classroom volunteer to be room parents for the school year. These volunteers cooperatively plan, with the classroom teacher, the three annual parties and assist with other special events. A room parent meeting hosted by the PTA is held in September to provide further details.

School Parties

Nassau Elementary School has three school-wide parties that take place. They are on Halloween, in December before winter break, and on Valentine's Day. Room parents consult with classroom teachers and organize parties. It is our practice to have ONE BAKED treat, ONE fruit, and ONE drink for each classroom. Parents must coordinate via the room parent and teacher to fit these criteria. In order to keep our students healthy, any additional food or goods brought in will not be served. GOODIE BAGS ARE NOT ALLOWED. We encourage activities where children can practice socializing, playing games or engaging in other fun activities.

Birthday Parties and Other Celebrations

If you would like your child to celebrate his/her birthday in school, you must contact the classroom teacher the week prior. A date and time for the celebration will be established along with a convenient time for the parent to drop off the treat. It is our practice to have ONE treat distributed to each child. If your child's class has an allergy alert, the ONE treat MUST comply with allergy alert. GOODIE BAGS ARE NOT ALLOWED. Foods from outside sources shall not be stored in the cafeteria/kitchen for refrigeration.

If you are having a birthday party outside of school for classmates, we ask that you do not distribute the invitations in school unless all classmates are invited to the party.

SAFETY

School Building Level Emergency Drills

The State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools.

The Nassau Elementary School Safety Team has developed a building level emergency response plan in order to comply with this regulation. In addition, we work to facilitate the coordination of the building level plan with local and county resources in the event of an emergency.

We are required by State Law to have a minimum of twelve drills during the school year, eight of which must be conducted before the end of December. Emergency exits are clearly marked, and routes to exit the building are posted in each classroom. The following lists additional drills completed throughout the school year.

- A minimum of three bus drills are conducted each year. The drills take place on the school bus. The first bus drill is conducted in September. Bus drills include instruction in the use of windows and emergency doors as the means of escape in the case of fire or accident.
- Occasional practice in seeking shelter from severe weather will be held each year. This involves moving all students and building occupants to interior hallways of the building. Doors and windows are kept open or closed depending on whether the alert is for hurricane, tornado, or another weather emergency.

- Lock down drills are held to prepare students and staff to know what to do if an intruder, unsafe situation in the area, or medical issue threatens their safety.
- AED drills are held to prepare students and staff to know what to do if a person requires the use of a defibrillator.

STUDENT BEHAVIOR RESPONSIBILITIES & CODE OF CONDUCT

Our philosophy around managing student behavior is centered on the notion that the more actively engaged students are in learning, the less apt they are to present with behavioral concerns. There are several practices teachers employ on a regular basis to ensure engaged students. These include:

- Making procedures and objectives clear to the students
- Setting realistic and reasonable expectations, and explaining them to the children
- Creating obtainable individual goals for students
- Channeling students' energies toward the learning process
- Utilizing positive reinforcement (rewarding good behavior) charts for individuals, small groups, and whole classes to encourage positive behavior.
- Setting up special classroom activities as a reward for good behavior

If a behavioral problem persists, teachers reflect on the behavior and ask questions such as:

- What is causing behavior?
- When does it occur most often? Least often? With whom? Where?
- Does it occur with some activities more than others?
- Is the behavior triggered by social or structural factors?
- Does the student "know" a better way of behaving?
- Would the student respond to a different style of interaction?
- Is a motivational system needed?
- Does the student need to develop new skills?

At Nassau, management of student behavior is considered part of the learning process. Children learn to change behavioral patterns when people show they care and allow proper time for changes in conduct. Our goal is to provide students with a school-wide environment that promotes excellence in education, respect and safety for self and others. Nassau's management of student behavior aligns with the District Code of Conduct.

Partnership between school and home is vital to support student success at school. We can best support our students' academic, social and emotional growth through honest and open relationships with one another.

Code of Conduct

School is and should always be a safe, special place for all children. It is our goal to nurture children's self esteem, encourage them to develop positive relationships with peer and staff members, experience success, and exhibit control. Each school within the Spackenkill Union Free School District is required to adhere to the District Code on School Conduct and Discipline Policy. Anyone interested in obtaining a copy of the policy can find this information located on the District website.

Dignity for All Students Act (DASA)

In addition to the Code of Conduct, each school within the Spackenkill Union Free School District is required to adhere to The Dignity for All Students Act (DASA). This Act specifically ensures all children have the right to attend school in a safe, welcoming and caring environment. On September 13, 2010, DASA was signed into law

and became effective on July 1, 2012. This Act protects all public school students in New York State from harassment or discrimination by other students or adults. This Act prohibits harassment and discrimination of individuals on school property or at a school function based upon a person's actual or perceived race, color, weight, national origin, ethnic, religion, religious practice, disability, sexual orientation, gender or sex.

It also includes cyber bullying which is defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeable create a risk of substantial disruption within the school environment.

The Nassau Elementary School DASA coordinator is the School Social Worker, Tracie Phillips.

Student Behavior Responsibilities

Throughout the course of every school day it is the responsibility of each student to assume the following to ensure the best education and a caring and safe environment that respects the rights of all individuals learning and working in the school community. Those responsibilities are:

- Accept responsibility for his/her actions
- Respect the rights of others
- Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all
- Attend school on a regular and punctual basis
- Complete the course of study prescribed by the state and local school authorities
- Complete class assignments and other school responsibilities by established deadlines
- Respect school property and the personal property of others and help to keep such property free from damage and theft
- Follow school regulations and rules made by school authorities
- Be familiar with these student expectations and the Nassau Elementary School Student Handbook

Each of us should make good choices and consistently strive to be respectful, thoughtful and courteous. At morning arrival, during classes, assemblies, lunch, recess, and dismissal.

Classroom rules will be developed with students and will be posted in each classroom. Consequences are uniformly implemented throughout the school and will be thoroughly explained to the students by each teacher.

Recognizing Responsible Behavior

Our school utilizes a positive behavior system that recognizes and rewards students for positive actions. This system has been developed based on our goals to continually support and nurture students' character in the areas of respect, responsibility and caring. Students demonstrating these characteristics are recognized through verbal praise and other positive rewards.

Unacceptable Behaviors

The following are examples of unacceptable behavior at the Nassau Elementary School. This list is certainly not comprehensive, nor does it represent all behaviors that may be considered unacceptable.

- Fighting
- Destroying school property
- Harassment or intimidation of other students or adults (based upon a person's actual or perceived race, color, weight, national origin, ethnic, religion, religious practice, disability, sexual orientation, gender or sex)
- Cyber bullying (i.e., through cell phone, computer, etc.)

- Deliberate defiance, profanity or obscenity
- Serious disruptive behavior which impedes the teaching/learning process for others
- Leaving school grounds without permission
- General misconduct
- Possession of dangerous instrument
- Possession of a weapon. This is state law. Possession of knife or other weapon, regardless of the size of the weapon or the intent of the student, will result in up to a five day out-of-school suspension and a Superintendent Hearing.

Behavior Interventions

In general, discipline will be progressive; a second violation will merit more severe consequences than the first, and so on. Administration reserves the right to take the most severe action in a first event of serious misconduct and/or to notify appropriate law enforcement agencies if a student is suspected of engaging in conduct which would constitute a crime. The following guidelines regarding student behavior are designed to address student conduct in general and are certainly not comprehensive, nor do they represent the “final word” on all discipline issues. The range of behavior interventions for violations of these expectations which may be imposed include the following:

- Verbal warning
- Written warning
- Verbal or written notification to parent/guardian
- Administrative detention
- Parent/Guardian conference
- Classroom management such as change of seat, assignment
- Unstructured area safety plan
- Remedial instruction or other relevant learning or service experience
- Counseling with school social worker or school psychologist
- Behavior assessment/contract
- Removal of privileges
- In-school suspension
- Suspension from transportation
- Suspension from social or other school-related activities
- Out-of-school suspension

Gum Chewing

Careless disposal of gum in drinking fountains, on furniture and floors presents sanitation and cleaning problem along with costly repairs. Therefore, gum chewing is not permitted.

SCHOOL PROGRAMS

Honey Bee Extended Day Program

The Honey Bee Child Care operates a before/after-school program at both Hagan and Nassau Elementary Schools for Spackenkill students in grades K-5. The program operates from 7:00 to 8:25 am and from 2:50 to 6:00 pm. If you are interested in arranging bus transportation for your child/children from Hagan to Nassau contact the Transportation Office at (845) 463-7800.

Honey Bee Child Care exists to provide a safe, warm, caring and nurturing environment for school age children. Their focus is to provide high quality affordable before and after school care and programming to families in Spackenkill. Their daily schedule includes developmentally awarding Spark (active recreation curriculum), arts and crafts, board games, drama, homework assistance, healthy snacks, sports, literacy and language, free time, girls club, boys club, and indoor/outdoor recreation. For more information call Honey Bee's main office at (845) 214-0402.

Clubs

Nassau will continue to offer clubs for its second grade students. The focus of these clubs can vary from year to year. They are open to all second grade students and encourage student social and emotional development. Parents/guardians are responsible for transportation, if held clubs are before or after school hours.

Extra Curricular

Nassau Elementary School offers outside extracurricular activities. The activities can promote lifelong skills such as building relationships, communication among peers, and a host of other skills. These programs are held at our school, but not affiliated with nor endorsed in any way by the Spackenkill School District.

OTHER

Central Registration

When registering a child for school the following items are required: drivers license, two proofs of residency, immunization records, physical examination, and one of the following; original birth certificate, passport, or baptismal certificate. Registrations are handled through our District Office, which is located on 15 Croft Road, Poughkeepsie, New York.

Kindergarten Registration

Children in the Spackenkill Union Free School District attend a full-day kindergarten program. Dates for our spring registration are published on the Nassau Elementary School website.

To be eligible to enter school, a child must be five years old on or before December 1st for the upcoming school year.

Lost and Found

Students who find lost articles are asked to take them to the lost and found located in the cafeteria cubbies where they can be claimed by the owner. Items of value (money, jewelry, etc.) will be kept in the main office. Students and parents are encouraged to check frequently for missing items. Articles left in lost and found will be donated to a local charity. Any items lost or found on the bus may be held at the Transportation Department.

Class Placement

The process of placing children in classes for the following school year begins in May and involves many meetings with grade level teachers and support staff, who decide where each child will be best suited academically, emotionally, and socially. Since the goal of these meetings is also to form classes consisting of the most teachable mix of students' learning needs, habits, and abilities, parent/guardian input is valued in relation to how you view your child as a learner. It is not intended to be an opportunity for a parent/guardian to request an assignment to a specific teacher, to the exclusion of the other considerations that the school should have. You may give input about your child's learning verbally to a teacher during a mutually arranged conference time or by completing a parent input form, which is available in the office, before May 1st.

Student Telephone Calls/Cell Phones

Students need a teacher or supervising adult's permission to use the office phone. Phone requests will only be honored for emergencies.

Students are not allowed to display or use cell phones (for any purpose) during regular school hours. Students may not take photos at any time on school grounds in ways that may violate someone's privacy, compromise academic integrity, or breach school security.