

GRADES K - 5
Family Handbook



**Patchogue-
Medford
Schools**

2008-2009

The Patchogue-Medford School District offers education, vocational, nonacademic and extra-curricular opportunities without regard to gender, or race/ethnicity or disability. The individual designated to coordinate equity compliance issues is Nancy Hancock, Assistant Superintendent for Human Resources, 631-687-6340.

El distrito de Patchogue-Medford ofrece las oportunidaes educativas vocacionales, no docents y extra de curricular sin la consideracion al genero, la raza/etinia o incapacidad. El individual designo a coordinar los asuntos de la conformidad de la equidad es Nancy Hancock, assistante supervisor de Human Rescources 687-6340.

SUPERINTENDENT'S MESSAGE
2008-2009

There are several changes in our administration. They are:

New Assistant Principals

Saxton Middle School – Rui Mendes
Patchogue-Medford High School – Anna Marie Confessore

We welcome back our other
Principals and Assistant Principals

Barton Elementary School – Judith Soltner
Bay Elementary School – Peter Nicolino, Ed.D.
Canaan Elementary School – Lori Cannetti
Eagle Elementary School – Neil Katz
Medford Elementary School – Frances Lizewski
River Elementary School – Karen Malone
Tremont Elementary School – Joey Cohen
Oregon Middle School – Timothy Mundell
Saxton Middle School – Linda Pickford
South Ocean Middle School – Randy Rusielewicz, Ed.D.
Patchogue-Medford High School – Manuel Sanzone
Patchogue-Medford High School - Assistant Principal, Lucille Martir
Patchogue-Medford High School - Assistant Principal, Timothy Regan
Oregon Middle School – Assistant Principal, Paula Mays-Banks
South Ocean Middle School – Assistant Principal, Margherita Proscia

Central Office

Marjory Bernstein, Assistant Superintendent for Pupil Services
Christine Finn, Assistant Superintendent for Elementary Education
Nancy Hancock, Assistant Superintendent for Human Resources
Patricia Roach, Assistant Superintendent for Business
TBD, Assistant Superintendent for Instructional Services

Directors

MaryAnn Ambrosini, Elementary Special Education
Robin Solomon, Preschool Special Education
Thomas Combs, Athletics / Physical Education / Health Education / Nurses
Joseph Filippone, Science / Libraries / Technology Education
Scott Fisher, District-Wide Technology
Karen Meier, Reading / English / Consolidated Application Grants
Gloria Sesso, Social Studies / Business Education
Ellen Stegman, Ed.D. Mathematics / LOTE / Home and Careers
TBD, Music / Art / Cultural Arts

This year we can focus on improving student performance in all New York State examinations. Please become involved in your child's school's activities and follow his or her classwork. Speak to your children's teachers and their principal about your child's successes or problems. Please make this a year we make sure every student succeeds. We have excellent teachers and administrators at all of our schools. Working together we will achieve great heights in every aspect of your children's school life.

On behalf of the Board of Education, Central Administrators and myself, have a happy and healthy school year.

Michael H. Mostow
Superintendent of Schools

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DESCRIPTION OF PROGRAM

The purpose of elementary education is to formally guide students through an expansive curriculum designed to stimulate their interest in appreciating the world around them, foster a better understanding of the wonders of that world and help them develop the ability to reach sound and rational judgments. The enhancement of the child's self-esteem is an underlying objective of every student's education.

KINDERGARTEN:

Kindergarten is an opportunity for children to develop the fundamental skills of information gathering and processing. The areas of literacy, mathematics, language development, science, social studies, art and music are introduced for this purpose.

GRADES 1 THROUGH 5:

Instruction is provided for Grades 1 through 5 in the following areas: mathematics, reading and writing, listening, speaking, physical education, music, social studies, health, art and science.

The primary instructional objectives of Grades 1 through 2 are the introduction and establishment of literacy skills and the development of basic mathematical concepts.

In Grades 3 through 5 the focus changes from introduction of basic skills to expansion and utilization of them by broadening the scope of material investigated, particularly in literacy, mathematics, social studies and science.

ORGANIZATION:

Students in kindergarten through Grade 5 are assigned to a classroom teacher who is certified by New York State to teach all academic subjects. Faculty members who are certified to teach specific subject areas such as music, art, library and physical education, teach the pupils these subjects at scheduled times, one, two or three periods per week. In addition, the Patchogue-Medford School District provides special services for students with particular needs.

ENGLISH AS A SECOND LANGUAGE (ESL):

Students whose native language is other than English are provided with English instruction specifically designed for English language learners. Instruction is geared toward the reading, writing, speaking and listening skills needed for school success and success in the school and community. Students are prepared for the New York State English as a Second Language Assessment Test (NYSESLAT) which is administered each year in May.

LITERACY ASSESSMENT:

The following reading assessments are administered to students at the indicated times during the school year. Each has predetermined criteria which are used to place students in remedial reading/AIS if necessary. Additionally, the Reading Recovery teachers assess first graders in September and January and identify those who qualify for their program.

- K-3 Early Literacy Profile (ELP) – October and May
- K-1 Letter/Sound Identification – October, January, and May
- 3-5 NYS English Language Arts (ELA) Assessment – January
- K-5 Ongoing Formative Assessments

SPECIAL EDUCATION:

Recognizing that regular classroom instruction cannot satisfy the needs of every individual, the Patchogue-Medford School District provides special education services for students who have disabilities.

If parents suspect that their child may have a disability, they may initiate a referral to the Committee on Special Education by contacting the school principal or the Office of Pupil Services.

SCHOOL HOURS:

Grades K - 5: 9:10 a.m. (doors open for student admission into the classrooms)
 9:20 a.m. (instruction begins)
 3:30 p.m. (dismissal)

The elementary school day includes an additional period of instruction from 8:30 a.m. -9:10 a.m., for specific programs.

Children participating in before-school extracurricular activities or extra help sessions will be allowed to enter the building when their instructor arrives. Students should not arrive to school earlier than 9:10 a.m. unless they are participating in a supervised activity.

DESCRIPTION OF CURRICULUM

The Patchogue-Medford School District is committed to providing its students with a wide variety of educational opportunities. Each educational program described on the following pages is designed to meet the needs of all students. The goals and purposes of such a comprehensive curriculum are to challenge and stimulate the minds of students and to have them achieve academic excellence.

The district has developed grade-level objectives in each subject area. These are distributed to parents and guardians at back-to-school nights, may be obtained by calling the principal's office, or checking the district website: www.pmschools.org.

ART CURRICULUM:

The Patchogue-Medford elementary school art program attempts to instill in students an understanding and appreciation for the value of art in their lives.

The Primary Grade Art Program - Grades 1-2 - In Grades 1 and 2 there is an emphasis on the introduction of the various art tools, the many basic mediums of artistic expression, as well as the introduction of organizational art concepts such as learning to use line, shape, texture, space and color. Students work in crayon, pencil, tempera paint, clay and chalk. Activities include cutting and pasting, printmaking, weaving and creating simple, three-dimensional works.

The Intermediate Grade Art Program - Grades 3-5 -The art program in Grades 3 through 5 re-emphasizes the basic skills and concepts learned in the primary grades, while beginning the exploration of more sophisticated media and concepts. Advanced media work includes projects in watercolor, mache, relief and stencil printing, charcoal, and carving in a variety of media. Advanced art organizational concepts studied are pattern, rhythm, variety, unity, balance and movement.

COMPUTER EDUCATION:

Instructional technology spans Prekindergarten through Grade 12, providing a multimedia learning environment for all students. Instruction prepares students to access, gather, analyze, apply, synthesize and communicate information effectively in order to become successful, contributing members of a changing, information based, global society. The wide variety of software applications available to teachers and students range from skill development programs to multimedia applications, and are used to enhance or further explore areas of study in the curriculum areas. All students are afforded the opportunity to become technologically literate and proficient in the ethical use and applications of technology in educational, personal and vocational areas.

LITERACY INSTRUCTIONAL PROGRAM:

Literacy in grades K - 2 introduces and establishes a foundation of basic literacy skills through reading and writing workshop. Two to three hours each day are devoted to a combination of read alouds, shared reading/writing, interactive reading/writing, guided reading, and independent reading/writing. A critical element of this balanced literacy approach is to assess students regularly to ensure that each one reads books on his/her appropriate reading level so that as reading skills are learned, they can be practiced on text that can be read independently, whether at school or at home.

Writing instruction includes response to reading, thereby demonstrating reading comprehension, and also includes writing across various genres such as Narrative Nonfiction (i.e. Memory Writing, All About Me Stories) or Poetry. Students are taught to use proper punctuation, capitalization, and grammar.

Phonics instruction is woven into reading and writing workshop to be sure that students understand the sounds of the English language and how they work together to form the

words we speak, read, write, and hear. When students are reading, their phonics skills assist them as they look at the individual letters or groups of letters in words and use what they know about them to help decode an unfamiliar word. When students are writing, phonics skills assist students when they listen to the sounds they hear in a word as they try to spell it.

Vocabulary instruction crosses both reading and writing instruction as well. Students will pick up or are introduced to new vocabulary as they read and then use it when they write. Word walls, found in every classroom, support students in their efforts to master new words. Words “live” on word walls in an alphabetical arrangement for easy access, when students need to find them to remember how to spell them or how to distinguish one from another (i.e., when/went). In many cases content area words, such as those from science or social studies, are colored-coded to stand out from other words on the wall.

As students move to grades 3 – 5, reading and writing workshop continues but changes focus as the reading and writing demands reflect additional content area material. Teachers must devote the same two to three hours per day on literacy instruction, including the same components as the lower grades, but place more of an emphasis on the comprehension skills that students need to successfully read the content area text required of them. At the same time, independent reading at their own level is a critical aspect of the program as that ensures they are regularly practicing comprehension and decoding skills with ease.

Writing instruction continues and builds from that of the lower grades. Different genres are added to the list of what students write (i.e., interviews, reports, persuasive letters), moving more towards the type of writing that reflects their understanding of the content area reading they are doing. Response to literature continues, though, as literature circles are formed in which students read stories or books as a small group and respond to those via discussion or in writing.

The goal of literacy instruction at all levels is to create independent readers, writers, and thinkers.

MATHEMATICS CURRICULUM:

The elementary program is designed to assure that all students will possess a suitable and sufficient mathematics background to enable them to be productive citizens in a future characterized by high technology. The curriculum presents mathematical concepts and skills which capitalize on children’s intuitive insights and language. It recognizes that children need considerable time to construct sound understandings and to develop the ability to reason and communicate mathematically. It provides repeated contact with important ideas and skills in varying contexts throughout the year and from year to year.

The curriculum is conceptually oriented which emphasizes the development of mathematical understandings and relationships. Children are encouraged to explore, develop, test, discuss and apply ideas and be actively involved in the doing and learning of mathematics. The program incorporates the use of calculators and computers and stresses the application of mathematics in order to help children understand and interpret their world and solve problems that arise in that world.

The curriculum includes continuous strands in problem-solving, reasoning, estimations, number sense and numeration, whole number operations, computation, geometry and spatial sense, measurement, statistics, probability, fractions, decimals, patterns and relationships, the key ideas represented by the New York State Core Curriculum.

MUSIC CURRICULUM:

The goal of the district's music program is to help each student to recognize beauty, to develop the powers of self expression, to form independent value judgments about all types of music, and to build a lifelong appreciation of music.

In Grades 1 through 3, all students participate in a variety of musical activities including singing, moving, listening, and performing on instruments. Students study music notational symbols and the basic features of melodies. The students learn to internalize steady beat, recognize the difference between high and low pitches, long and short sounds, and fast and slow tempos. They also learn how to describe these contrasting features in musical terms.

Students in Grades 4 and 5 continue to develop the skills and concepts introduced in the earlier grades. Greater control of their voices for musical expression is emphasized. Musical terminology is used to discuss the characteristics of a work, including melody, rhythm, meter, key, form, expressive qualities and style.

In Grade 4, students may begin to study a string or band instrument. Weekly lessons are given. During the second semester of study, if sufficiently skilled, the student is placed in the school band or orchestra. The choruses are organized to provide opportunity for children to experience the joy of singing.

Concerts of the school chorus, band and orchestra are scheduled in the winter and spring to give the students the opportunity to perform for their family and friends.

PHYSICAL EDUCATION CURRICULUM:

The Patchogue-Medford elementary physical education program provides students with a wide variety of activities requiring the use of physical skill. The physical education staff is committed to encouraging and assisting students to improve their performance, knowledge and attitude toward physical activity.

The elementary program consists of the following activities:

Grades 1-3: Movement activities, games of low organization, manipulative skills, rhythm and dance, body awareness and gymnastics.

Grades 4-5: Physical fitness testing and conditioning and testing, games of low organization, introduction of games and sports, rhythm and dance and gymnastics.

Adaptive physical education classes are available for students identified as having a handicapping condition. This instruction enables these students to enjoy and benefit from specially designed physical education activities.

SCIENCE CURRICULUM:

The elementary school science curriculum provides students, from kindergarten through Grade 5, with valuable experiences in the life, physical and earth sciences.

A hands-on instructional approach is utilized in all grades . Primary grade students are encouraged to use the scientific method to explore the world around them. This exploration includes activities which develop thinking skills, problem-solving methods and an appreciation of science as a process and source of factual information.

In kindergarten students are introduced to living systems by exploring the life cycles and habitats of plants and animals. They also learn about the concept of energy, and the solar system.

In Grades 1 through 3, animals and plants are classified and their growth and development are explored in greater detail. Heat, light, color, magnetism, force, work, energy, and machines are among the physical science topics that the students discuss in class and investigate in the laboratory. The children also experience many earth science activities related to weather, the seasons, astronomy and the earth's history.

In Grade 4, many of the topics studied in the previous years are explored in greater detail. These include animal life cycles and their role in the environment, as well as the following physical science topics: properties of matter, energy, machines, electricity and magnetism. Weather and climate are also studied. Fourth graders are required to take the New York State Elementary School Science Program Evaluation Test (ESPET) in May.

The curriculum for Grades 5 is intended to prepare the students for middle school science. Here the students explore such complex life science topics as ecology, the classification of plants and plant physiology. The pupils are prepared for middle school physical science course work by studying energy, work, machines, optics and electricity; and for earth science courses, by investigating erosion, galaxies, and changes in the earth's crust.

SOCIAL STUDIES CURRICULUM:

The elementary social studies program is designed to provide students with a foundation of knowledge and skills that will help them become knowledgeable, thinking and involved American citizens. Starting in the primary grades, the children learn content drawn from five disciplines: history, geography, economics, political and social sciences. They also learn concepts and skills, particularly those needed to gather, analyze and process information. They begin their studies with the closest and most familiar environments. As they progress through the grades, they study geographic areas that are larger and more distant.

Level K: Self and Others - The social studies program at the kindergarten level focuses on helping students develop awareness of self as a growing individual. The child's unique qualities as well as similarities to others are stressed. Children learn about values, ideas,

customs, and traditions through folk tales, legends, music and oral histories. In addition, the child's relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral into the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities help the child grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

Grade 1: My Family and Other Families, Now and Long Ago - The Grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, studying about different kinds of families that existed in different societies and communities. Students also begin to locate places on maps and learn how maps serve as representations of physical features and objects. Building on the level K program, the Grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

Grade 2: My Community and Other United States Communities - In the Grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student's own community serves as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

Grade 3: Communities Around the World - In the Grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. There is an emphasis on social studies skill development. Students interpret charts, graphs and maps in their study of communities around the world.

Grade 4: Local History and Government - The Grade 4 program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders.

Students study the history and development of New York State focusing on the following themes:

- _ Native American Indians of New York State
- _ European encounter: Three worlds meet in the Americas (Europe, Africa and the Americas)
- _ Colonial and Revolutionary periods
- _ The New Nation
- _ Industrial growth and expansion
- _ Government - local and state

Grade 5: The United States, Canada, and Latin America - The Grade 5 program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the Grade 4 social studies program.

Grade 5 students take the New York State Social Studies Assessment in November. The test is based upon the grades three and four curriculum.

ADMISSION TO SCHOOL

ELIGIBILITY:

To be eligible to enter the Patchogue-Medford School District, children must reside within the district and with parents or persons legally exercising parental control.

IMMUNIZATION REQUIREMENTS:

Public Health Law 2164, June 16, 1980, requires immunization against diphtheria, polio, measles, rubella, and mumps before a child is allowed to enter school. Additionally, students entering kindergarten must have received three doses of Hepatitis B. This law applies to children entering kindergarten through Grade 12.

KINDERGARTEN:

A child residing within the Patchogue-Medford School District may enter kindergarten at the beginning of school in September, but must be five years of age on or before December 1 of that academic year.

FIRST GRADE:

To be eligible for admission to first grade, children must be six years of age on or before December 1 of the academic year in which they are to enter the first grade. Attendance at nursery school is not an acceptable substitute for kindergarten, and does not entitle the child to be considered for admission to first grade.

TRANSFER STUDENT:

A transfer student from a school outside of the Patchogue-Medford district is assessed and tentatively placed at the grade level indicated by records furnished from the sending school.

SCHOOL SERVICES

HEALTH SERVICES:

The school health services are concerned with helping children to attain the highest possible condition of wellness. There is an attempt to identify and report to parents or guardians any potential medical problems. Annual vision, hearing, height and weight screening procedures are carried out by the school nurse for all students with additional information provided for parents and school personnel on any deviations from normal standards.

According to state law, school personnel may administer first aid if they are present at an accident. School personnel will not administer internal medicine to any child unless there is written authorization from the family physician and the parent.

If a child becomes ill in school, the parent or guardian will be notified and asked to take the child home. A child will not be sent home unless someone is at home to render care.

SCHOOL FOOD SERVICE PROGRAM:

Breakfast Program

A daily breakfast is vital to the health and well being of growing children. Through the breakfast program, every child in the school is offered milk, fruit juice or fruit and bread or cereal at a minimal cost. Free and reduced price breakfast is also served to eligible students. Participation in the program provides students with the opportunity to start the day well nourished, alert and ready to learn.

Lunch Program

The school lunch program allows students to choose from two or more entrees daily. This constitutes a well balanced meal by providing one-third of a child's daily nutritional requirements. For those wishing to bring lunch from home, an assortment of healthy snacks may be purchased. Free and reduced price lunch is served to eligible students. Information on the application process for free and reduced meals will be distributed to parents by school principals and is available on the district website: www.pmschools.org.

USE OF FOOD IN THE CLASSROOM

It is the policy of the Patchogue-Medford School District that food shall not be used in the classroom, except as part of a snack brought from home for individual consumption. A list of recommended snacks shall be provided to parents at the start of each school year. Food shall *not* be used or distributed in the classroom for the following reasons:

- as an incentive or reward
- as part of a birthday celebration*

*The celebration of birthdays with special privileges/activities, songs, games, etc. is to be encouraged as an alternative to food-based celebrations.

Food shall be used or distributed in the classroom for the following reasons:

- as part of holiday or seasonal celebration for instructional purposes.

HOMEBOUND AND HOSPITALBOUND INSTRUCTION AND SPECIAL TRANSPORTATION:

A child shall be eligible for homebound and hospitalbound instruction and for provision of special transportation when such a child is handicapped as defined in Section 4401 of the New York State Education Law and is unable to attend school or is able to attend school only with the provision of special transportation. Such transportation and instruction shall be provided upon written application of the parent or guardian and other required persons, upon recommendation of the appropriate district staff members and with the approval for such services by district administration or the Committee on Special Education.

CHILD CARE PROGRAMS:

The before-school and after-school care programs are open to all resident children in kindergarten through Grade 5.

The before-school program operates from 7:15 a.m. to the opening of school. The after-school program operates from the close of school to 6:15 p.m. Both programs operate every day that school is in session between September 4, 2008, and June 26, 2009. On half-days of school the after-school hours of operation are from the close of school to 6:15 p.m.

The before- and after-school programs will be housed at the Barton, Bay, Canaan, Eagle, Medford, River and Tremont Elementary Schools. Child Care **does not** operate during school vacations.

The child care programs provide affordable, responsible, and caring supervision for elementary children. The program offers children recreational and home environment activities, such as arts and crafts, quiet games, supervised homework opportunities and opportunities for active play in the gymnasium, on the playgrounds, or playing field. A separate brochure containing program information and registration forms may be obtained in each elementary school. Child Care Coordinator **Ellen Brocato** is available to answer questions, and may be contacted at Patchogue-Medford High School (**687-8105**), Monday through Friday, between 9:00 a.m. and 6:30 p.m. Additional information is available at: www.pmschools.org.

SIGN LANGUAGE INTERPRETIVE SERVICES FOR DEAF PARENTS:

The district will provide sign language interpretive services free of charge to deaf parents or guardians of district students. These services will be available for school-initiated conferences dealing with academic or disciplinary matters. Eligible parents or guardians requiring these services must complete a registration form to be filed in the student registrar's office. These registration forms are available in each school building. Additional information regarding this service may be obtained from the student registrar's office.

INSURANCE:

The school district provides accident insurance to assist parents or guardians with medical expenses incurred by all students attending district schools.

This policy provides “non-duplicating excess” coverage only. Benefits are payable for covered medical or dental expenses which are not recoverable from another plan or contract.

Coverage

The district policy covers school-related accidents when incurred by students as follows:

1. Attending school during the hours and on days when school is in session;
2. Traveling by school bus directly and uninterruptedly to and from school for regular school sessions;
3. Participating in or attending school-sponsored activities, including supervised travel directly and uninterruptedly to or from such activities, during the school term.

Payments

If a student is injured while attending school or participating in an approved activity and requires hospitalization or surgery, the parents or guardian will be required to submit any bills for these medical services to their own health insurance company. Any reasonable and customary cost not covered by the parents’ or guardian’s policy will be submitted to Pupil Benefits Plan and are subject to the policy limitations and conditions.

Insurance benefits provide medical, dental and hospital indemnity in accordance with the terms, conditions and limitations of the policy. If an eligible expense is incurred within **30 days** from the date of a covered accident the company will pay up to the maximum benefit amount as shown on the schedule of benefits, subject to the deductible amount.

If a child requires medical attention for a school-related injury, the parents or guardian should contact the school nurse’s office regarding reporting procedures. Questions concerning insurance policy provisions may be directed to the district’s central registration office:

Central Registration Office
Saxton Middle School
Special Education Wing
Patchogue, New York 11772
687-6430

The information furnished here is simplified in order to provide a brief description of the district’s pupil insurance program. It is neither a pupil insurance policy nor a description of the district’s entire insurance program. Further information on insurance coverage will be sent home to each parent.

FIELD TRIPS:

A field trip is defined as a planned and supervised educational activity conducted outside the school building which is closely correlated with the curriculum. Occasionally parents will be asked if they are willing to chaperone a field trip. The school district welcomes and appreciates the assistance provided by these parents. Please be aware that the insurance which the district purchases for such approved activities does not cover children who are not Patchogue-Medford students. This limitation prevents the possibility of permitting pre-school age children to accompany parents on field trips for which they volunteer to chaperone.

LOST AND FOUND:

Each elementary school designates an area that is known as the lost and found department. Children losing any of their clothing or equipment should report to this designated area. In order to avoid the loss of personal belongings, it is recommended that all clothing, boots, lunch boxes, etc., be labeled so that these items may be returned if lost. If parents have any questions regarding a lost item, they should contact the child's teacher.

School personnel will not be responsible for valuable objects which may be brought to school for display or use in the classroom. Parents should consult with the teacher or the principal when a child requests the right to take a valuable object from the home to school. Remember-if the object is lost or damaged, the school district will not pay for or replace it. Students should not bring cell phones, ipods, video games, etc. to school.

ATTENDANCE

One of the objectives of the elementary instructional program is to teach and support proper work habits as an integral part of each student's development. Punctuality and good attendance are two of the basic principles of good work habits.

Students are required by law to be in regular attendance at school. Absence or tardiness, whether it be the fault of the child or the parent, may not be excused unless it is for one of the reasons that apply to legal absences. A note explaining the tardiness or absence must be sent to the school with the child. Illegal absence or tardiness that continues after the general disciplinary procedures are exhausted may be referred to Juvenile Court or Child Protective Services.

SAFETY

BUS PASSENGERS:

Parents should review the following rules with their children and emphasize the importance of each rule in order to safeguard all riders:

1. Stay in your seat and keep your head and arms inside the bus.
2. Respect property by not littering or damaging anything intentionally.
3. Remain seated when the bus is moving and do not leave your seat until the bus comes to a complete stop.
4. Speak quietly and avoid doing anything which will distract the bus driver.
5. Report all problems to the driver immediately.

Bus privileges may be revoked based on safety violations.

WALKERS:

Good habits such as using sidewalks, respecting another's property, refraining from fighting, walking carefully and listening to crossing guards will ensure a safe arrival to and from school.

1. Use the sidewalks whenever possible.
2. Do not walk, stand or play on other people's property.
3. Always listen to crossing guards.

SPECIAL SAFETY CONCERNS:

- The principal's permission must be obtained before sending pets to school. In addition to control problems and possible allergies, certain animals are restricted by health laws.
- Gum chewing is not permitted in the school at anytime during school hours.
- Students may not bring any potentially dangerous object to school.
- Students may not bring laser pointers to school.

BICYCLE SAFETY:

Those students who ride bicycles to school should always be mindful of the hazards it may present. Each year the school provides a bicycle safety program which is usually conducted by the Suffolk County Police Department. Students should pay particular attention to these safety programs. Pupils who ride bicycles to school should park and lock them in the racks provided. The school assumes no responsibility for the safe operation or security of bicycles.

Bicycles are to be walked in and out of the school grounds. Students should follow normal bicycle safety procedures while riding. **All children under the age of 14 are required by law to wear helmets.**

VISITORS:

VISITORS UPON ARRIVING AT A SCHOOL IN SESSION MUST IMMEDIATELY REGISTER AT THE GREETER'S DESK AND SHOW **A PHOTO I.D.** TO THE GREETER. A visitor is defined as any person other than an employee of the Patchogue-Medford School District or a student attending the school. All school personnel have been advised of their responsibility to stop visitors in the school and to request to see their pass. This policy is for the protection of the students, and it is therefore most important that when persons visit the school they comply with this regulation. The only time that a visitor does not need a pass while school is in session is during official assembly programs to which parents have been invited.

EARLY DISMISSAL:

If parents find it necessary to have their child released before the close of the school day, they should report to the main office of their child's school and school personnel will assist them. **UNDER NO CIRCUMSTANCES WILL THE SCHOOL DISMISS CHILDREN UNLESS THE PARENTS OR LEGAL GUARDIANS MEET THEM IN THE MAIN OFFICE OF THE SCHOOL. A PHOTO IDENTIFICATION IS REQUIRED.**

MEETING CHILDREN AT DISMISSAL:

If parents plan to pick up their children at dismissal time, they should make arrangements to meet them outside the school or in the parking area. **In order to insure the safety of all children, parents must park only in designated areas.**

KEEPING CHILDREN AFTER SCHOOL:

When children are requested to remain after school by the classroom teacher or are required to remain after school to participate in a club or school activity, parents will be notified in advance. Transportation for these children can be arranged by parents and teachers. An after-school activity bus is available at 4:10 p.m. for children who are entitled to bus transportation.

EMERGENCY DRILLS:

Emergency drills, fire drills and bus safety drills are held regularly at the direction of the school principal. Rules and regulations provided by the New York State Education Department are posted in each classroom and in each school bus. All school personnel are ready at all times to supervise children in proper emergency procedures.

APPROPRIATE BEHAVIOR

The Patchogue-Medford School District is dedicated to encouraging and to rewarding positive behavior. It is recognized, however, that improper behavior cannot be ignored. Therefore, staff members intend to provide discipline that is fair, firm and consistent. If a standard is violated, a discussion between the child and the teacher will be held to prevent any other possible violation. Parental support is indispensable to the successful resolution of any discipline problem.

There are some forms of student behavior which are disallowed because they are dangerous and disruptive; therefore, this section lists the behavior which is expected from all students.

The following should be discussed with each child, and should be constantly reviewed during the academic year:

1. Respectful attitudes toward all staff members are to be exhibited and encouraged. Students are to listen and obey the adult in charge at all times.

2. Students are to walk quietly through the building so as not to disturb classes in session. There is never to be any running in the building, and students should always keep to the right in the halls.
3. Two principles that should guide students and parents as to what constitutes proper school attire are good taste and safety. Students may be asked to change if their attire is inappropriate.
4. Children are permitted to talk quietly in the cafeteria. Good table manners will be expected from all children.
5. During an assembly program, children are to show respect and give their full attention to the performers. Applause is the only acceptable expression for appreciation and enjoyment of an assembly program.
6. Children are to help keep the building neat and clean by not littering in the building or on school grounds.
7. Improper behavior such as fighting, cursing, threatening and insulting others, cheating or stealing is not acceptable and will not be tolerated. Children should seek help from the nearest adult rather than resort to physical violence.
8. Children are instructed to respect other people's property. Parents are legally responsible to the school district and to other children's parents for any damage caused by their child.

TESTING PROGRAM

Most tests and quizzes administered in the Patchogue-Medford School District are prepared by individual teachers and are normally given only to that teacher's students. These tests measure what the students are achieving throughout the academic year.

There are also several standardized tests given annually. These are developed by the state or obtained from testing companies.

Tests Required Annually by New York State:

Grades 3, 4 & 5 English Language Arts – January 12-16, 2009

Grades 3, 4 & 5 Mathematics – March 2-6, 2009

Grade 4 – Elementary-Level Science – Performance – April 22-24, 2009

Written – April 30, 2009

Grade 5 – Elementary-Level Social Studies – November 12 & 13, 2008

New York State English as a Second Language Assessment Test (NYSESLAT) –

Written – May 4-15, 2009

Speaking – April 20-May 15, 2009

District-Wide Testing

Each year the district conducts assessments of students to determine if they are making progress toward meeting state standards. In general these are uniform district-developed assessments that focus on the key academic areas.

HOMEWORK:

School Definition:

Homework is defined as any "exercise or project assigned to a student which is to be completed under conditions which are not directly managed by a teacher and which has the potential to affect a student's grade." This definition of homework was adopted by the Board of Education on May 18, 1987. The Board of Education supports homework which has for its purpose one or more of the following:

- Reinforces or supplements classroom instruction.
- Eases time constraints on the curriculum with readings or practice applications.
- Provides parents with the opportunity to review student assignments and participate in supplemental instruction.
- Aids in the assessment of learning.
- Encourages projects which bridge academic disciplines.
- Permits practical or theoretical application of classroom instruction.
- Encourages experimentation with theories of instruction.
- Improves school or community conditions.

Parental Support:

Parents should be aware that homework habits and organizational skills are developed during the child's elementary school years. Parents can help their children develop good habits by seeing that:

- Homework assignments are copied correctly.
- Their child can read and understand the assignment.
- Their child can take home books and necessary materials to complete the task.
- The completed assignment is brought to school together with the necessary materials to be prepared for instruction.

Additionally, parents can:

- Assist their child to study for a test or review materials taught and learned.
- Provide an amount of time sufficient for the completion of the homework task with a specific time when homework is to be completed.
- Make sure their child completes homework at a time when other events do not cause conflict and at a location in which concentration and attention can be maintained. Radios, television and other distractions should be eliminated.
- Encourage their child to read at home every night.

STANDARDS FOR WRITTEN WORK:

When submitting written material to teachers, students should be aware that content and appearance are important. All student papers should be neat, legible and easily read.

The following guidelines are presented to assist students in preparing papers that meet the standards established by Patchogue-Medford Schools. Parents are encouraged to review these guidelines with students at the beginning of the academic year and periodically throughout the year. Faculty members reserve the right to refuse papers that are carelessly done.

GUIDELINES

MATERIALS

- Standard 8½" x 11" composition or looseleaf paper
- Looseleaf paper should be removed carefully; torn edges are not acceptable
- Handwritten papers may be written in pencil in kindergarten through Grade 3
- Handwritten papers must be written in blue or black ink in Grades 4 and 5, unless exceptions are made by the teacher
- Papers produced on a computer are acceptable in any grade

HANDWRITING

- Manuscript writing is acceptable in Kindergarten through Grade 3

FORMAT

Heading - First Page

The following information should be placed on the first line provided for handwritten papers; for typewritten pages, the information should appear one inch down from the top of the page:

Name	Date
Teacher	Subject

Title

MARGINS AND SPACING

For handwritten papers:

- Leave a one-inch margin on the left-hand side of the paper
- Three-quarters to one-inch margin on the right-hand side of the paper
- The last line of the paper should be left blank.
- Students should write on every line except the last one

Subsequent pages

- Beginning with page two, the student's name should appear in the upper left-hand corner at the margin, and the page number should be noted in the right-hand corner

STYLE

Paragraphing

- All paragraphs are to be indented one-half to one inch

Corrections

- Draw one straight line through a word or words that need to be deleted; the correction should be written above the deleted material
- To insert words or phrases that have been omitted, students should use a carat (^)

GENERAL INFORMATION

REPORTING TO PARENTS:

All the schools in the district issue report cards. They are designed to interpret each student's progress in academic fields, as well as certain characteristics of personal development. Parents are urged to discuss marks with their children; and, in cases where the student has done poorly, try to determine the reason and plan for improvement. The elementary schools utilize parent-teacher conferences to report student progress during the first quarter. These conferences are held during the month of November. If parents have any questions regarding their child's progress at any time during the academic year, they should call their child's teacher for a conference.

Report cards will be issued on or about the following dates for pupils in Grade 1 through 5:

1. November 21, 2008
2. February 13, 2009
3. May 1, 2009
4. June 26, 2009

SCHOOL SUPPLIES:

In general, primary grade children should be supplied with crayons, pencils and erasers. The school will provide writing paper for use in school. In general, intermediate grade children will need pencils, pens, erasers, crayons, standard size notebooks and fillers and assignment notebooks. Lists of school supplies specific to a class grade level or school are sent to parents and guardians at the start of the school year.

TRANSFERS FROM SCHOOL:

If a family is planning to move during the academic year, parents should visit the Main Office of the school and give the necessary information to school personnel. They will issue a transfer card to the parents which must be given to the administrator at the new school in which the child will be entering. Before the transfer card is issued, all books and school materials must be returned to the child's teacher.

TRANSPORTATION:

According to law, distance from the home to the school attended is the only criterion to be used in providing transportation for children. Residents of the Patchogue-Medford School District have approved transportation for elementary students whose homes are **more than one-half mile from school**.

Parents are notified in August as to whether their children are eligible for transportation and, if so, bus passes are issued. Bus stops are also posted. An attempt is always made to provide safe pickup locations and to permit traffic to move freely. Please have children at the bus stop five minutes before the designated time. Parental cooperation with the school staff in developing good habits by students when boarding, riding on and leaving buses will help to maintain effective bus service in the district.

Pupils whose conduct on the buses or at the bus stops jeopardizes the welfare and safety of others may be deprived of the use of the school bus. If a child engages in poor conduct either at the bus stop or on the bus, the school principal will notify the parent or guardian.

Requests to ride routes other than those assigned must be for permanent changes. Temporary assignments are not permitted.

PRIVATE BUSES:

Some parents whose children do not qualify for school transportation may wish to contract for private buses and taxis to transport their children. Parents who enter into such a contract should remember that the responsibility for dealing with a private company does not rest with school personnel.

EMERGENCY SCHOOL CLOSING:

If it becomes necessary to close school because of inclement weather, hazardous conditions, or other community emergencies, students and parents may expect timely announcements to that effect on the following television and radio stations and web site:

www.pmschools.org

School District Closing Line 687-6400
TV Channel 12 News (www.news12.com)
WABC-TV (www.7online.com)
WALK (97.5 FM; 1370 AM)
WBAB (102.3 FM)
WBLI (106.1 FM)
WLIE (540 AM)
WLVG (96.1 FM)
WOR (710 AM)
WRCN (103.9 FM)

TEXTBOOKS:

Students are responsible for materials and books issued to them, as well as materials borrowed from the library. Textbooks are furnished to students free of charge. These books are a loan and must be returned at the end of the year. When books are not returned, the following fee schedule is used:

- A book less than 2 years old - 100% of replacement cost
- A book 2 - 3 years old - 80% of replacement cost
- A book 3 - 4 years old - 60% of replacement cost
- A book 4 - 5 years old - 40% of replacement cost

LIBRARY BOOKS:

It is the district's policy to make every effort to promote maximum use of library books. The library is an integral part of the instructional program. Scheduled classes, as well as open reading periods when students may visit the library during the day, are part of the regular program.

All students, including kindergarten pupils, visit the library on a regular basis and are able to check out books to take home. Parents are encouraged to read these books to their children. Parents are also encouraged to promote independent reading, and continue to support their children's interest in reading, by engaging in frequent conversations about their reading.

Students who lose a library book will be assessed a fine. This will be determined by the original purchase price according to library records or list price in Books in Print, using actual cost, not discounted price.

The same assessment will be applied to other loaned library materials such as audio-visual software.

CODE OF CONDUCT:

The code includes:

- Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property including school functions; conduct, dress and language deemed *unacceptable and inappropriate* on school property; and the range of penalties associated with violating these provisions.
- Standards regarding acceptable, civil, and respectful treatment of teachers, school administrators, other school personnel, students, and visitors on school property, including the range of penalties associated with violating these provisions.
- Provisions defining the roles of teachers, administrators, other school personnel, boards of education and parents.

- Standards and procedures to assure security and safety of students and school personnel.
- Provisions for removal from the classroom and from school property, including school functions, of students and other persons who violate provisions of the code.
- Disciplinary measures to be taken in incidents involving the possession or use of illegal substances or weapons, physical force, vandalism, violation of the civil rights of others, and the threats of violence.
- Provisions for detention, suspension and removal of students, which are consistent with federal, state and local laws, including provisions for school authorities to establish policies and procedures to ensure the maintenance of educational programming and activities for students removed from the classroom or suspended from school.
- Procedures by which violations are to be reported, determined, and by which discipline measures are imposed and carried out.
- Provisions ensuring that the codes, and the enforcement thereof, are in compliance with state and federal laws relating to students with disabilities.
- Provisions setting forth the procedures by which local law enforcement agencies will be notified of code violations that constitute a crime.
- Provisions setting forth the circumstances under, and procedures by which, parents will be notified if their child violates the code.
- Provisions setting forth the circumstances under, and procedures by which, criminal court complaints, juvenile delinquency petitions or person in need of supervision petitions will be filed.
- Circumstances under and procedures by which referral to appropriate human service agencies shall be made.
- Procedures by which minimum suspension periods will be set for students who are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case by case basis to be consistent with any other state or federal law or regulation.
- Provisions for minimum suspension periods for acts that would qualify the pupil to be defined as a violent pupil, provided that the suspending authority may reduce such period on a case by case basis to be consistent with any other state or federal law or regulation.

NOTE: Any person wishing to examine the complete document may do so by formal application to the school or district office.

SUSPENSION:

The following students may be suspended from required attendance according to Section 3214 of the New York State Education Law:

1. A student who is insubordinate or disorderly, or whose conduct otherwise endangers the safety, morals, health, or welfare of others;
2. A student whose physical or mental condition endangers the student's own health, safety, or morals or that of others.

Students may not be suspended for a period in excess of five school days unless they and their parents have had an opportunity for a hearing at which students shall have the right to be represented by an attorney, the right to present witnesses and other evidence, and the right to cross-examine witnesses against them.

RULES AND REGULATIONS:

This section is designed to provide guidelines for behavior and attitudes. Students are expected to respect these rules. There are some actions which are necessarily not allowed because they are actually or potentially dangerous or disruptive. Therefore, this section lists rules and regulations which students are required to follow.

1. Drug and alcohol abuse - Students enrolled in Patchogue-Medford Schools who possess, use, dispense, or sell drugs or alcohol on school district property, or while otherwise under the jurisdiction of the school district, will, upon evidence that is satisfactory to the school principal, be immediately suspended by the school principal for a period of not less than five days duration. During the suspension period, a plan of action to deal with the student's problem will be developed. Persons acting in parental authority and the student will be invited to participate with school personnel in the formulation of an effective action plan.

If a student is apprehended a second time for possessing, using, dispensing, or selling drugs or alcohol on school district property, or while under the jurisdiction of the school district, that student, upon evidence that is satisfactory to the school principal, will be considered by the superintendent of schools for an appropriate period of suspension which may be more than five days in duration. Second offenders will not be readmitted to the regular school program until the school principal receives satisfactory evidence that psychiatric, psychological, or other appropriate counseling which includes an after-care component has been received by the suspended student. The school principal will require a recommendation from the counselor that the student should be returned to a regular school program.

Students who are suspended from regular school attendance will be placed in a certified program of studies in separate facilities or in school during a time when the regular day program is not in session. Suspended students may not participate in any school-sponsored, extracurricular-related activity. If a suspended student appears on school property, and if that student does not have an appointment to

confer with school district personnel, that student will be arrested and charged with trespassing.

Anyone selling or using drugs on school property will be reported to the police immediately. The school will seek the maximum penalty in these cases.

2. School policy states that no one is permitted to smoke in the building or on the school grounds. Therefore, smoking is prohibited on school buses, in school buildings, and on grounds in the vicinity of the school. Students should be aware of the scientific facts and statistical evidence on the dangers of smoking. Cigarette smoking interferes with the respiratory and circulatory systems, and it may produce cancer or emphysema.
3. Vandalism and destruction of property - Any pupil who willfully damages school property in any way can be suspended. The pupil's parents will be expected to pay the school district for the damaged property.
4. Possession of dangerous weapons - Weapons or instruments which are capable of doing bodily harm will be taken from students who carry them on the school grounds. Parents will be notified, and, in serious cases, the police will be called.
5. Extortion or stealing - Any student who takes the property of any member of the school community or from a visitor to the school, will reimburse that person and will be subject to further disciplinary action.
6. Fireworks - Possession of any type of explosive will result in immediate suspension and referral to legal authorities when appropriate.
7. False alarms and arson - Any student who sets off a false alarm or causes a fire will be suspended immediately and referred to legal authorities.
8. Students must not disrupt classes or detract from the right of others to pursue instructional activities.
9. Students must dress appropriately for prevailing climate and in a manner which is not disruptive to classes or to the supervision of students.
10. Students are responsible for materials or books issued to them and materials borrowed from the library. Textbooks are furnished free of charge. These books are a loan and must be returned at the end of the academic year. Any student who misplaces or mistreats these books will have to pay a fine for them.
11. Students are required to report to each class, study hall, or lunch period on time.
12. Pupils must obtain written permission (pass) from their teacher or supervisor to leave the area to which they are assigned.

13. Bicycles are to be parked and locked in the racks provided. Students should never remove another student's bicycle from the rack without permission from the owner. Bicycles are to be walked in to and out of the school grounds. The school assumes no responsibility for the safety of the bicycles.
14. All visitors must provide photo I.D. and report to the office before touring the building or seeing a particular individual.

RULES AND REGULATIONS OF THE BOARD OF EDUCATION:

In accordance with Section 2801 of the New York State Education Law requiring the Board of Education to promulgate rules and regulations governing conduct of students, teachers, other staff, visitors, licensees and invitees on school property, the Board of Education adopts the following regulations to maintain public order on school property:

Access to School Buildings and Grounds Section 1340.1

All persons other than a pupil enrolled in a building or authorized member of the building staff shall, immediately upon entering any school building, report their presence to the principal in the school office. However, this regulation shall not apply to entertainment, sporting events, or public meetings held after regular school hours.

Prohibited Conduct and Activities Section 1340.2

The Board of Education prohibits the following conduct or acts by students, teachers, staff members, licensees, visitors, or invitees on school property:

1. The willful physical injury of any person or the threat to use force which would result in such injury.
2. The harassment or coercion of any person.
3. The willful damage to, or destruction of, property.
4. The willful or negligent disruption of the orderly conduct of classes or of any other school program or activity.
5. The entry of any school building or upon any portion of the school premises unless such entry is made in connection with official business with the district or to attend an activity or function authorized thereby.
6. The willful interference with the lawful and authorized activities of others.
7. The possession, consumption, or exchange of alcoholic beverages, unauthorized drugs or narcotics.
8. The possession or use of an object that reasonably can be considered a weapon.

9. The violation of any federal or state statute, local ordinance, or school board policy.
10. The refusal or failure of any person to comply with a lawful order or direction of school district officials in the performance of their duties.
11. The distribution or posting of any written material, pamphlets, or posters without the prior written approval of the superintendent of schools.
12. The operation of motor vehicles, bicycles, or other vehicles in violation of traffic and parking regulations or in areas such as playing fields, tennis courts, or running tracks where vehicles and bicycles are prohibited.
13. The willful disregard of a prohibition against golfing, archery, rocketry, model airplane flying, or tossing or firing boomerangs, sling shots, or spears.
14. Failure to conform to fire drill, safety drill, or bomb threat procedures.
15. The willful incitement of others to commit any acts prohibited by this policy.

Enforcement and Penalties
Section 1340.3

Any violation of the above shall be reported immediately to the principal who will investigate the case thoroughly and file a written report with the superintendent of schools.

The principal or the superintendent of schools will have the following options as to what penalty to impose:

Option 1:

Violators will be reprimanded.

Option 2:

Violators will be ordered to leave the school property immediately.

Option 3:

Police will be called and a specific charge will be made under the proper sections of the penal code.

Option 4:

Any penalty authorized by Section 3214 of the New York State Education Law or school board policies, if the violator is a student, provided the provisions pertaining to notice and hearing have been met.

Option 5:

Any penalty authorized under Section 3020-a of the New York State Education Law, if the violator is a tenured teacher, provided the provision pertaining to charges, notices, hearings and findings have been complied with.

Loitering on School Property
Section 1340.4

The Board of Education prohibits loitering on school property. A person is considered a loiterer when entering or remaining in or on school grounds without any specific legitimate reason for being there and without having written permission from someone authorized to grant it. Persons not requiring written permission are students; staff members; public officials; school board members; legitimate visitors, and invitees and licensees; the latter having obtained approval to use school facilities in accordance with Policy 1330.

If a school district representative determines that a person is loitering on school grounds, said official representative shall direct that the person leave the premises. The request shall be personally communicated to the individual determined to be loitering.

The school district representative shall exercise discretion in those situations which involve a parent, a person who is not an employee, an employee not assigned to the facility involved, a student not assigned to the facility involved and a stranger. School district representatives shall exercise discretion in their actions, taking into account the scene of the visit, the possibility of violence, or the involvement of the use of drugs or alcohol.

If the situation is one which, in the representative's discretion, does not require forceful action, the school district representative shall advise the person to leave the premises. Police may be called if there is a refusal to leave the premises or if the situation is one which, in the representative's discretion, requires forceful action. Police may be called in advance of a request to leave the premises in the event of anticipated or actual turmoil or breach of law requiring immediate help.

The Board of Education authorizes unilateral action by police, including arrest, if any person is apprehended on school property and found to have entered or remained unlawfully during times when school is not in session, or if any of the following conditions exist:

1. The person refuses to leave the premises.
2. There is evidence of damage to school district property or theft of property.
3. The person is involved in an act of violence.
4. There is evidence of the use of an alcoholic substance or an illicit narcotic substance.
5. The person possesses a dangerous weapon.
6. The person is apprehended in an area barred to public admittance such as:
 - a. Vehicle or equipment compounds
 - b. The interior of buildings

- c. Field houses
 - d. Fire escapes
 - e. Rooftops
7. The person is in violation of activities or actions prohibited in Section 1340.2 of this policy.

Other Penalties
Section 1340.5

These regulations and the penalties are not considered to be inclusive, or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.

Conflict
Section 1340.6

Nothing in these rules and regulations is intended to conflict with any provisions of collective bargaining contracts entered into with appropriate employee units.

Legal References
Section 1340.7

The legal references respecting Policy 1340 - Public Conduct on School Property are as follows:

Education Law - 2801
Penal Law - 265.01 (3) and 240.35
Chapters 138 and 698 of the Laws of 1979

Policy Adopted: November 16, 1964
Policy Reviewed: February 15, 1971
Policy Adopted: November 27, 1972
Policy Approved by NYS Education
Department: January 16, 1973
Policy Revised: January 21, 1980

AVAILABILITY OF STUDENT RECORDS IN ACCORDANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974:

This policy has been developed to assure that information regarding individual students is available to their parents and is not made a matter of public discussion. The program guarantees that any material used by the schools to make educational judgments regarding a student is available for review by that student's parents or guardians. A qualified professional will be made available to assist these parents in fully understanding the materials. On the other hand, this regulation protects the privacy of children and parents. It specifically denies access to these materials by unauthorized persons. School principals are obligated to review pupil records with parents within a reasonable time following such a request. Special provision has been made for parents to request removal of materials from pupil files if parents feel that its inclusion is not appropriate.

Full details regarding procedures to make pupil records available to parents are included in Policy No. 5125. A copy of this policy is available upon request.

ACCESS TO SCHOOL DISTRICT RECORDS:

In compliance with the New York State Freedom of Information Law, official records of the school district may be reviewed by residents of the school district. To minimize interruptions in the regular routine of the offices of the schools, requests to review these records should be made to the Superintendent of Schools on a form which has been developed for this purpose. Copies of school district records will be made for residents at a nominal fee. Exceptions to this policy, of course, are matters of a personal nature regarding school district employees and confidential information regarding particular pupils. Furthermore, the school district is not obligated to develop information in a format which is not generally maintained.

Full details of this program are contained in the Board of Education Policy No. 1111. A copy of this policy will be made available upon request.

SEXUAL HARASSMENT OF STUDENTS:

Sexual harassment in an educational environment is illegal. Therefore, the Patchogue-Medford Board of Education condemns all sexual harassment and further forbids all students from engaging in such activity. The board also strongly opposes and retaliatory behavior against complaints or any witnesses. The school board is committed to maintaining a learning environment that is free from all forms of sexual harassment.

The Equal Employment Opportunity Commissioner's (EEOC) definition of sexual harassment will be applied, by the board, to the educational environment as follows:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a student's right to a fair and equal educational opportunity,
2. submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting such student, or
3. such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive learning environment.

Conduct is deemed to be sexual harassment when it consists of unwelcome conduct of a sexual nature. Sexual harassment is not dependent upon the alleged harasser's intention. It is irrelevant that the alleged harasser had no intent to sexually harass the person. The board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as district employees or visitors.

Students who believe that they have been subjected to sexual harassment should report the alleged misconduct immediately pursuant to Administrative Regulations relating to this board policy, so that an investigation can begin at once. Upon a finding of sexual harassment, corrective action, up to and including suspension or discharge of the offender, may be taken. In the absence of a victim's complaint, the board, upon learning of, or having a reasonable basis to suspect, the occurrence of sexual harassment, will cause an investigation to be promptly commenced by appropriate individuals. Formal complaints should be recorded on forms annexed to this policy as Schedule A. Appeals of previous decisions should be recorded on forms annexed to this policy as Schedule B.

The superintendent of schools will oversee the implementation of procedures on reporting, investigating and remedying allegations of sexual harassment.

Policy Adopted: December 20, 1993

EQUAL OPPORTUNITY:

It is the policy of the Patchogue-Medford Schools not to discriminate on the basis of age, color, race, marital status, religion, national origin, or military status in its educational programs, activities or employment policies. Additionally, discrimination on the basis of sex is prohibited by Title IX of the 1972 Education Amendments and on the basis of a disability is prohibited by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding equal opportunity compliance may be directed to the principal. The school district's compliance officer is:

Nancy Hancock
Patchogue-Medford Schools
Administrative Center
241 South Ocean Avenue
Patchogue, New York 11772
(631) 687-6340

DIRECTORY

ELEMENTARY SCHOOL ADMINISTRATION:

Barton Elementary

Judith Soltner, Principal
Main Office 687-6900
Nurse 687-6910

Eagle Elementary

Neil Katz, Principal
Main Office 687-8150
Nurse 687-8160

Bay Elementary

Peter Nicolino, Principal
Main Office 687-6950
Nurse 687-6960

Medford Elementary

Frances Lizewski, Principal
Main Office 687-8300
Nurse 687-8310

Canaan Elementary

Lori Cannetti, Principal
Main Office 687-8100
Nurse 687-8110

River Elementary

Karen Malone, Principal
Main Office 687-8350
Nurse 687-8360

Tremont Elementary

Joey Cohen, Principal
Main Office 687-8700
Nurse 687-8710

TELEPHONE DIRECTORY

Assistant Superintendent for Pupil Personnel, Special Services, Testing, and Research.....	687-6440
Marjory Bernstein	
Assistant Superintendent for Elementary Education and Community Affairs, and Director of District ESL.....	687-6570
Christine Finn	
Director of Athletics/Physical Education, Home and Careers, Health Education, and Student Health Services.....	687-6420
Thomas Combs	
Director of Music, Art, and Cultural Arts.....	687-6410
TBD	
Director of English and Reading	687-6410
Karen Meier	
Director of Mathematics and LOTE	687-6512
Ellen Stegman	
Director of Science, Library-Media Services, and Technology	687-6410
Joseph Filippone	
Interim Director of Social Studies and Business.....	687-6410
Gloria Sesso	
Director of Information Technology	687-6410
Scott Fisher	
Director of Food Services.....	687-6525
Susan Romano	
Transportation Supervisor.....	687-6460
Patricia Sweeney	

BOARD OF EDUCATION

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Anthony Russo, Vice President
Thomas P. Donofrio
Brett P. Houdek
William T. LaVelle, Esq.
Joseph P. LoSchiavo
Miguel Perez

Dennis M. Logan, District Clerk

DISTRICT ADMINISTRATION

Michael H. Mostow
Superintendent of Schools

Marjory Bernstein
Assistant Superintendent for Pupil Personnel, Special Services,
Testing and Research

Christine Finn
Assistant Superintendent for Elementary Education and
Community Affairs

Nancy H. Hancock
Assistant Superintendent for Human Resources

Patricia Roach
Assistant Superintendent for Business

TBD
Assistant Superintendent for Instruction