

GLEN HEAD SCHOOL 2017 - 2018

STUDENT



HANDBOOK

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NORTH SHORE SCHOOL DISTRICT MISSION STATEMENT

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

GLEN HEAD SCHOOL VISION STATEMENT

Glen Head School is one that functions as a learning community of students, staff and parents that celebrates mutual respect, shared responsibility and trusting relationships. Glen Head School respects individuality, promotes teamwork toward common goals, instills a love for learning and challenges its members.

A Glen Head classroom is one in which there is mutual respect. Students are supported and encouraged to take risks. Instruction is meaningful and purposeful. Students and teachers share a love of learning. The expectations are clear and the classroom flow is smooth. Autonomy and diversity are celebrated within the learning community.

Our students are confident communicators, and are able to think critically, reflectively and responsibly. They respect community members, build trusting relationships, enjoy learning and strive for their personal best.

Our faculty is one that is collaborative and respectful. We work together to achieve a set of common goals. We appreciate and share the unique gifts and talents of one another while creating a positive and motivating learning environment for staff and students. Everyone is encouraged to speak openly and individual opinions are valued.

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GLEN HEAD SCHOOL VISION STATEMENT (continued)

Instruction is rigorous and includes room for variation and flexibility. It includes ongoing and effective assessment to inform instruction. It allows children room to express themselves while actively engaged in meaningful and relevant curricular activities. It allows hands-on learning opportunities, values movement and being creative. It is a balance of structure, fun and learning that builds confidence and fosters self-esteem.

Our parents are integral members of the school community who enthusiastically embrace this vision. We support the academic, social and emotional needs of all students. We are engaged in effective communication and active involvement.

Glen Head School provides a safe, positive, stimulating environment in which all can learn and grow together. We are successful because of the efforts of all our members.

Student's Rights Statement

The members of the Glen Head School community are dedicated to providing a safe, nurturing environment where all students can succeed and feel comfortable in being themselves. Our expectations are as follows:

- All individuals who enter this building will be sensitive in their interactions with all of our students.
- All students will be treated with respect as their feelings are important to us.
- Every child is unique and wonderful in his/her own special way. Although it may not be obvious, some students may be challenged with special needs and require more patience and sensitivity on your part.
- Students' issues will be kept private.
- Health and behavior concerns are always a private matter. Please don't question our students. Unless you are the child's parent, you do not have the right to know personal information.
- All conversations related to individuals will be conducted in a private manner.
- Physical contact is not necessary to communicate with students. Unless it is an emergency situation, refrain from physical contact.
- Students have the right to make mistakes and learn from their experiences. These mistakes will not follow them for the remainder of their time at Glen Head School.
- Our students are a work in progress as they are growing and changing every day. They will be viewed as individuals and not be labeled based on past or present behaviors.
- Our community is strengthened by its growing diversity. We celebrate our differences and have much to learn from one another.

Thank you for respecting our students by adhering to our expectations.

NORTH SHORE SCHOOLS DISTRICT DIRECTORY

Main District Telephone Number

277-7000

Central Office

277-7801

112 Franklin Avenue

Sea Cliff 11579

Glen Head School (Grades K - 5)

277-7700

7 School Street

Glen Head 11545

Glenwood Landing (Grades K - 5)

277-7600

60 Cody Avenue

Glen Head 11545

Sea Cliff School (Grades K - 5)

277-7500

280 Carpenter Avenue

Sea Cliff 11579

North Shore High School (Grades 9 - 12)

277-7000

450 Glen Cove Avenue

Glen Head 11545

North Shore Middle School (Grades 6 - 9)

277-7300

505 Glen Cove Avenue

Glen Head 11545

EQUAL OPPORTUNITY

The Board of Education, its officers and employees, shall not discriminate against any student, employee or applicant on the basis of race, color, national origin, creed, religion, marital status, gender, age, veteran status, sexual orientation or disability.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities.

BOARD OF EDUCATION

President-Antoinette Labbate

Vice President- Sara Jones

Trustees: Herman Berliner, Joanna Commander,
Lara Gonzalez, Dave Ludmar,
Marianne M. Russo

ADMINISTRATIVE OFFICES

112 Franklin Avenue, Sea Cliff 11579

Superintendent of Schools.....Dr. Peter Giarrizzo

Assistant Superintendent for Instruction.....Robert Chlebicki

Assistant Superintendent for Business & Personnel Services...Olivia Buatsi

Director of Public Affairs/Senior Illustrator.....Shelly Newman

Administrator for Special EducationChristopher Marino

Assistant Director of Special Education.....Francine Paladino

Director for Facilities & Operations.....John Hall

DISTRICT-WIDE PERSONNEL

Director of Computer Technology.....Elliott Kaye
Director of Continuing Education.....Dean Miller
Director of Fine & Performing Arts.....Dalia Rodriguez
Director of Physical Education & Recreation.....Don Lang
Attendance Supervisor & Census Enumerator.....Kathy Miller
Supervisor of Transportation.....Michelle Hall

DIRECTORS

Humanities.....Devra Small
Science, Technology, Engineering and Math.....Dr. Carol Smyth

GLEN HEAD SCHOOL STAFF
Mrs. Lori M. Nimmo, Principal
Dayna Greenberg, Coordinator for Dignity for All Students

Kindergarten

Mrs. Frank
Mrs. Loring
Mrs. Priolo

First Grade

Mrs. Healy
Mrs. Weinberg
Ms. Whyte

Second Grade

Mrs. Ajello
Ms. Derasmo
Mrs. Bucca

Third Grade

Mrs. Bernesby
Mrs. Lemonda
Mrs. Scalzo

Fourth Grade

Mr. Cherry
Mrs. DeDona
Mrs. Fox

Fifth Grade

Ms. D'Amico
Ms. Pitman
Ms. Rasin
Ms. Richmond

Art

Ms. Pillich

Band/String

Mr. Falco
Mr. Hill
Mr. Miller
Mrs. Resnick
Ms. Rodriguez

Behavioral Consultant

Mrs. Ippolito

ENL

Mrs. Silva
Mrs. Zilinski

Library

Mrs. Kingsley

Literacy Coach

Mrs. Irving
Mrs. Klion

FLES

Ms. Berg
Ms. Cai
Ms. Huang

Music

Ms. Axelrod

Nurse

Mrs. Muth

Occupational Therapy

Mrs. Matarese

Physical Education/Health

Mrs. Gotta
Mr. Kozlowski

Psychologist

Ms. Storck

SWE

Mrs. J. Goldberg

ICT/Resource Room

Mrs. Fern
Mrs. Koenig
Ms. Raeihle

Ms. Stein

RTI/AIS

Mrs. De Albuquerque
Mrs. Pitman
Mrs. Ramirez

S.T.E.A.M

Ms. Kaye

Social Worker

Mrs. Greenberg

Speech

Mrs. Wallick
Mrs. Maciel

[HOME](#)

A PROTOCOL FOR THE NORTH SHORE ELEMENTARY SCHOOL COMMUNITY

Where children matter and where teachers and parents care, the adults who share a child often have common concerns and sometimes slightly different perspectives. Our objective in writing this protocol is to find a way to reach broader common understandings about what we expect of each other.

The primary focus of parent and teacher should be the child's progress toward North Shore's learning goals.

Parent and teacher should concentrate on how to help the child in the future. The past is important mainly because it can help them understand how.

To be effective, a parent must know what the teacher and school's goals are, understand a child's progress and be able to help.

To be effective, a teacher or principal must have authority over educational procedures and methods, and the "culture" of the classroom and school, as well.

The teacher or principal has obligations to all children and school first, consistent with educational judgments about their best interest.

Successful relationships are founded on respectful and direct communication. They depend on open-mindedness and a willingness to listen to each other. They build on success, as opposed to blame.

In complex human relationships, differences and questions naturally arise. Our belief is that these principles can serve as a basis for communication and self-reflection, which are essential to any healthy relationship.

SCHOOL DAY

CHILDREN SHOULD NOT ENTER THE BUILDING BEFORE 8:15 a.m.

There is no supervision prior to this time.

The school day begins promptly at 8:25 a.m. Children should be in their classrooms by that time. Those who arrive in their rooms after 8:25 a.m. will be marked late.

The school day officially ends at 2:40 p.m. on full days and at 11:40 a.m. on half days.

WALKERS

Students who walk home from school are dismissed at the Walkers' Exit at 2:40pm. Parents are required to meet their children outside the exit by the tree. Children should not be instructed to meet parents away from the building.

SCHOOL CLOSING

In the event of a school closing or delayed opening, listen to the following radio stations: WHLI-FM 1100, WINS-AM 1010, WCBS-AM 880, WLIE-AM 540, WABC Ch7, and TV Channel 12 for the announcement regarding “North Shore Schools, Glen Head, New York.” In addition, notification will be made through Connect-Ed, an emergency notification system, that allows the district to contact personnel or parents (by phone and/or e-mail) in a short period of time. A message will be posted on the North Shore Schools’ website. You may also call the district phone number, 277-7000, for a recorded announcement on our voicemail system.

In the event of a delayed opening, the Superintendent will announce the length of the delay. The school day will be altered to reflect that change. (e.g. A two-hour delay will cause all schedules to be pushed ahead by two hours. Buses will pick students up two hours later than the usual time.)

INDIVIDUAL EARLY DISMISSAL

Parents should schedule medical and dental appointments during non-school hours. When a daytime appointment is absolutely unavoidable, a parent should send a note to the school stating the reason, date and time of dismissal. The parent should go to the security desk to sign the child out. The school secretary will then send for the child.

DISMISSAL/GOING HOME ARRANGEMENTS

If you plan to make any changes to the way your child is to be dismissed from school, a note must be given to the teacher. Changes to the Going Home Arrangements will **not** be honored **after 1:50**. Time is needed to contact teachers and bus drivers of the changes in advance of dismissal. Safety cannot be guaranteed when changes are requested at the last minute and, therefore, will not be honored.

Visit this GHS webpage to obtain a copy of the Change in Going Home Arrangement Form.

<http://www.northshoreschools.org/16sept/going-home-arrangements-gh.pdf>

PLAY DATES

If your child is scheduled for a play date, parents of **both** children must send a letter to the teachers stating the dates for the play date.

BREAKFAST/SNACKS

In the interest of good nutrition and academic achievement, each child should eat a healthy breakfast before coming to school. For lunch or snack time, parents must provide nutritious foods and drinks. Low-fat, low-salt, unprocessed, unsweetened foods are recommended; they are important to dental and general health and to promoting good habits. Please do not send “junk food” to school. Avoid sugarcoated, sticky snacks and provide healthful alternatives. Some suggestions are: fruits, veggie sticks, crackers, cheese, popcorn, pretzels, raisins (occasionally), fresh zucchini, banana or pumpkin breads, rice cakes, fruit salad and other natural foods. Remember, the nutrition of our students is an important component of their educational performance.

[Go to Healthy Snacks/List](#)

[HOME](#)

LUNCH HOURS - CAFETERIA/RECESS

Our school has overlapping lunch sessions, each lasting 50 minutes. During this time, students go outside if the weather permits. Students should dress appropriately for outdoor recess. When the temperature is below freezing, children should wear layered clothing, including a heavy winter coat, gloves and hats or hoods. If children are not dressed properly, they will not be permitted to play outdoors.

Menus are sent home monthly, giving specific information on each day's menu as well as selections always available. Prices are also given. Any student may purchase milk, juice and/or snacks.

Supervision is provided both in the cafeteria and on the playground. Children are expected to follow the directions of the lunchroom supervisors. Children may not leave school grounds during the lunch hour or at any other time without parental and office approval.

The cafeteria operates a computerized point-of-sale program that speeds up lines, allowing students more time for lunch. Students are assigned a lunch identification number. This is called a "PIN" number that is four digits long. Parents can send a check for any amount to be placed on a card that students will use to buy lunch throughout the school year. An additional amount can be added as needed and any balance at the end of the year can be used the next school year. Fifth grade students can use their balance in the middle school cafeteria or it can be placed on a younger sibling's card.

CODE OF CONDUCT – INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity in accordance with the laws of New York State. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, and at school related events, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

(Click on links below for details)

- A. [Student Rights](#)
- B. [Student Responsibilities](#)
- C. [Student Behavior](#)
- D. [Student Prohibited Conduct](#)

A. STUDENT RIGHTS

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly, respectful and civil school environment, all district students have the right to:

1. Learn
2. Take part in all district activities on an equal basis regardless of their actual or perceived race, color, weight, national origins, ethnic groups, religion, religious practices, mental or physical ability, sexual orientation, gender identity or expression, or sex.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. Report concerns or violations of their own civil rights or the civil rights of others.

B. STUDENT RESPONSIBILITIES

All district students have the responsibility to:

1. Maintain a climate of mutual respect and dignity, free of harassment, discrimination, and retaliation that will strengthen students' self-concept and promote confidence to learn, and provide fair and consistent consequences.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Promote high standards of character, competence, civility and citizenship.
4. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
5. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
6. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
7. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
8. Work to develop mechanisms to control their anger.
9. Ask questions when they do not understand.
10. Seek help in solving problems that might lead to discipline.
11. Dress appropriately for school and school functions.
12. Accept responsibility for their actions.
13. Conduct themselves as representatives of the district when participating in or attending school-sponsored events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

C. STUDENT BEHAVIOR

Students are expected to behave in a manner which permits the educational program to proceed without interruption. Children are expected to pass through all areas of the building in a quiet, orderly manner; to use appropriate language when speaking with peers or adults; and to treat all persons and possessions with respect. If your child is involved in a serious infraction of the rules parents can expect a call from the nurse, teacher, or principal.

D. STUDENT PROHIBITED CONDUCT

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. The board recognizes the need to make its expectations for student conduct while on district property or engaged in a school-related function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly**
- B. Engage in conduct that is insubordinate or disruptive**
- C. Engage or threaten to engage in conduct that is violent**
- D. Engage in any conduct that endangers the safety, morals, health or welfare of others**
- E. Engage in misconduct while on a school bus**
- F. Engage in any form of academic misconduct**
- G. Penalties**

STUDENT PROHIBITED CONDUCT-continued

A. Engage in conduct that is disorderly

Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Purposely invading the personal space of others.
5. Obstructing vehicular or pedestrian traffic.
6. Engaging in any willful act which disrupts the normal operation of the school community [including lateness].
7. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building or his or her designee.
8. Computer/electronic communications misuse, including any unauthorized use of PDA's, cell phones, portable video games, computers, software, or internet/intranet account; accessing inappropriate web-sites; or any other violation of the district's acceptable use policies.

STUDENT PROHIBITED CONDUCT-continued

B. Engage in conduct that is insubordinate or disruptive

Examples of such insubordinate behaviors include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Missing a class or leaving school without permission.
3. Failing to report to detention.

STUDENT PROHIBITED CONDUCT-continued

C. Engage or threaten to engage in conduct that is violent

Examples of violent conduct include but are not limited to:

1. Threatening or committing an act of violence (such as hitting, kicking, punching, and scratching) upon anyone, or attempting to do so.
2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Threatening or displaying what appears to be a weapon.
4. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person on school property, including graffiti or arson.
5. Threatening or intentionally damaging or destroying school district property,
6. including electronic media.

STUDENT PROHIBITED CONDUCT-continued

D. Engage in any conduct that endangers the safety, morals, health or welfare of others.

Examples of such conduct include:

1. Lying to school personnel.
2. Spitting or biting
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Distributing material or otherwise defaming, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them?
5. Acting in ways that are discriminatory, harassing and/or bullying based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, mental or physical ability, sexual orientation, gender identity or expression, or sex.
6. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
7. Selling, using or possessing obscene material.
8. Using vulgar or abusive language, cursing or swearing.
9. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any unauthorized substances.
11. Inappropriately using or sharing prescription and over-the-counter drugs.
12. Gambling
13. Indecent exposure
14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

STUDENT PROHIBITED CONDUCT-continued

E. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, vandalism, or throwing items out of a window will not be tolerated.

STUDENT PROHIBITED CONDUCT-continued

F. Engage in any form of academic misconduct

Examples of academic misconduct include but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting, encouraging or coercing another student in any of the above actions.
6. Inappropriate use of electronic devices.

STUDENT PROHIBITED CONDUCT-continued

G. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, consistent with the student's right to due process. This is not intended to be a progressive list. Certain offenses will warrant action that is appropriate and consistent with the severity of the offense.

1. Oral warning
2. Written warning
3. Written notification to parent
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation or social or extracurricular activities
7. Suspension of other privileges
8. In-school suspension
9. Removal from classroom by teacher
10. Short-term (five days or less) suspension from school
11. Long-term (more than five days) suspension from school [by superintendent or board of education]
12. Permanent suspension from school [by superintendent or board of education]
13. Any other appropriate disciplinary action.

DIGNITY FOR ALL STUDENTS ACT (DASA)

The Dignity Act defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse, includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, religion, religious practice, disability, sex, sexual orientation, and gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

The Dignity Act prohibits discrimination and/or harassment of students on school property and at school functions by students and/or employees. However, harassment can include, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyber bullying and it is the school's obligation to follow up on all complaints that are filed.

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DIGNITY FOR ALL STUDENTS ACT (DASA)-continued

All members of the GHS community are committed to providing an educational environment that promotes respect, dignity, and equality. We recognize that acts of discrimination and harassment, including bullying, taunting, or intimidation, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of our school. Such behavior affects not only the students who are its targets, but also those individuals who participate in, and witness such acts. To this end, all forms of discrimination and harassment are prohibited, including bullying, cyber bullying, taunting or intimidation, against students, by students and/or employees on school property, which includes (among other things) school buses, and at school functions, which means school-sponsored, extra-curricular events or activities and are subject to penalties listed in the district Code of Conduct.

DIVERSITY

Glen Head School is committed, by the district's mission statement, to universally respect and understand individuals and groups. We live in a nation, which is becoming increasingly diverse. Our differences are valuable; recognizing and understanding these differences adds quality, interest, and richness to our communal lives, and gives us insight into each other and ourselves.

One of the goals of Glen Head School is to educate students to value diversity through instruction and example. We recognize that the most important instruction is often in the lessons each teacher weaves into the regular curriculum and through other contacts with students: the questions, propositions, values set forth for students every day. While not part of any formal "diversity curriculum" these natural connections are the substance of good teaching. Students are likely to value diversity more as a result of such direct human interactions than because of formal instruction about its importance.

Glen Head School intends to help all students and adults to increase their understanding of other perspectives and needs, and to negotiate and mediate among them. These capacities imply give and take, reciprocity, and flexibility of mind and attitude. Learning how better to resolve differences and conflict helps students and adults become more empowered as individuals. By developing these skills, understanding improves among individuals and among groups.

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DIVERSITY-CONTINUED

Glen Head School upholds the moral principle of respecting human dignity. Our school fosters our most basic intellectual mission: to help young people think and express themselves intelligently through a respectful and searching exchange of ideas. We are dedicated to creating a school community, which is a safe haven for all of our members, a place where differences and similarities are respected and celebrated.

The following definition of diversity has been adopted by the North Shore Schools Community:

Diversity means understanding that each individual is unique and recognizing and appreciating our individual differences. These can be along the dimension of, but not limited to, age, ethnicity, gender, ideology, physical ability, political belief, race, religious belief, sexual orientation, or socio-economic status. Diversity is the exploration of these differences in a safe, positive, and nurturing environment. The concept encompasses acceptance and respect. Furthermore, diversity in the North Shore Schools is about understanding each other and moving beyond simple tolerance to embracing the strengths of our individual and communal experiences, skills, talents, and perspectives in order to build a better community.

The following acronym will be utilized related to supporting diversity education within Glen Head School:
RED: Respecting each other as Equal and Different

We are dedicated to creating a school community, which is a safe haven for all of our members, a place where differences and similarities are respected and celebrated.

GLEN HEAD SCHOOL ANTI-BULLYING POLICY

Mission Statement:

Everyone at Glen Head School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form.

Our school defines bullying as: participation in any intentional behavior that causes physical, emotional or social damage through the abuse of power. This can be done either through physical size, social status, intelligence, or other factors that make the bully powerful.

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, teasing or leaving someone out on purpose.

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing and so on.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or girl, tall, short, heavy, thin, wearing glasses, etc.
- Touching, showing, or making reference to private body parts.
- Spreading rumors about someone.
- Leaving someone out on purpose or trying to get other kids not to play with someone.

GLEN HEAD SCHOOL ANTI-BULLYING POLICY- continued

Staff at our school will do the following to prevent bullying and help children feel safe at school:

- Closely supervise students' in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports using the following coaching model.

(The Four A-Response Process):

Affirm the child's feelings

Ask questions

Assess the child's safety

Act

- Take seriously students and parents' concerns about bullying.
- Look into all reported bullying incidents.
- Assign appropriate consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.
- Students at our school will do the following things to prevent bullying:
- Treat each other respectfully.
- Refuse to bully others.
- Refuse to let others be bullied.

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GLEN HEAD SCHOOL ANTI-BULLYING POLICY- continued

- Bystanders have a responsibility to assist victims in a variety of ways, including, but not limited to, the following:
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone in play, especially those who are often left out.
- Report bullying to an adult.
- Remove the victim from bullying situation by inviting him/her to join a different activity with you.
- Distract the bully by inviting him/her to join you in a positive activity.

Parents at our school will do the following to prevent or address bullying:

A. When a child reports bullying, utilize the following coaching model (Four A-Response):

Affirm the child's feelings

Ideas:

- "You were right to report/get help from an adult."
- "I'm glad you asked for help with this." Parents will become integral members of the process in order to ensure a bully-free environment.

Ask questions.

Ideas:

- "Tell me more about what happened."
- "Has this happened before?"
- "Did anyone try to help you?"
- "Are you telling me this to get someone in trouble or to keep someone safe?"

3. Assess the child's safety.

- Determine what the child needs to feel safe now.

4. Act:

- Refer the child to school personnel for coaching.
- Be sure to contact school personnel to report the situation.
- Tell the child what will happen next.

In the event the school becomes aware that a child has engaged in bullying behaviors:

- The parent of the child will be notified by school personnel.
 - Parental assistance will be sought to address the situation.

DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Students' dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

Be safe, appropriate and not disrupt or interfere with the educational process for themselves or others.

Not be distracting within the learning environment. Beach wear, tube tops, halter tops, rolled down shorts or pants and spaghetti straps are not permitted to be worn in school.

Ensure that undergarments are completely covered with outer clothing.

Require footwear be worn at all times. Footwear that is a safety hazard will not be allowed, including platform sneakers/shoes, clogs, strapless sandals, flip-flops, etc.

Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.

Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.

More specific details may be found in the District Code of Conduct.

VISITORS TO THE SCHOOL

The building principal or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- Upon arrival all visitors must enter through the front door and report to the safety coordinator's desk. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the safety coordinator's desk before leaving the building.
- Visitors will be announced to the classroom teacher by a secretary.
- Visitors are requested not to take class time away from the children to speak to a teacher. Please call the office to make an appointment at a mutually convenient time.
- Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
- All visitors must enter the building through the front door and sign-in at the Safety Coordinator's Desk. Parents should not knock on the door to gain entrance to any locked door. Teachers and students have been instructed not to open these doors as this jeopardizes the safety and security of everyone in the building.

CLOTHING

Children should be neat and clean in their attire. Clothing should be appropriate and comfortable for the activities in which children engage, and suited to the weather.

Please:

- Label all outer clothing. Too many unclaimed “lost and found” articles are sent to local charitable organizations at the end of the year. Our Lost and Found is located in the nurse’s office and Gathering Room.
- Make sure that your child is dressed properly for outdoor recess. (Boots on snowy days, etc.) If children are not dressed properly, they will not be allowed outside.
- Have your child prepared with sneakers and appropriate pants/shorts on gym days. They are required for participation.

Proper attire for physical education classes is as follows:

- Sneakers that tie or fasten with Velcro must be worn in the gymnasium or outside during class. “Slip-on,” platform, or sneakers with a raised heel will not be allowed.
- Jewelry should not be worn during Physical Education class.
- All students are required to wear either shorts or sweat pants and a short-sleeve tee shirt. Sweatshirts are suggested for cooler fall days when the students go outside.
- If your child is unable to participate in class due to a medical reason, kindly send a note to school that day and your child will be excused. A child without a note will be expected to participate unless he or she has been excused by the nurse.

HEALTH AND SAFETY GUIDELINES

HEALTH EXAMINATION

Students entering school for the first time and those entering grades 2, 4,7 and 10 must submit a health form (provided by the school) by October 1 or within 30 days after entering. If the required form is not submitted to the school nurse within the time limit specified, the student will be scheduled for a health appraisal by the school physician. That appraisal is not intended to serve in lieu of a complete physical examination by the family physician. It is of vital concern to the welfare of each student that all requested information is current. Should changes occur in the home or health status of your child during the school year, you are requested to communicate this information to the school nurse.

IMMUNIZATIONS

MEDICATION ADMINISTERED DURING SCHOOL HOURS

HEALTH AND SAFETY GUIDELINES-continued

IMMUNIZATIONS

You must present proof of immunization Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Mumps, Hepatitis B, Vricella (Chicken Pox) Rubella (German Measles) to the school nurse before your child may be enrolled in school. Please inform the school nurse of additional immunizations as they are received, by written note from your doctor.

HEALTH AND SAFETY GUIDELINES-continued

MEDICATION ADMINISTERED DURING SCHOOL HOURS

School nurses are not permitted to dispense any medication including over-the-counter prescriptions, without a doctor's written order. Medication must be delivered to the school nurse in the **original pharmacy container** accompanied by **a note from a physician**, dentist or other licensed prescriber requesting the medication be given during school hours and a **note from the parent** authorizing the school nurse or other designated person to administer the medication. Medication forms are available from the school nurse or on line www.northshoreschools.org. Children may not carry and self-administer **any** medication without special permission from their physician and the school nurse.

(Please note: Over-the-counter medications include cough drops, throat lozenges, Bacitracin, perozone, betadine or calamine lotion.)

ATTENDANCE – DISTRICT POLICY

The North Shore Schools recognize that regular school attendance is a major component of academic success. The purpose of this policy is to reduce the level of unexcused absences, tardiness, and early departures, encourage full attendance by all students, maintain an adequate attendance record keeping system, identify patterns of student absences and develop effective intervention strategies to improve school attendance.

To be successful, it is imperative that all members of the school community are aware of this policy, its purpose, procedures, and the consequences of non-compliance. To ensure that student, parents, teachers and administrators are notified of and understand this policy, it will be included in student handbooks. Further, a district-wide summary of the policy will also be available on the district web site. When a student is absent, tardy, or leaves early from class or school without excuse, designated staff member(s) will notify the student's parent(s) by phone or mail of the specific unexcused absence and remind them of the attendance policy.

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ATTENDANCE – continued

All faculty and staff will receive a copy and will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation. Copies of this policy will also be made available to any community member upon request.

1. [Excused Absences](#)
2. [Unexcused Absences](#)
3. [General Procedures/Data Collection](#)
[Absences Parent and Student Responsibilities](#)

ATTENDANCE – continued

The following are **excused absences**:

- Illness of the student (3 days or less)
- Extended illness for more than 3 days requires a doctor's note
- Serious illness of immediate family member
- Death in the student's family
- Serious, contagious, or epidemic disease in the household where the pupil resides
- Emergency doctor or dental appointments
- Mandated attendance in a court of law or related court proceeding
- Documented college visits (high school students only)
- Religious observance
- Dangers imposed by weather conditions

ATTENDANCE – continued

*The following are **unexcused absences**:*

- Visiting relatives or friends
- Vacationing/traveling
- Making motor vehicle department appointments excluding road tests with documentation of appointment
- Babysitting or helping at home
- Working
- Shopping
- Oversleeping
- Experiencing vehicle breakdown (subject to administrative review)
- Leaving school during the day, including lunch (For grade K through 5), without proper notification
- Non-Emergency Medical or Dental appointments
- Attendance at school sponsored programs (e.g. Field trips, assemblies) and suspensions are not considered absences.

2. General Procedures/Data Collection

Absences Parent and Student Responsibilities

If a student is absent from school for all or part of a day, his or her parent/guardian is responsible for:

- Telephoning Mrs. Cirella in the attendance office at 277-7711 the morning of the absence or sending a note the day that follows the absence

The student is responsible for:

- Presenting the parent's note to the Attendance Office
- Making up work for each day missed to each teacher's expectations

School Responsibilities

- Attendance will be taken at the beginning of the school day
- Students will be marked late when arriving after 8:25 a.m.

The nature of the absence shall be coded on a student's record. (Excused, Unexcused, Tardy, Absent) Student attendance data shall be available to and should be reviewed by the building principal or his or her designee in an expeditious manner.

Where additional information is received that requires corrections to be made to a student's attendance records, such correction will be made immediately.

Notice of such a change will be sent to appropriate school personnel subject to applicable confidentiality rules.

- Attendance data will be analyzed periodically to identify patterns or trends in student absences and will be shared with parents when appropriate.

Continuous monitoring will be conducted to identify students who are absent, tardy, or leave class or school early.

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The North Shore Schools value the learning that occurs as students and teachers interact in a classroom setting. It is impossible to recapture that experience. Nonetheless, students are expected to make up all work missed due to absence. Classroom participation as well as student's performance on homework, tests, papers, projects are all considered in establishing grade.

At grade levels K through 6, meetings will be held at the 14th and 21st day of absence with the Principal and Instructional Support Team to discuss student lateness and nonattendance. (Ramifications may include implementing a PINS petition).

Parents are expected to call the school the morning of each absence or lateness. A written explanation of the absence should be sent to the school with the child on the day following the absence. Chronic lateness will be addressed in the same manner as excessive absence.

Any student facing disciplinary action, failure or denial of credit has a right to a hearing with parents/guardians present. Appeals of such circumstances must be submitted in writing to the school Principal. Examples of days that can be earned back may include: extended illness, bereavement, or family crisis

The Board of Education shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Board shall revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

RETURN TO SCHOOL AFTER SERIOUS ILLNESS OR INJURY

A physician's note is required for a student who is returning to school after a serious illness or injury. It should include instructions about following medication if necessary during school hours; any limitations on physical education or playground activities; and any modifications in the daily classroom schedule. **NO STUDENT MAY ATTEND SCHOOL ON CRUTCHES WITHOUT A DOCTOR'S NOTE.** Please feel free to call the school nurse at 516-277-7710 to discuss such matters.

PHYSICAL EDUCATION NOTES

If a child must be excused from, or have limited physical education because of illness or injury, send a note with the date, reason, and duration of the restriction. If the excuse is for more than one week, a physician's note is required.

ACCIDENT REPORTING AND INSURANCE CLAIMS

All students are presently covered by door-to-door accident insurance. An accident report will be filed for any injury serious enough to warrant a physician's attention. Insurance forms will be issued to the student within a week of the injury. Any questions about the individual accident reports or insurance claims should be directed to the school nurse.

HOME TEACHING

When a student will be absent from school for at least four weeks, a parent may request home teaching. The school nurse will provide the forms for the family physician to complete.

EMERGENCY DISMISSAL

Our school district has a plan for emergency dismissals due to hurricanes, snowfall, etc. At the beginning of each school year parents are asked to complete a form on which it is indicated what your child should do in case such an event should occur. Attempts will be made to honor these requests, assuming telephone communication lines are operative and you can be reached.

Please take a moment to talk to your child about the way to respond if he/she arrives home and nobody is home. Designate a neighbor to whom your child should immediately go in the event this happens.

E-MAIL ADDRESS

To contact teacher/staff members by e-mail, you may visit the Glen Head School website. Copy the e-mail address you need and paste it into your e-mail.

If you want to subscribe, unsubscribe or change the e-mail address that is currently on file, visit the Glen Head homepage. At the top of the page you will see a tab labeled “UN/SUBSCRIBE.” Click on this tab and follow the directions to subscribe, unsubscribe or make changes to your e-mail address.

During an emergency the quickest way to communicate important information to parents is by e-mail. Please make every effort to keep your personal information updated.

EMERGENCY CARE FOR ILLNESS AND INJURY

In an emergency, the nurse or principal will administer first aid limited to the action needed to protect the student until medical evaluation and recommendation is secured.

The school retains jurisdiction over an ill or injured student until that student is placed under the care of the parent, guardian or other person designated by the parent. No ill or injured child will be released to walk home or to provide his/her own transportation. A parent or parent designee should be available for contact at all times. It is also helpful if such persons have a car at their disposal.

Parents may be asked to consult their family physician and complete a Health Report before a student is re-admitted to school.

ACADEMIC PROGRAM

The Glen Head School fosters the intellectual growth of young students in a warm, caring and personal atmosphere. Recognizing students' different abilities and strengths, teachers help develop skills and encourage creativity and inquiry.

- Students learn to write through an intensive process of drafting and editing, with the goal of achieving pride of authorship. Teachers emphasize the interrelation of these skills, as well as their importance in all academic areas. Good children's literature is the foundation for reading.
- Math is concerned with critical and creative thinking, the ability to solve problems, and abstract logic, in addition to basic skills. *Math in Focus* is the program used in grades K - 4 and the *Go Math!* program in grade 5. Both programs adhere to the standards set by the New York State Common Core Learning Standards and National Council of Teachers of Mathematics.
- In science, students are increasingly asked to be active discoverers through experiment and direct experience. A broad outdoor education program extends the classroom to such natural laboratories as Hempstead Harbor, Cold Spring Harbor DNA Laboratory and Caumsett State Park.
- Social Studies begins in kindergarten with an exploration of the family and neighborhood and moves progressively to wider consideration of Long Island, the state, nation and world.
- A strong fine arts program fosters creativity through art and music, often integrating arts and academic subjects through programs such as Poet in the Schools. All students participate in vocal music and art classes on a regularly scheduled basis.

ACADEMIC PROGRAM-continued

- Physical Education and intramural sports emphasize motor skills, teamwork and fun.
- Our library and computer center offer state-of-the-art informational services.
- A first, second third, fourth and fifth grade health/physical education program will assist your child in arriving at healthy attitudes and decision-making skills.
- Additional support consists of psychological, speech and remedial reading services, social work, English as a Second Language instruction and special education.
- Community service begins in elementary school. Students participate in food drives and other activities to benefit those in need.

SCHEDULING

Block scheduling has been implemented in each of the elementary schools. The purpose of this is to provide classroom teachers with a large block of uninterrupted instructional time, referred to as “Literacy or Math Block,” daily. The Literacy Block in kindergarten and first grade remains fixed through the cycle. To accomplish this, the school scheduled on a six-day cycle for specials. Parents will receive monthly schedules so they know which days their children will be having physical education, music and art.

Students in grade 3-5 are placed on color teams based on music interests: Band, Orchestra or General Music. Individual color schedules and a cycle calendar to help you remember what special your child has each day is posted on the Glen Head School webpage.

CLASS PLACEMENT

In the late spring, a placement team will meet to build class lists. Our placement process is a team effort done with great care. The team consists of the principal, school psychologist, nurse, reading teacher, and your child's current classroom teacher. In addition, input will be gathered from all other support staff with whom your child comes in contact. Parents also receive a placement form asking for input about their child (not requesting a particular teacher.) In creating classes, we will consider many factors including academic ability, social adjustment, boy/girl mix, previous groupings, and special needs. You will receive word of your child's placement by mail in mid-August.

COMMUNICATION

Expectations:

Teachers will communicate with parents via telephone and e-mail.

Teachers are expected to check and respond to voicemail and e-mail daily on school days, Monday through Friday.

They will respond to messages within a 24 hour period. In most cases, responding to the call or message should be sufficient to answer the questions posed by the parent. However, in some situations, the response may be to schedule a meeting to discuss the issue in greater depth or an agreement that the teacher will look further into the situation and get back to the parent as soon as additional information is available.

Please be reminded that the protocol is for parents to initiate a call to the teacher to resolve any issues that arise. However, if the parent is dissatisfied with the way the situation was handled, he/she is welcome to contact the principal for additional support.

Please understand that e-mail should not be used in situations where time is a critical factor. A phone call to the school will result in more immediate action. This is particularly true when a change to a child's going-home arrangement is made. Do not assume that the teacher will be checking e-mail before the end of the school day. (Remember, the teacher may be absent and the message will not be given to your child.)

SCHOOL PSYCHOLOGIST

The school psychologist works with parents, teachers and administrators on matters involving emotional, learning or behavioral difficulties. The school psychologist works with children to gain a better understanding of each child. The services of the psychologist are available to all. If you have any concerns regarding your child, please call the school to arrange for an appointment.

RESOURCE ROOM

Students who are experiencing difficulties in learning to read, write, and/or perform mathematical operations because of specific learning disabilities are helped in the Resource Room. All of the work in this center is done with the cooperation of the regular classroom teacher so that the focus of everyone's attention will be on the same goals for the child. Services may be provided as a push-in or pull-out basis as designated by a child's IEP (Individualized Educational Plan.) All children assigned to the Resource Room have been identified by the North Shore Schools' Committee on Special Education.

SPEECH

Speech improvement is used to develop, correct or aid those children having difficulty with severe articulation, voice rhythm of speech, language and hearing. Service is determined by the Committee on Special Education.

ENGLISH AS A SECOND LANGUAGE

ESL evaluations will be given to students whose native language is not English. You may request an ESL evaluation for your child by calling the school office. Should your child qualify for services, the school will provide appropriate instruction.

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES)

Foreign Language instruction is being integrated into the elementary school curriculum in grades kindergarten, first and second grade when students study Mandarin. The focus of foreign language instruction in the elementary grades is content-related. Students are encouraged to discover language learning strategies and to make connections to grade level curriculum. Students entering grade 3 choose either Mandarin or Spanish to study through grade 5.

REMEDIAL READING

Our reading teacher provides small group instruction. The classroom teacher consults with the reading teacher regularly. In addition, the reading teacher screens students for any possible new candidates for this program. The pupils are scheduled according to their needs.

SPECIAL EDUCATION

North Shore offers an extensive program of special education for students with learning disabilities, emotional and other problems. A child may qualify for special help if so designated by the Committee on Special Education. No child may receive services without parental approval. If you believe your child might benefit from these services, you are invited to contact the Director of Special Education. Parents whose children are receiving special services may also participate in SEPTA, a group of parents who meet to discuss matters of interest and for support. A brochure describing the special education program is available on request from the Special Education office.

SCHOOL-WIDE ENRICHMENT SERVICES

The North Shore Central School District seeks to provide all elementary students with appropriate challenges designed to achieve individual success. Enrichment opportunities foster student achievement through differentiated instruction and offer children the opportunity to pursue individual interests, collaborate with students of like abilities, and develop unique talents.

All children in grades K through 5 have the opportunity to participate in school-wide enrichment activities. Through the collaboration of the school's Enrichment Specialist and the classroom teacher, students are offered enrichment opportunities connected to the curriculum. Additionally, students are invited to pursue areas of interest through a variety of experiences offered throughout the year.

ADDITIONAL ACADEMIC ENRICHMENT SERVICES(AAES)

Students exhibiting the need for additional academic enrichment services (AAES) receive such services within the classroom through the collaborative efforts of the classroom teacher and Enrichment Specialist. Differentiated instruction in Literacy and Mathematics is used to meet the unique needs of these students. Students demonstrating the need for AAES also have the opportunity to work with peers of like abilities under the guidance of the Enrichment Specialist.

HOMWORK POLICY

PHILOSOPHY

Homework plays an important role in the development of responsibility and good study habits as the cognitive capacities of young learners mature. Homework also provides opportunities for young children to begin to develop the understanding that learning continues to take place outside of the school day.

Homework is only one part of the teaching/learning process. Research has shown that providing children with varied experiences enables them to use all of their intelligences and senses to establish a rich conceptual foundation for learning.

Homework is a flexible and individual responsibility of the instructional staff. Because of the individual differences and needs of students, the district does not require or expect all students to experience the same kind of homework in connection with classroom instruction.

Purpose

Responsibilities

Types of Homework

Benefits

Range

Illness
Vacations

Teacher

Student

Parent

HOMEWORK POLICY (continued)

Purpose:

To reinforce, extend, and enrich the instruction experience.

To provide opportunities for students to utilize separately learned skills and concepts and integrate them in the completion of a project or interdisciplinary assignment.

In the upper grades, homework assignments may be designed to introduce or help students become familiar with material to be utilized in the instructional setting.

Teachers use homework as one way to assess student understanding and to inform their practice in the classroom.

HOMEWORK POLICY (continued)

RESPONSIBILITIES AND PROTOCOL

Teacher

To clearly communicate to the student the purpose, directions, and expectations for all homework assignments.

To demonstrate the value of homework by providing timely and appropriate feedback in accordance with designated assignments.

To establish a routine process for communicating with parents and students regarding issues and concerns related to homework.

- a. Acknowledging receipt of the homework.
- b. Monitoring homework for completion and accuracy.
- c. Encouraging feedback regarding quantity and difficulty of homework

HOMEWORK POLICY (continued)

RESPONSIBILITIES AND PROTOCOL

Student

To be aware of and record all homework assignments

To ask for clarification when unsure of the expectations.

To ask for assistance as needed from a teacher and/or parent.

To complete homework assignments with care and to submit work in a timely manner.

To make up any assignments missed.

HOMEWORK POLICY (continued) RESPONSIBILITIES AND PROTOCOL

Parent

To provide an environment conducive to the individual child's learning style for the completion of homework.

To guide, encourage and help focus children-but not to do the homework for them.

To monitor the effort and amount of time a child spends completing his or her homework.

To contact the teacher when a child experiences difficulty and/or frustration when completing an assignment or when issues/concerns about homework arise.

To contact an administrator, (department head, assistant principal, principal), if homework issues or concerns remain unresolved.

BENEFITS OF HOMEWORK

To foster a sense of responsibility for independent learning.

To help develop appropriate work habits, study and time management skills.

TYPES OF HOMEWORK

Homework assignments are created based upon the intended instructional purpose and the needs of the child.

Examples of elementary assignments include but are not limited to:

Drill and practice exercises (spelling, vocabulary words, math facts, computation).

Review for test and assessments.

Research activities and reports - both short and long term.

Data collections.

Reading and writing assignments.

Media assignments – TV, radio, newspaper.

Interview

Authentic applications and projects (models, simulations, constructions).

TYPES OF HOMEWORK- continued

Examples of assignments at the secondary level include but are not limited to:

Study skills and habits: Homework assignments designed to improve skills such as concentration, self-discipline, note taking, reading for understanding, and reading for pleasure.

Practice/Review: Homework assignments designed to reinforce materials presented in class and/or to develop mastery of skill.

Preparation: Homework assignments designed to either introduce or help students become familiar with material that will be utilized as part of the instructional program.

Skill integration: Homework assignments designed to utilize separately learned skills and concepts and apply them to the completion of a single product such as a science project or writing assignment.

Extension: Homework assignments designed to help students generalize previously learned skills and concepts to authentic situations involving problem solving and cross-curricular connections.

RANGE OF HOMEWORK

Attitudes towards homework begin at an early age. Homework should be a positive experience for children and parents. Research suggests that the amount of time spent completing homework should vary by grade level. According to the **NATIONAL PARENT TEACHER ASSOCIATION** and the **NATION EDUCATION ASSOCIATION**, “Most educators agree that for children in grades K through 2, homework is most effective when it does not exceed 10 to 20 minutes; while for children grades three to five, the average daily amount of time spent on homework should range between 30 and 60 minutes. This is known as the “10 minute rule,” approximately 10 times the grade level per evening.

In developing homework guidelines, the recognition of reading as both an integral component of literacy development and lifelong learning is crucial. Therefore, it is essential that during the early years children read or be read to, on a daily basis.

In grades K – 5 the time spent on homework should not exceed the following:

Kindergarten and Grade 1: 10 minutes

Grade 2: 20 minutes

Grade 3: 30 minutes

Grade 4: 40 minutes

Grade 5: 50 minutes

In addition, students are expected to spend time each evening, engaged in reading activities.

HOMEWORK POLICY

Homework During illnesses or Vacations

Assignments will be provided for absences due to illness. However, assignments will not be provided for families who take vacations during school time. Students will be expected to make up the work missed upon their return to school.

EXTRA HELP

Teachers hold twice weekly extra help classes. Parents are informed of the specific schedule at Back to School Night. A list of all extra help sessions offered by Glen Head School teachers is posted on the Glen Head School website.

SCHOOL SPONSORED PROGRAMS

BAND AND ORCHESTRA

Instrumental music begins in third grade. Children may begin a string instrument at that time. In fourth grade students may begin to play a string or a band instrument. Please rent your child's instrument at a local music store before the start of the school year. For more information about the instrumental program and rental of instruments, please contact D.Rodriguez, Director of Fine & Performing Arts at 516-277-7052.

CHORUS

Every child in fourth and fifth grade participates in chorus. Each grade meets for rehearsal once in a six-day cycle during the school day.

CONCERTS

The Glen Head "Winter Concert" is held in December. The 4th and 5th grade chorus, strings ensemble and band will perform a special presentation. Our annual spring concert occurs in May. School performances (dress rehearsals) occur during the school day. (All students, grades K-5 are bused to the high school to attend the school performances.) Third grade students perform in a "Musical Debut" in the spring showcasing our string instrument players and choral pieces.

SAFETY PATROL

Safety Patrol is a service group composed of all fifth grade students. On a rotating basis, students are assigned to help the teachers on duty during dismissal.

MATH OLYMPIADS

All fourth and fifth grade students may participate in this national competition for math problem solving, consisting of five contests throughout the school year.

NEW YORK STATE SCHOOL MUSIC ASSOCIATION (NYSSMA)

The New York State Music Association sponsors a solo festival each year. Children are invited to prepare and perform a solo selected on their instrument for a trained adjudicator. The adjudicator provides constructive criticism designed to help the student improve his or her performance. NYSSMA Solo Festival ratings are one of the measures used in the selection of students for All-County Band, Orchestra and Chorus. In the case where a student is taking private piano lessons, the student or parent should discuss his/her participation with the private piano teacher. If a child is going to perform, the necessary forms can be obtained from Ms. Axelrod.

THE PARENT TEACHER ORGANIZATION (PTO) AFTER-SCHOOL PROGRAM The Parent/Teacher Organization sponsors an After-School Program for grades K - 5. Its purpose is to enrich and stimulate the young people of Glen Head by providing programs in arts, sciences and recreation. Brochures describing the programs and containing registration information are distributed prior to registration.

NORTH SHORE BEFORE/AFTER SCHOOL CHILDCARE PROGRAM

A Before/After School Enrichment Program will be offered to students attending grades kindergarten through 5. Qualified staff members will provide students with one-on-one homework assistance. Daily breakfast and afternoon snack are offered as well as free time activities after homework is completed.

The program begins at 7:00 a.m. until the start of the school day and from dismissal until 6:00 p.m. The North Shore Before/After School Child Care program follows the same school closing or delayed opening procedures as North Shore Schools. If school is closed or delayed, the program is also closed or delayed. If school has early dismissal due to weather, the program will not open in the afternoon. **For further information and fees please call Laurie Petroske at (516) 759-6463.**

SUMMER PROGRAM

The North Shore Community Youth Organization summer program offers courses in the arts, recreation, computer and swimming at nearby Tappan Pool. In addition, there are remedial classes for those students who have been recommended by their teacher. A brochure is mailed to residents describing courses and fees.

BACK TO SCHOOL NIGHT

This evening, held in September, provides parents the opportunity to come to school to meet their children's teachers and learn about classroom procedures and expectation. An overview of the grade level curriculum is provided in advance to enable parents to ask any questions they might have during the visitation. This is also a chance to meet the special area teachers.

The schedule for meeting teachers for the 2016-2017 school year is as follows:

Classroom Visits to Grades 3-5 – 7:00 – 7:40 p.m.

Classroom Visits to Grades K-2 – 7:50 – 8:30 p.m.

Meet all other teachers in the gymnasium from 7:00 – 7:50 p.m.

TRIPS

Trips enhance and support classroom educational programs. Permission slips, signed by a parent, are required for all trips outside the district. Parents will be notified in advance of these trips. In some cases, there will be a nominal fee.

READING CELEBRATION

This weeklong celebration of reading is one of the highlights of the school year. The theme varies each year, but the focus is always on the importance of reading.

Activities include opening ceremonies, a scavenger hunt, and special guest readers. Reading Celebration concludes with closing ceremonies.

EARTH DAY

An important part of our school culture is environmental awareness. In the spring, the Glen Head School holds an Earth Day celebration. The entire school is involved in a variety of activities centered on learning about our planet and how we can best care for the world around us.

SCHOOL COLOR DAYS

To help foster school spirit we periodically hold assemblies and special events to which we ask the children to wear the school colors of maroon and white. This includes a Convocation (September) and Reading Celebration Opening and Closing Ceremonies (January).

INTERNATIONAL WEEK

Students learn about different cultures by visiting different displays in our Gathering Room. Parents prepare displays representing a variety of different places around the world and students engage in a scavenger hunt to learn new things. Children visit the displays and participate with their teachers. Parents and friends are welcome to view our displays.

FIELD DAY (GRADES K - 4)

During the first weeks of June classes in Grades K-4 participate in Fun Day. Our emphasis is on sportsmanship, cooperation and fun. Different activities and events are scheduled according to grade level.

FUN DAY (GRADE 5)

All fifth grade students participate in a series of events at the high school along with students from Glenwood Landing and Sea Cliff Schools. The day ends with a barbeque lunch.

COMMUNITY SERVICE

Helping others is an important part of the culture of the Glen Head School. In an effort to teach our children about reaching out to others, various activities are held throughout the year such as our food drive for the INN, Toys for Children drive and Relay for Life.

MOVING-UP DAY

At the end of fifth grade, the children celebrate by attending a daytime moving-up program, consisting of a video retrospect of their days at Glen Head School and presentation of diplomas. A reception for the graduates and their guests hosted by fourth grade parents takes place following the ceremony. A parent committee plans a lunch/dance that takes place on the last full day of school.

BUS SERVICES

Our goal is to provide safe and comfortable transportation for all students who qualify for transportation. We strive to attain this goal in a spirit of cooperation and understanding.

Students with disabilities are transported according to the provisions of their (IEP) Individual Educational Plan. **Parents of Kindergarten students must meet the bus.**

Students with special medical requirements must apply to the Transportation Director to make arrangements.

The transportation office establishes school bus stops and pick-up times prior to the start of school in September. School buses pick up and discharge passengers only at regularly scheduled stops. If you have questions or concerns about transportation, please call Joyce Izzo or Michelle Hall at 277-7930. Contact the transportation office to report items left on the bus at the same number.

Students who are entitled to transportation may only ride the bus to which they are assigned and **are not permitted to get off at any other stop.**

BUS SERVICES- continued

Any change which deviates from a student's regular transportation home requires a note from the parent indicating the date and reason for the change. Walking to another child's home after school also requires a note. Changes to the going home arrangements should be made prior to 1:50 PM in order to ensure that your child's teacher can be notified

The staff will not release a child to an adult directly from the bus line unless the office has issued a green sign-out pass.

Kindergarten parents are reminded that an adult **must** meet the bus in the afternoon. If an adult is not present, the bus is instructed to return the child to the main office.

ENTERING THE BUS

Upon entering the bus, students should show passes to the driver, walk as far back as possible and take a seat.

LEAVING THE BUS

Students should remain seated until the bus comes to a complete stop, leaving their seats starting from the front and working back.

Students who must cross the street should proceed to the front of the bus and stand there until the driver signals to cross. Whenever possible, they should cross the street at least 10 feet in front of the bus. Although the flashing red lights of the bus are supposed to stop traffic, it is important to be alert for a careless driver.

EMERGENCY BUS DOORS

Each school bus has several exits. Those exits marked “Emergency” should be used only during a drill or an emergency. Bus drills are held periodically throughout the year to ensure children’s safety in the event of an unlikely emergency.

GOING HOME ARRANGEMENTS

Parents are required to provide in writing details as to how each child is to be transported home. Students assigned to a bus will be instructed to board the assigned bus at dismissal unless otherwise noted. Walkers will meet parents at the Walker's Exit. However, if you have made arrangements for your child to attend the After School Child Care Program, PTO program, Extra Help, class activity, or to go home a different way, a note must be provided each time a change is to be made to the typical Going Home Arrangement.

If you ask another parent to take your child home at dismissal, it is necessary for both parties communicate the plan in writing to classroom teacher.

If your child is involved in a playdate that will take place immediately after school, please know that a note from both parents involved in the playdate must be given to the office in order to confirm that both parties are in agreement about the details of the playdate.

SCHOOL BUS SAFETY RULES

STUDENTS SHOULD:

- Carry bus passes at all times
- Be on time
- Ride only the school bus assigned
- Be courteous to residents, the bus driver and other students
- Board and exit the school bus only at assigned stops (no changes will be made)
- Board and exit the school bus in an orderly manner
- Wait for the bus driver's signal before crossing in front of the school bus
- Kindergarten students will not be permitted to step off of the bus without an adult escort

SCHOOL BUS

VIOLATIONS INCLUDE:

- inappropriate behavior, such as: pushing, shoving, and fighting aboard the school bus
- inappropriate language
- taking possessions belonging to others
- throwing items out the bus window
- reserving or saving seats
- vandalizing the school bus
- eating or drinking on the school bus
- extending arms or any other part of the body out of the window
- failure to remain seated
- use of writing tools on the bus
- participating in any unsafe or damaging activity

Violations of the rules listed above will require disciplinary action.

SCHOOL BUS SCHEDULE OF DISCIPLINARY ACTIONS

We are concerned about the safety and well being of all North Shore School pupils. Riders who violate the School Bus Safety Rules may have their school bus privileges suspended. The following schedule of Disciplinary Actions will be followed throughout the district:

- 1st violation - Parent notified of violation
- 2nd violation - Conference with parent, pupil and school personnel. Pupil placed on probation
- 3rd violation - Parent notified; bus privileges suspended for three (3) school days
- 4th violation - Parent notified; bus privileges suspended for five (5) days

If problems persist, suspension of bus privileges may occur for the remainder of the school year. If a violation, even the first, constitutes a serious danger to any individual, then a conference shall be required and bus privileges may be suspended immediately.

Cars-Parking

Due to limited space, the parking lot is for staff parking only. Please do not park in the handicapped spaces unless you have a Handicap Parking tag.

Parking is permitted in some areas on School Street except near the crosswalk and only on the south side of Prospect Street (across from the school.) Please be sure to follow the signs that are posted.

MORNING DROP-OFF

You may drop your child off curbside on the south side of School Street. Parents are asked to drive through Railroad Plaza and come down School Street heading east to make this possible. Please follow the directions of the monitor on duty and **DO NOT PASS OTHER CARS**. Observe the 5 mph speed limit.

AFTERNOON PICK-UP

DO NOT ENTER THE PARKING LOT.

All non-bus students will exit out the back door at the Walkers' Exit near the playground. You should let your child know where to find you.

If your child usually takes a bus home, a note must be sent to the teacher each time there is a change in the going-home arrangements. The staff will not release a child directly from the bus line unless a green sign-out pass has been issued by the office.

These rules are for the safety of our children. If your child is assigned to a bus, please send him/her on the bus. This reduces the traffic near the school at arrival and dismissal.

BICYCLE RIDING

Students in grades three, four and five are permitted to ride bicycles to school. In granting permission, parents should carefully consider the safety of the route their child will be taking.

All students riding bicycles to school must have the parent request form completed and signed in advance. Forms are available in the school office.

New York State law requires all children to wear safety helmets.

Children are not permitted to ride bikes on school grounds. Riders must dismount and push their bike when entering school grounds. Riding out of the driveway or bus-loading zone is prohibited.

Hitching or carrying other children on the handlebars or rear seat is prohibited. Bikes should be in good working order with sound brakes, safe tires, and horn or bell to give an adequate warning signal when necessary. It is a good idea to have an annual inspection.

Bikes should have a lock and chain and be locked to the rack at all times. The rack is located by the steps to the playground.

PARENTS' AND TEACHERS' ORGANIZATION (PTO)

The PTO is a group of parents and teachers working together for the benefit of our children. Morning meetings, held in Room 100 at Glen Head School and evening meetings, held at the Cedar Creek Restaurant, take place approximately once a month. At meetings, important issues are discussed. It is important to check your child's correspondence folder for the upcoming events and meetings. Dues are \$30.00 per family.

The PTO also sponsors school assemblies for the enrichment of our children and an after-school program filled with wonderful classes. A parent resource shelf, funded by the PTO is available in our library to assist parents.

The PTO holds many fundraisers throughout the year to buy items for our school that are not in the district budget. Events such as Talent Show Night, Pasta and Game Night, and and Bring Your Dad to Breakfast are held throughout the year for families to have some fun together. The annual Spring Carnival is an event not to be missed.

PARENTS' AND TEACHERS' ORGANIZATION (PTO)-continued

Members of the PTO may volunteer to participate on a wide range of committees such as Book Fair, Invention Convention, Nutrition and Health and Safety, as well as, family activities.

The primary function of the PTO is to act as a bridge between parents, administration and faculty. There is a place for everyone. Please join us. **WE NEED YOUR HELP!!**

TEACHER CONTACT PARENT

Any parent can volunteer to be a Teacher Contact. One class parent will be selected as teacher contact parent. This is the person the teacher will contact and then share information with other class parents. If you decide to volunteer, please be advised that you will be required to do the following:

- assist the classroom teacher with class parties and other events and telephone other parents to provide food and/or other items as needed
- attend PTO meetings
- accompany the class on field trips, as well as, arrange for other parents to go on trips
- collect PTO dues
- participate in a telephone chain which notifies parents of school closings, emergencies, events and/or functions

A more detailed list of responsibilities will be provided individually from each classroom teacher at the Class Parent Tea in September.

VOLUNTEERS- PARENT GUIDELINES

We appreciate the support and hard work volunteers do in our school. Please take a moment to review the following guidelines:

- Please arrive at your scheduled time. Notify the school when you are unable to be present.
- After signing in at the greeter's desk, please go directly to your destination and wait to be invited into the classroom
- Maintain a caring and supportive role with students while keeping a professional attitude. It is important to show good judgment and use age appropriate language.
- Respect the confidentiality of all information that relates to students and staff. By respecting the privacy of the children and staff, you can establish a positive and mutually respectful relationship.
- Upon completion of your volunteer work, please do not visit other areas of the building. This will ensure the security and privacy of all students during instructional time.

SHARED DECISION-MAKING COMMITTEE

The Shared Decision Making Committee is a state mandated committee whose function is to “improve the educational performance of all students in the school,” regardless of such factors as socioeconomic status, race, sex, language background, or disability. It is composed of the principal, three teachers, one staff member and three parents, one of whom is chosen by lot from the PTO executive board. There are eight meetings per year, generally on a monthly basis. All meetings are open to the public. There are two times for audience participation, one at the beginning of the meeting, and one towards the end. If you are unable to attend, you can share your concerns with one of the parent representatives, or drop a note in our suggestion box located in the main office. Meeting notices are posted along with an agenda, and minutes are sent home.

GOING HOME ARRANGEMENTS

Parents are required to provide in writing details as to how each child is to be transported home. Students assigned to a bus will be instructed to board the assigned bus at dismissal unless otherwise noted. Walkers will meet parents at the Walker's Exit. However, if you have made arrangements for your child to attend the After School Child Care Program, PTO program, Extra Help, class activity, or to go home a different way, a note must be provided each time a change is to be made to the typical Going Home Arrangement.

If you ask another parent to take your child home at dismissal, it is necessary for both parties communicate the plan in writing to classroom teacher.

If your child is involved in a playdate that will take place immediately after school, please know that a note from both parents involved in the playdate must be given to the office in order to confirm that both parties are in agreement about the details of the playdate.

PARENT CHAPERONE RESPONSIBILITIES

Thank you very much for volunteering to chaperone our class field trip. We are very excited to have you join us and appreciate that you are giving up your time to be with the class. Below are some guidelines for all chaperones. We hope that by following these few requests that our class trip will be an enjoyable experience for everyone.

- When chaperoning on a field trip, please provide careful supervision of all students in your group and stay in close proximity to them.
- Students are expected to behave in appropriate manner. If any child is not complying with directions or is behaving inappropriately, please notify the teacher.
- If any student requires first aid or any form of medical attention, please notify the teacher immediately.
- Please limit cell phone use to emergency situations. Cell phone conversations are not permitted during the field trip.
- Parents may be asked to take a child or group of children to the bathroom as needed.
- No eating or drinking is permitted on the bus.
- Please follow Bus Safety Guidelines (see attached guideline.)
- Please do not purchase food or gifts beyond expectations of field trip.
- Your child will be expected to arrive and return on the bus. Children and chaperones are expected to ride the bus to and from the field trip and to stay for the duration unless otherwise notified.

PARENT CHAPERONE RESPONSIBILITIES-continued

Please focus your conversations towards the students in your group. This is a valuable time for chaperones to talk with the children about what they are learning on the field trip. Conversations with other chaperones or staff members detract from this learning experience.

Due to the level of supervision required on field trips, siblings are not permitted on field trip.

Respect the confidentiality of all information that relates to students and staff. By respecting the privacy of the children and staff, you can establish a positive and mutually respectful relationship.

BUS SCHEDULES

A student should be at the bus stop 10 minutes prior to the scheduled arrival time of the bus. Schedules allow buses to wait at a school bus stop only for the time it takes students to board. Please do not stand on lawns, private property, or close to the roadway. Students should form a line when boarding. Students should wait to enter the bus until it comes to a complete stop. Please be patient, particularly during the first week of school since unforeseen problems may arise and hopefully be corrected during this initial period of our school year.

HEALTHY SNACKS

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. In order to provide support for the development of healthy eating habits, listed below are suggestions for healthy snacks. Please take a moment to review this list with your child so that good choices can be made for your child's personal classroom snacks.

Many candies contain peanuts, tree nuts and chocolate which may be cross contaminated if they are processed in a facility that also makes candies with peanuts and tree nuts. We have many children who are acutely allergic to those allergens as well as milk and egg allergies. Please read all labels and do not offer any treats to children you do not know.

Please Note:

*If there is a student in your child's class who is allergic to a specific food item, you will be notified and will want to take that into consideration when sending in daily snack with your child.

HEALTHY SNACK LIST-CONTINUED

- Low-fat or nonfat plain or flavored milk, 100% juice, or water
- Fresh fruit assortment, fruit and cheese kabobs, fruit salad, fruit with low-fat whipped topping, dried fruit (raisins, cranberries, apricots, banana chips)
- Fresh vegetables with low-fat dip
- Pretzels, low-fat popcorn, rice cakes, break sticks, graham crackers, and animal crackers
- Whole-grain crackers with cheese cubes, string cheese, or hummus
- Angel food cake, plain or topped with fruit
- Dry unsweetened cereal
- Natural applesauce
- Low-fat yogurt or cottage cheese
- Low-fat granola bars
- Fruit or grain muffins (low-fat), whole wheat English muffins, hot pretzels

FOOD POLICY

Please be advised that as of September 1, 2016, food will not be part of any class celebration. This includes birthdays, rewards, class activities, picnics, etc. This policy reflects the expectations stated in the recently adopted Health and Wellness Policy.

This decision is based on the fact that food deemed acceptable for distribution due to various allergies that have to be avoided is generally high calorie, processed items of little or no nutritional value. This undermines our efforts to help establish healthy-eating habits. In addition, an inordinate amount of time is needed for parents to purchase acceptable food items and for the staff to review the labels to ensure that the ingredients and manufacturing processes meet the criteria for the safety of all students.

[Click Here to Review the District
Health and Wellness Policy](#)

[HOME](#)

Health and Wellness Policy



▶ Preamble

▶ The North Shore Central School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The District will convene a representative district wellness committee that meets throughout the year.

▶ The school district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)



[Next Page](#)

[Click Here for Healthy Snack List](#)

[HOME](#)

Therefore, it is the policy of the North Shore Central School District that: The North Shore School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices and promotes and protects children's health, well-being and ability to learn.

The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.

All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, Office of Disease Prevention and Health Promotion; health.gov.

Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

The District Wellness Committee will have the ongoing responsibility for regularly monitoring, reviewing, and evaluating all school programs related to wellness.

The North Shore Central School District shall provide information to the public (including parents, students, and others in the community) about the content and implementation of this wellness policy.

Nutrition and Food Standards:

All district nutritional programs shall comply with federal, state and local requirements and shall be accessible to all children enrolled in the District. The schools will strive to increase participation in the federal child nutrition programs offered through the district food service.

Nutrition education shall be provided to students in order to foster lifelong habits of healthy eating. The district will share nutritional information with the North Shore community to promote community wellness.

Nutrition and Food Standards:

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Nutrition education shall be provided to students in order to foster lifelong habits of healthy eating. The district will share nutritional information with the North Shore community to promote community wellness.

Nutrition Education and Promotion:

The North Shore Central School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Food and Safety:

- New York State and local food safety and sanitation regulations will be adhered to at all times.
- Each school cafeteria shall be maintained in such a manner as to provide students with a clean, safe and comfortable dining environment.
- All students should have an assigned lunch period.
- All efforts shall be made to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-priced school meals.
- Food providers will ensure that the food and beverages students have access to through the schools meet all applicable federal, state and local laws and guidelines. All foods made available by the schools will aid in complying with USDA Dietary Guidelines for Americans. The guidelines for reimbursable meals shall not be less restrictive than the regulations and guidance outlined by the USDA.
- Food providers will offer fruits and vegetables and support the use of whole grains in school meals. Only low fat (1%) and fat free milk shall be served. No candy or soda shall be sold in the school district during the school day.
- As per New York State, bake sales are prohibited during the school day.
- The school nutrition/food services program shall be financially self-supporting. However, budget neutrality shall not take precedence over the nutritional needs of the students.
- The High School store should not sell any candy or soda.

- The district will provide for the safety and well-being of students with allergies and other health related nutritional restrictions to the best of their ability. Students will provide doctors notes.

School-Wide: Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the USDA nutrition and portion size standards.

Health Education

The District shall provide a comprehensive health education program, based upon a well-defined scope and sequence in grades K-12, taught by certified health educators. The health curriculum shall embrace National and New York State standards, and shall provide the opportunity to explore topics related to social, mental, emotional, physical and environmental well-being. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

The District will include in the health education curriculum the following essential topics:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#), USDA food labels, balancing all food groups and making positive food choices, importance of nutrients
- Social influences on healthy eating, including media, family, peers, and culture- making healthy choices at restaurants –resisting peer pressure related to unhealthy dietary behavior, eating disorders, and accepting body size differences
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Influencing, supporting, or advocating for others’ healthy dietary behavior
- Decision making, communication, goal setting and planning
- Advocacy, self-management, bullying and violence prevention, unintentional injury
- Nutrition and physical activity
- Alcohol, tobacco and other drug prevention
- Human Sexuality, sexual risks, HIV/AIDS education

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually.

Fundraising Activities: Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. Food will only be permitted afterschool hours.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. Students will not be permitted to trade or share lunch or snack. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. Please refer to the USDA standards; <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>

Rewards: Schools will not use any foods or beverages, as rewards for academic performance, good behavior or for any other reason.

Celebrations: Schools will not have celebrations that involve food during the school day unless it is directly related to the academic curriculum and instruction. All celebrations must be approved by the building principal.

Lunch: Students will not be permitted to get food delivered to the school building. Due to security concerns, no outside personnel are permitted to be on campus grounds.

Birthday Celebrations

Birthday recognition will begin each morning with an announcement of students celebrating birthdays that day and a token gift and will continue to be acknowledged during class or snack time (where each child provides his/her snack) with a special activity or class privilege. Parents will not donate any items to the celebrations, this includes toys or goody bags. These ideas will be shared with you at Back-to School Night in September. (For students who celebrate birthdays prior to the first day of school, birthdays will be acknowledged the first day of school. Summer birthdays will be acknowledged in June.)

Shared Valued Outcomes (SVOs)

1. **Collaborators**—individuals who work with others towards a common goal
2. **Communicators**—individuals who articulate thoughts, feelings, information and ideas using oral, written and nonverbal communication skills in a variety of forms and contexts.
3. **Thinkers**—individuals who activate their minds for a variety of purposes.
4. **Problem Solvers**—individuals who find solutions in conventional and/or innovating ways.
5. **Innovators**—individuals who are driven to conceive what doesn't exist and bring new ideas to fruition.
6. **Committed Individuals**—individuals who exhibit dispositions and Habits of Mind. (Habits of Mind are “an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship” Costa and Kallick’s 2000)

Growth in Self

Concern for Others

For a list of indicators for each of the above SVOs, click on the word.

Shared Valued Outcomes (SVOs)

Collaborators—individuals who work with others towards a common goal

know and assume responsibility for their role in a given situation (e.g. follower, leader) acting flexibly based on the strengths/limitations of each member of the group and self.

support and encourage each member of the group in his/her role.

are aware of, seek, and genuinely consider the ideas/perspectives of others.

exercise flexibility and willingness to compromise.

seek, reflect upon, give and use feedback (verbal/non-verbal) from others to enhance the work of the group.

Shared Valued Outcomes (SVOs)

Communicators—individuals who articulate thoughts, feelings, information and ideas using oral, written and nonverbal communication skills in a variety of forms and contexts.

listen and observe carefully, openly, actively, and objectively to clarify and/or deepen understanding and decipher meaning, including knowledge, values, attitudes, and intentions.

use communication with clarity, accuracy, and precision for a range of roles and purposes (e.g., to acknowledge, affirm, inform, instruct, inspire, persuade, clarify).
select and utilize optimal/most appropriate media and technologies relative to the purpose/task of the intended outcome and judge their effectiveness a priori as well as to assess their impact.

Shared Valued Outcomes (SVOs)

Thinkers—individuals who activate their minds for a variety of purposes.

understand disciplinary, interdisciplinary, and trans-disciplinary concepts: their discreteness, interrelatedness, and/or universality.

use various types of reasoning (inductive, deductive, etc.).

strive to understand the complexity of issues.

consider mental models and how they reflect current reality and/or affect future issues.

analyze how parts of a whole interact with each other to produce overall outcomes and/or complex situations.

analyze and/or evaluate evidence, arguments, claims, alternative points of view and/or beliefs.

synthesize and/or make connections between information and/or arguments

interpret information and/or draws conclusions.

reflect on learning experiences and/or processes.

try different approaches and methods seizing upon opportunities to learn

Shared Valued Outcomes (SVOs)

Problem Solvers—individuals who find solutions in conventional and/or innovating ways.

wrestle with the discomfort of inconsistencies, contradictions, and multiple perspectives prior to taking the time to resolve difficulties and/or find solutions.

identify and/or ask questions that contribute to solutions.

use various criteria to select and/or test a variety of strategies and/or solutions for their effectiveness.

revise thinking and/or action when necessary.

resolve.

Shared Valued Outcomes (SVOs)

Innovators—individuals who are driven to conceive what doesn't exist and bring new ideas to fruition.

imagine and/or envision what could be
experiment with ideas.

design and/or act on plans to make original ideas tangible and/or more useful.

apply solutions that meet new requirements, unarticulated, or existing needs in order to impact self, others, and society within local to global communities.

generate new ideas/new ways of looking at the world.

elaborate, refine, analyze, and/or evaluate ideas in order to improve and maximize creative efforts.

demonstrate originality and/or inventiveness in work and understand the real world limits to adopting new ideas.

Shared Valued Outcomes (SVOs)

Committed Individuals—individuals who exhibit dispositions and Habits of Mind. (Habits of Mind are “an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship” Costa and Kallick’s 2000)

Growth in Self as people who:

commit to understand and make meaning of learning.

take initiative and/or risks.

are reflective and/or metacognitive.

attend to clarity, precision, and accuracy of outcome.

persevere (Intellectually and/or behaviorally).

exhibit adaptability.

live curiously and/or explore complexity and/or simplicity.

seek feedback from others

invite, learn from, capitalize on, and persist in the face of mistakes, challenges, failures, and/or successes.

Shared Valued Outcomes (SVOs)

Concern for Others as people who:

make ethical choices.

listen, think, and act empathetically.

embrace and value diversity.

contribute/commit to society.

think and/or act with global-mindedness.

acknowledge and honor the work of others

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