

Sea Cliff School



The Sea Cliff Elementary School

Student and Parent Handbook

2018-2019

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North Shore Schools Mission Statement

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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.

Telephone Directory

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Sea Cliff School

Sea Cliff Elementary School
280 Carpenter Avenue
Sea Cliff, New York 11759

Main Office (516) 277-7501

Fax Number (516) 277-7506

Nurse's Office (516) 277-7510

School Psychologist's Office (516) 277-7517

School Social Worker/DASA Coordinator's Office (516) 277-7518

Internet/Web Site: www.northshoreschools.org

Principal's Email Address: zublionisc@northshoreschools.org

North Shore Central School District

Main District Telephone Number **277-7000**

Central Office

112 Franklin Avenue
Sea Cliff, NY 11579
Telephone Number: 277-7801

North Shore High School (Grades 9-12)
450 Glen Cove Avenue
Glen Head, NY 11545
Telephone Number: 277-7000

North Shore Middle School (Grades 6-8)
450 Glen Cove Avenue
Glen Head, NY 11545
Telephone Number: 277-7300

Glen Head School (Grades K-5)
7 School Street
Glen Head, NY 11545
Telephone Number: 277-7700

Glenwood Landing School (Grades K-5)
60 Cody Avenue
Glen Head, NY 11545
Telephone Number: 705-7600

Sea Cliff School (Grades K-5)
280 Carpenter Avenue
Sea Cliff, NY 11579
Telephone Number: 277-7501

BOARD OF EDUCATION

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SARA JONES, President
DAVE LUDMAR, Vice President

JOANNA COMMANDER

RICHARD GALATI

TIM MADDEN

MARIANNE M. RUSSO

LISA VIZZA

DISTRICT ADMINISTRATIVE OFFICES

112 Franklin Avenue, Sea Cliff 11579

Superintendent of Schools.....Dr. Peter Giarrizzo
Assistant Superintendent for Instruction.....Robert Chlebicki
Assistant Superintendent for Business.....Olivia Buatsi
Director of Facilities & Operations.....John Hall
Director of Public Relations/Senior Illustrator.....Shelly Newman
Director of Special EducationChris Marino

DISTRICT-WIDE PERSONNEL

Director of Adult Education & Summer School.....Donna Rice
Director of Athletics, Health, Physical Ed. & Recreation.....Don Lang
Director of Computer Technology.....Elliot Kaye
Director of Elementary Humanities.....Devra Small
Director of Elementary STEM.....Dr. Carol Smyth
Director of Fine & Performing Arts.....Dalia Rodriguez
Director of Food Service.....Lisa Papalia
Director of Pupil Transportation.....Michelle Hall/Joyce Izzo

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Staff Roster

SEA CLIFF ELEMENTARY STAFF ROSTER 2018-2019						
Dr. CHRISTOPHER R. ZUBLIONIS - PRINCIPAL						
<u>CLASSROOM TEACHERS</u>						
K	Callahan, Michelle	LL27		1	Mazur, Jennifer	120
K	Cunneen, Kim	127		1	Roberts, Arlene	117
K	Goetz, Therese	LL24		1	Robertson, Kerry	118
				1	Lawatsch, Beth	LL17
2	Gorman, Kelly	130		3	Roberts, Amie	225
2	Hild, Danielle	133		3	Schulz, Andrea	226
2	Morley, Erin	132		3	Shields, Shannon	224
4	Boyle, Audra (Rizzo)	218		5	Levy-Weiner, Melissa	230
4	Feibus, Lindsay (DeFeo)	220		5	McAssey, Meredith	233
4	Weingust, Lori	217		5	Uanino, Julie	232
<u>SPECIAL AREAS & SPECIAL EDUCATION</u>						
			202		Leonard, Karen (PT)	211
	Bader, Victoria (ESL)		205		Liberman, Heather (AIS Math)	206
	Cherry, Meredith (School Psychologist)		125		LoSchiavo, Pam (Coach/RTI Gr. 3-5)	201
	Cooper, Rozi (OT Sp Ed-Contract)		211		Marteena, Chivan (ICT - Gr. 2/3)	227
	Dahl, Dorian (TA - Gr. 4/5)		217/233		Mazza, Marie (Ed Eval-Contract)	209
	Demeo, Karin (Speech)		131		McCormack, Megan (Phys Ed)	Gym
	DeNicola, Craig (Phys Ed)		Gym		Mihopoulos, Mark (ICT - Gr. 2/3)	LL20
	Desmond, Linda (TA-Gr. 2/3)		130/225		Miller, Dean (Band)	LL35
	Dima, Lilah (School Nurse)		140		Pipala, Elizabeth (ICT - Gr. 4/5)	231
	Gilroy, Amy (RTI)		LL18		Robles, Roxsi (FLES - Spanish)	202
	Giurlanda, Lisa (Art)		204		Rodriguez, Olivia (Strings)	LL37
	Glickman, Julie (Social Worker)		126		Schlesinger, Caryn (ESL)	205
	Haas, Kevin (Strings)		LL37		Schultz, David (FLES - Mandarin)	LL20
	Hassani, Mojdeh (Sp Ed/Resource Room)		142		Special Ed Office	208
	Hassett-Bordes, Ashley (Music)		200		Special Ed Conference Room	209
	Kaye, Adrien (STEM)		124		Tanner, Michelle (Computer Aide)	235
	Krupin, Diane (SWES)		124		Terranova, Gia (Deaf & Hearing-Contract)	
	Kushel, Elyse (Librarian)		Library			
	Lamberti, Maureen (Coach/RTI Gr. K-2)		LL18		Warner, Pat (Attendance)	140
	Langenbach, Lauren (Speech)		138		Wenz, Karen (Rec Monitor)	
	Larson, Jodie (Band)		LL36		Zidel, Marnie (AIS Math)	206
<u>CLERICAL</u>						
Capobiano, Candy; Howell, Liz - Main Office						
<u>CUSTODIAL</u>						
Arena, Doug; Considine, Bob; Helig, Peter; Ketchum, Gary; Pantaleo, Rita						
<u>SECURITY</u>						
Joe Rizzo						
<u>TEACHER AIDES</u>						
Daley, Lisa; Lanzilotta, Joyce; Livoti, Sandra; O'Donnell, Jeanne Marie; O'Keefe, Kim; Victoria, Patricia						
<u>CAFETERIA</u>						
Aureliano, Maria; Castillo, Maria; Kimmel, Patricia; Makowski, Arlene						
<u>LUNCH MONITORS</u>						
Brottenberg, Dawn; Deegan, Patty; Farrell, Mary; Kranz, Michelle; Sasso, Mary; Warner, Pat						

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 parents and teachers should be the child's progress toward North Shore's learning goals.
- Parents and teachers should concentrate on how to help the child in the future. The past is important mainly because it can help them understand how a child learns best both alone and with others.
- A parent must know what the goals of the teacher and school are, in addition to understanding a child's progress and being 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 and principal have obligations to all children and school, consistent with educational judgments about the best interest of all students.
- Successful relationships are founded on respectful and direct communication. They depend on open-mindedness and a willingness to listen to each other. They move towards 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.

Absence

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If your child is coming down with a cold or other illness, please keep him/her home during the earliest contagious stages. When a child is absent, please call Mrs. Warner in school attendance office at **277-7511**, **before 8:45 AM**, each day your child is absent. Please note that a doctor's note is required for absences of more than 3 days. A written excuse is also required for lateness.

We do not condone any illegal absences by providing homework or schoolwork in advance of absences. Teacher instruction is a vital component prior to homework being assigned. Without it, homework completion cannot be done with meaning and purpose. Missed work due to a vacation will be saved and given to the student upon return to school.

Vacation periods should not impact instructional time. Your child cannot learn if he/she is not in school or class. As a result, a parent's most basic school responsibility is to see that he/she is there. Please think about the message you send your child if you remove him/her from school early or return late from vacation. Not only are you depriving him/her from the right to learn, you are also sending very clear signals about what is important and what is not. The same is true for after-school and evening activities, which take priority over academic work.

Attendance - District Policy

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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. Copies of this policy will also be made available to any community member upon request.

1. Excused and unexcused absences:

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.
- Religious observance.
- Dangers imposed by weather conditions.

The following are unexcused absences:

- Visiting relatives and friends.
- Vacationing/traveling.
- Oversleeping.
- Experiencing vehicle breakdown (subject to administrative review).
- Leaving school during the day, including lunch (for grades K through 5), without proper notification.
- Non-emergency medical or dental appointments.
- Attendance at school sponsored programs (e.e., Field trips, assemblies) and suspensions are not considered absences.

2. General Procedures/Data Collection - Responsibilities

If a student is absent from school for all or part of a day,

His or her parent/guardian is responsible for:

- Telephoning 277-7511 or 277-7510 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.

The school is responsible for:

- Attendance being taken at the beginning of the school day.
- Students being marked late when arriving after 8:35am
- Analyzing attendance data periodically to identify patterns or trends in student absences and will be shared with parents when appropriate.

3. Attendance/Grade Policy

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, and projects are all considered in establishing grades. After 14 and 28 absences, meetings will be set up with the principal about how best to work through a high number of absences and maintain the level of educational experiences necessary to move forward to the following grade level.

Early Dismissal and Change of Going Home Arrangements [\(Back to Top\)](#)

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 main office to sign the child out. The school security aide will then send for the child. In this and all circumstances of changed going home arrangements, parents should send in the “Change of Going Home Arrangements” form to the classroom teacher the morning of the change. **If a “last minute” change of plans occurs, the main office secretaries should both be emailed by 10:30 a.m. the date of the change.**

Academic Program [\(Back to Top\)](#)

The Sea Cliff 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.

- The Literacy program is built upon the research supported systematic approach of the Teachers College Readers and Writers Workshop. Students learn to write through an intensive process of drafting and editing, with the goal of achieving pride of authorship in the Writers Workshop. Teachers emphasize the interrelation of these skills, as well as their importance in all academic areas. Modeling the exciting adventure of reading good children’s literature and exciting non-fiction text form the basis for the
- Math is concerned with critical and creative thinking, the ability to solve problems, and abstract logic, in addition to basic skills. *Math in Focus* has been implemented in all grades. These programs adhere to the standards set by the New York State Department of Education and National Council of Teachers of Mathematics, as well as the Common Core Learning Standards for Mathematics and most importantly, will prepare students for the complex problem solving needed for the 21st Century.
- In science, students are increasingly asked to be active discoverers through experiment and direct experience as outlined in the Next Generation Science Standards. A broad outdoor education program extends the classroom to such natural laboratories as Hempstead Harbor, Garvies Point Preserve and Caumsett State Park. Programs in STEM expose students to integrative learning experiences in technology and engineering.
- Social Studies begin 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 interdisciplinary projects. All students participate in vocal music and art classes on a regularly scheduled basis.
- Physical Education and intramural sports emphasize motor skills, teamwork and fun.

- Our Library Media Center offer state-of-the-art informational services.
- The full day kindergarten combines purposeful play, academic readiness and, as appropriate, early instruction in reading, writing and math.
- School Wide Enrichment Services (SWES) challenges the academically talented and helps to identify the strengths and interests of all children.
- A K-5 health 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 age appropriate forms of service learning and other activities to benefit those in need to help fulfill the school and in order to deepen their learning.

Please visit the following website for a grade-by-grade overview of our curriculum programs: <http://www.northshore.k12.ny.us/ed-programs/curriculum-guides.html> .

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Assessment [\(Back to Top\)](#)

We want as much as possible to understand the depth and scope of each child's achievements, and potential. Our goal is to help each student become an effective scholar and productive individual. You cannot reduce this goal to statistics or even measure many of the most important ones. We believe that many different forms of data help us understand students but that children should *never be labeled* and that the description of a child is constantly evolving. In fact, we try not to talk about assessing "students", but about assessing their *performance*. Students in grades three, four and five take tests required by New York State, in the areas of language arts, mathematics, science and social studies. Other assessments are utilized periodically for diagnostic and curriculum assessment purposes.

According to the newly created Board of Education assessment policy regulation #4205R (BOE Policy Manual):

Data from summative assessments may be used formatively to guide efforts to improve student learning, but for the purpose of gauging the ongoing efficacy of our programs and the effectiveness of our professional staff, the North Shore Board of Education favors the use of a diverse body of formative assessments.

Formative assessments are low-stakes activities that take a variety of forms and occur in all classes at all grade levels throughout the year and include basic classroom activities such as quizzes, spoken or written responses, projects, observations, group work, and a vast array of creative variations. Formative assessments provide rapid feedback to guide both a teacher's teaching and a student's learning. Some assessments are more useful than others for appraising particular learning objectives; all are most useful when properly aligned with curricular goals and instructional strategies. Respect for varied teaching styles and pedagogic autonomy dictate wide latitude for teachers to develop assessments best suited to their classroom practices.

A diverse body of formative assessments that are embedded as an intrinsic part of the learning process will enable students over time to become proficient at a wide range of performance measures, will better capture a broad spectrum of learning styles and intelligences, and will offer every student an opportunity to succeed and every teacher an opportunity to grow professionally. The best formative assessments:

- require students to demonstrate knowledge and understanding directly;
- nourish capacities for creativity, evaluation and analysis;
- support collaborative learning;
- link learning meaningfully to big ideas;
- are understood as isolated, contextual and partial indicators of student proficiency;
- help students identify their own strengths and weaknesses;
- enable teachers to see where students are struggling and address individual problems and improve overall instructional practices;
- assist administrators in identifying patterns of student learning across grade levels or disciplines that indicate best practices to be shared or reveal areas in need of attention.

Arrival and Dismissal Procedures [\(Back to Top\)](#)

Arrival

School begins at 8:25 AM. Students should arrive at school at 8:15 AM.

- Kindergarten students will enter through the front doors and may be walked to their classroom with their parents until **Monday, 9/24/18**. Beginning on **Tuesday, 9/25/18** kindergarten students will enter the building on their own and will be supervised by our grade 5 "hall patrol" and staff members.
- Students in grades 1-5 will directly enter the school and line up by their classroom door (rain or shine). They will be supervised in the building by staff members who are assigned to the front door and the hallways.

Method of transportation

Bus

Car (drop off only)

Car (park and walk)

Walk

Drop off location

Carpenter Avenue

Please Do Not Park on Carpenter Avenue and wait. Please pull up to coned off area closer to Littleworth Lane, students exit car on passenger side, cars should exit through coned off area, straight down Carpenter Ave.

Park legally on side streets and cross Carpenter Avenue at the Crossing Guard then walk to Front Door (or specific areas for Kindergarten)

Cross at Carpenter Avenue and Franklin Avenue Only and Enter Through Front Door

Dismissal

The school day officially ends at 2:40 PM (2:30 PM for Kindergarten)

Method of transportation

Bus

Car (park and walk)

Walk

Pick-up location

Carpenter Avenue

Please park on the side streets and cross Carpenter Avenue at Crossing Guard (Franklin Avenue).

Students will be released from the building at specific locations by class, including the front door, side doors on Franklin Avenue or side door on Littleworth Lane.

Reminder: Carpenter Avenue and Franklin Avenue (West of Carpenter) are blocked off for traffic, except buses, from 2:20-3:10.

Bicycle Information ([Back to Top](#))

Pupils in grades 4 and 5 are permitted to ride bicycles to school alone; students in grades K-3 may ride bicycles with parents. All bikes must have a lock and chain and be securely locked to the bike rack at all times. No child is permitted to ride the bike on school grounds before, during, or immediately after school hours (8:25am to 2:40pm). Riders must dismount and push bikes when entering school grounds. Children living more than $\frac{3}{4}$ of a mile from school will be given preference, as our space facilities for bicycles are limited.

Bike riding permission slips are distributed to all fourth and fifth grade students at the beginning of the school year and are available on our school website. No fourth or fifth grade child may ride his/her bike to school until his/her signed permission slip is returned to the main office. The school may revoke the bike riding privilege at any time the rules are disobeyed. REMEMBER: New York state law requires all children to wear a helmet when riding a bicycle. Students in younger grades may ride to school with parent supervision.

Breakfast/Snacks ([Back to Top](#))

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 food 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.

Bus Information ([Back to Top](#))

Our goal is to provide transportation for all students who qualify for transportation. Students with disabilities are transported according to the provisions of their Individual Education Plan (IEP). Students with special medical requirements must apply to the Transportation Director to make arrangements.

School bus stops and pick-up times are established by the transportation office 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 Michelle Hall or Joyce Izzo at 277-7930.

- ***Walkers may not ride buses. If a walker is going home with a bus child, the children must be picked up from the school.***
- ***For the safety of all children: Any change from a student's regular dismissal pattern requires a note from the parent to the teacher indicating the date and reason for the change; this change of going home arrangement form should be given to the classroom teacher.***
- ***If there is a last minute emergency, parents should email the main office secretaries by 10:30 am on the day of the change.***

Code of Conduct Introduction [\(Back to Top\)](#)

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. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the board has adopted a detailed code of conduct. Portions of this code are included in this Sea Cliff School handbook.

A. Student Rights [\(Back to Top\)](#)

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 [\(Back to Top\)](#)

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 ([Back to Top](#))

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. Prohibited Student Conduct ([Back to Top](#))

All students are expected 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. Students 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

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.

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.

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, including electronic media.

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.

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.

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.

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. ([Back to Top](#))

Delayed Openings/Emergency Closings – CONNECT ED ([Back to Top](#))

When schools are closed or delayed because of the weather, listen to the following radio/TV stations:

WHLI-FM 1100, WINS-AM 1010, WCBS-AM 880, WLIE-AM 540, WABL Ch 7, and TV Channel 12 for the announcement regarding "North Shore Schools, Glen Head, NY".

The district will also send out email and phone blast messages (connect-ed) as well. Information about closings and delays will also be posted on the school website.

DIGNITY FOR ALL STUDENTS ACT (DASA) ([Back to Top](#))

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.

All members of the Sea Cliff 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 ([Back to Top](#))

Sea Cliff 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 Sea Cliff 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.

Sea Cliff 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.

Sea Cliff 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.

Dogs [\(Back to Top\)](#)

Dogs are not permitted on school grounds.

Elementary Schedule [\(Back to Top\)](#)

The elementary schedule is designed to provide your child with a well-rounded education. Students receive instruction in the core academic areas (language arts, math, science, social studies) as well as music, art, FLES (World Language), library and physical education, SWES (School Wide Enrichment) and STEM (Technology and Engineering). Our schedule works on a six-day cycle, (Days1-6) which provides the students with solid blocks of academic instructional time. Physical Education classes meet every other day, while the children receive two instructional sessions in art/music per cycle. Library classes meet once per cycle, with additional time available upon teacher request. Teachers provide a classroom schedule at the beginning of each month noting the days on which the children will have their various “special” classes.

Emergency Information Cards [\(Back to Top\)](#)

Emergency Cards are enclosed in the new registration packets and are to be completed and returned to the classroom teacher. As it is important to keep this information accurate and up-to-date, please contact the nurse if there are any changes.

English as a Second Language (ESL) ([Back to Top](#))

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.

Extra Help ([Back to Top](#))

Teachers hold twice weekly extra help classes. Parents are informed of the specific schedule at Back to School Night and the schedule is also posted on the school website.

Field Trips ([Back to Top](#))

Students in each grade participate in field experiences designed to enhance the curriculum. Parents may sign an in-district permission slip upon registering their children for school, instead of giving individual consent for each trip. Parent permission is required for any trip outside of the North Shore School District. You will be contacted about the specific requirements for each trip well in advance of the actual date.

Please make the school nurse aware of any specific health concerns. It is important to provide the telephone number where a parent can be contacted in an emergency during the hours of the field experience.

Foreign Language in the Elementary School (FLES) ([Back to Top](#))

Foreign language is being integrated into the elementary school curriculum. Students in grades K-2 will study Mandarin; students in grades 3-5 will have a choice between studying Mandarin or Spanish and will commit to this language through grade 5; students will again be able to choose a new language to study in grade 6. 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.

Health and Safety Guidelines [\(Back to Top\)](#)

Physical Examination [\(Back to Top\)](#)

New York State Education Law requires a physical examination for each child when he or she enters school and in the second, fourth, seventh and tenth grades. This includes all new students who transfer into Sea Cliff School. Health forms are provided by the school and must be submitted by October 1st 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 nurse.

Return to School After Serious Illness or Injury [\(Back to Top\)](#)

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 516-277-7510 to discuss such matters.

Physical Education Notes [\(Back to Top\)](#)

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.

Medication Administered During School [\(Back to Top\)](#)

Internal medications should be delivered by a parent directly to the nurse's office in the original, properly labeled pharmacy container with the student's name attached. A written order from a physician, dentist or other licensed prescriber requesting the medication be given during school hours is required for ALL medications, even nonprescription drugs. Parents must also write a statement requesting administration of medication in school. Medication forms are available from the school nurse. **Children may not carry and self-administer any medication. For the confidentiality and privacy of all students, only the school nurse may administer medication in the health office. Parents and guardians are not permitted into the nurse's office to administer medication.**

Immunizations [\(Back to Top\)](#)

You must present proof of immunization against Diphtheria, Measles, Poliomyelitis, Rubella (German Measles), Hepatitis B and Mumps 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.

Accident Reporting and Insurance Claims [\(Back to Top\)](#)

All students are presently covered by door-to-door accident insurance with a \$50 deductible. 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.

Homework Policy Philosophy ([Back to Top](#))

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 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

- 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.

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.

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.

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.
- To reinforce basic skills.
- To connect and extend in-school learning to students' lives out of the classroom.

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).

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 instruction 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

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 NATIONAL EDUCATION ASSOCIATION, “Most educators agree that for children in grade K through two, 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 to 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 (besides daily reading) 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. *Parents should feel comfortable contacting the classroom teacher should homework assignments take substantially more time than outlined in these guidelines.*

Libraries ([Back to Top](#))

School Library

The Library is open throughout the school day from 8:25 AM to 2:40 PM. Students are welcome during these hours to read, browse, research, and take out or return books. Students in grades K-3 are scheduled for library class once every six-day cycle. During library class, students are taught library skills, may return and borrow library materials and are either read to or participate in literature discussions. All grades may borrow up to three items. Library materials are to be returned on the student's next library day unless a student needs the materials to complete an assignment. The Sea Cliff School Library also sponsors a Book Fair for students and parents.

Public Library

The Sea Cliff Children's Library hours are:

Tuesday, Thursday	12-5
Wednesday, Friday.....	10-5
Saturday.....	10-2

Children's Room: 671-0420

Adult Library: 671-4290

Glen Cove: 676-2130

Roslyn: 621-2240

Port Washington: 883-4400

Lost and Found ([Back to Top](#))

There is a lost and found, which should be visited whenever a child loses something, after signing in at the front desk before or after school. Be sure to write your child's name in an inside label so that we can return the lost articles as soon as possible. Articles not picked up within a certain period of time are donated to local charities.

Lunch Policies ([Back to Top](#))

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.

- Any student may purchase milk, juice and/or snacks.
- Menus are sent home monthly, giving specific information on each day's menu as well as selections always available. Prices are also given. The menus can also be found at: <http://www.northshore.k12.ny.us/Menus/menu.htm> .

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 and must be signed-out by a parent or authorized representative in the main office.

Lunch Purchasing ([Back to Top](#))

1. To purchase lunch, students must have a PIN #. This pin number can be obtained by calling 277-7090. However, the SC school cafeteria staff can provide your child with the number if they forget. If you need assistance on this, please call the Sea Cliff School Main Office.
2. Some parents have chosen to use the My School Bucks online program to fund and monitor their child's lunch account. To use this service, go to: <https://www.myschoolbucks.com/ver2/login/getmain?requestAction=home> . Once you are on this site, you will be prompted for an ID # and your child's name. This id # is different from the lunch pin #. The school main office has this number and can provide it to you. Once registered, the site is self-explanatory.
3. You can also fund your child's lunch account balance by making a check out to the North Shore Schools Lunch Fund (with your child's name and pin number as well) and have your child bring that down to lunch with him/her. However, this method does not allow you to monitor the account; that can only be done via my school bucks program.
4. For information on our great array of student lunch offerings, please see: <http://www.northshore.k12.ny.us/Menus/menus.htm> .

New Students ([Back to Top](#))

Students who are new to the school are screened in areas such as reading, writing, math, fine and gross motor skills. This information is shared with the classroom teacher for instructional purposes. Parents may request screening results.

Parent Involvement ([Back to Top](#))

Parents are encouraged to become involved in the life of the school through:

- Parent Community Association
- Shared Decision Making - This group is charged with helping improve student performance and includes members of the school faculty and parents.
- Sea Cliff School Safety Committee
- Sea Cliff School Parent Book Clubs

Parent Chaperone Responsibilities

Below are some guidelines for all parent 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 an appropriate manner. If any child is not complying with directions or is behaving inappropriately, please notify the teacher. Unless the behavior can be managed without teacher intervention.

- 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.
- 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.
- 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.
- 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.

Guidelines for Parent Volunteers

Thank you for volunteering at Sea Cliff School. 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 Safety Coordinator'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.
- 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.

Common Parent Questions ([Back to Top](#))

Q: I have a concern. With whom do I speak?

A: Make an appointment with the person most directly involved. If you have a question about a homework assignment, talk to the classroom teacher. If the question is about a special area, speak with that teacher first.

Q: If I still have concerns, what do I do then?

A: Make an appointment with the building principal.

Q: The teacher doesn't seem to want to talk to me. Why?

A: There is no single answer to this question since teachers' personal and professional schedules vary. Trying to grab a few minutes with a teacher in the morning or at the end of the day can often prove unsatisfactory to both parties. In the morning teachers are trying to prepare for the day, settle the children as they come in, and share a private

moment with the students. Teachers also use this time to reinforce independence and responsibility as they remind students about classroom routines. Taking a few minutes to speak with a parent may mean that these important procedures are not reinforced. In the afternoon teachers are frequently required to be at staff meetings, district committees, professional development courses, or have personal commitments. Therefore, a note or phone call to set an appointment is the best way to connect with the teacher.

Q: Should I call or text a teacher at home?

A: Teachers cannot be available to the parents of all the children in their classes at night and still fulfill their obligations to their families. Again, an email or phone call to the school to set an appointment is best.

Q: I would use the normal procedure ordinarily, but what do I do when I feel a problem is urgent?

A: Questions and concerns of extreme importance require undivided attention. To receive the careful and thoughtful consideration they require, call the office and leave a message for the teacher stressing your sense of urgency about a rapid response. Of course in a true emergency involving immediate danger to a child's health or safety, you should call the principal.

Q: I've heard about a problem at the school that really upsets meMy friend told me thatWhat should I do?

A: Go immediately to the source of your own information. Perceptions are individual and may not reflect the whole situation. Please keep in mind that many of these conversations should not be conducted in front of the children. This can lead to anxiety, fear, misconception and disrespect toward school on your child's part.

Remember, we are a partnership. Let's work together.

Physical Education ([Back to Top](#))

All students participate in physical education every other day. Classes are 40 minutes in length for all grade levels. Children are required to wear sneakers and socks, shorts, or sweatpants and a tee shirt. The primary purpose of Physical Education at Sea Cliff School is to help each child develop to his or her full potential. The program emphasizes gross motor development, fitness, sportsmanship and movement exploration. Interdisciplinary curricula are used whenever possible.

Remedial Literacy and Math Programs ([Back to Top](#))

Extra general education support for students who are not meeting grade level benchmarks in literacy (based on literacy assessments given three times per year) or who are not meeting grade level expectations for mathematics, may be provided with small group instruction that is designed to help students gain skill and confidence in their areas of need. The school will contact parents before such support begins.

Report Cards and Parent-Teacher Conferences ([Back to Top](#))

Report Cards are now viewed on parent portal through PowerSchool before parent teacher conferences. Please examine these reports with care and direct any questions you might have to the classroom teacher at your conference. Parent/teacher conferences are scheduled for December and March and parents can sign up through an online link sent by the principal. The elementary school report cards have been aligned with the Common Core Learning Standards and will be predicated upon a standards based grading approach. **A parent guide to the report cards can be found at:** <http://www.northshoreschools.org/ElementaryReportCardParentGuide.pdf> .

School Hours ([Back to Top](#))

Children should arrive at the school by 8:20 a.m. All classes begin promptly at 8:25 a.m. for all classes. Grades 1-5 dismiss at 2:40 p.m. Dismissal for half days is at 11:40 a.m. Kindergarten dismissal is always ten minutes earlier than other grades (2:30 p.m. on full days and 11:30 a.m. on half days).

Special Education ([Back to Top](#))

Special Education programs provide educational support for those students who are classified under Special Education law. Services are determined by the district's Committee on Special Education. Any parent can initiate a request for special education testing. Please contact the Sea Cliff School main office or the Special Education Department for more information:

<http://www.northshoreschools.org/ed-programs/special-education.html> .

Sea Cliff PCA ([Back to Top](#))

The purpose of the Sea Cliff Parent Community Association (PCA) is to encourage parent involvement at Sea Cliff School. We work together to offer school community enrichment in the form of social, cultural and academic events and programs. These special events are funded through our PCA-sponsored events, fundraisers, and the collection of membership dues.

PCA Executive Board

Co-Presidents: Claudia Ames and Amelia Hecker

Co-Vice Presidents, Special Events: Tannaz Balooch and Sarah Regan

Merchandise: Jordan Loftus and Jessica Accetta

Public Relations: Adeline Phelps

Recording Secretary: Courtney Chambers

Treasurers: Anne Marie Macrigiane and Peggy Friedman

A membership drive is held in the fall of each year, at which time parents can join various committees. A portion of the yearly dues collected helps cover the annual operating expenses. The Sea Cliff School PCA welcomes new ideas and encourages parents to participate in any way they can. Meetings, open to all Sea Cliff parents, are held at school to discuss business, upcoming events and school news. Periodically a speaker is invited to inform parents on issues such as parenting, curriculum and budget. Parent volunteers have always been a vital and dynamic part of Sea Cliff School. Through their help and commitment, funds have been raised to construct playgrounds, enrich classrooms and enhance the school's environment.

Understanding how busy our lives can be, we hope all parents will find some time to give to the PCA. A variety of committees, events and services sponsored by the PCA every year, allows each parent an opportunity to be involved in their child's school life. From baking to telephoning, to chairing a committee, the work of every PCA parent is valued and necessary to keep Sea Cliff School healthy and vital.

The PCA has a comprehensive website, www.SeaCliffPCA.net , where you can learn more about the PCA, our events committees, goals and accomplishments. This website is updated throughout the year to keep you informed of upcoming events, meetings and important announcements. PCA meeting minutes are also available here. We hope you will visit our site and that it will help you find a way to get more involved.

PCA COMMITTEES [\(Back to Top\)](#)

Committee	Purpose
Auction	Our biggest fundraiser! Help solicit goods and services from local businesses and use your creative skills to package and present them for bidding at a fun evening event. This is a bi-annual event.
Back to School Barbecue	A wonderful evening for families and staff to gather and enjoy an outdoor BBQ. Lots of helping hands needed!
Book Fair	Work with school librarian to coordinate the annual book sale: includes ordering, set-up, clean-up and scheduling volunteers.
Class Parents	One volunteer per class needed to facilitate the classroom-home connection and act as the liaison with the PCA. Work closely with the classroom teacher to schedule chaperones for school trips and assist with classroom celebrations.
Communications- Website and Newsletter	Research, write and keep information on the website current. All information and photos will be given to our Public relations department regarding PCA-sponsored events.
Cultural Arts	Plan musical, artistic and theatrical performances to be presented to the Sea Cliff students during assemblies and at various cultural venues.
Directory	Collect and input names, addresses, phone numbers and e-mail addresses into the Sea Cliff School Directory.
End of Year Party	Party at Sea Cliff Beach to celebrate the end of school and the up-coming summer vacation. Volunteers needed for all aspects of party

	planning.
Family Reading Night	Celebrate reading together at an evening with books and activities.
Fifth Grade Graduation	Plan special events to help our fifth graders commemorate this milestone; includes yearbook, t-shirts, class trip, party and fundraising.
Fourth Grade Parent Volunteers for Fifth Grade Graduation	Chaperone events and assist during graduation activities.
Fundraising Programs	Raise much-needed funds to support the PCA's events throughout the year, including gift catalogs, family photo day, cookie dough sale and school spirit merchandise.
Game Night	Collect and organize prizes, sell Bingo cards and treats and "call numbers" at an exciting night of family fun.
Health, Wellness and Safety	Educate the school community on health and safety issues.
Holiday Fair	A fun-filled morning of craft making and holiday giving.
Hot Topics – Guest Speakers	Research and invite guest speakers to address current family and child issues.
International Week	A bi-annual event that celebrates the multi-cultural heritage of Sea Cliff families. Volunteers needed to help coordinate events during the school day and the culmination.
Piano Recital	Plan and organize piano recital for Sea Cliff School Students in Auditorium.

School Play	Chaperone rehearsals and performances, publicize performances, sell tickets and flowers, create play program. Piano players needed.
Sea Cliff School Beautification & Green Committee	Plan long and short-term projects to beautify Sea Cliff School and development environmentally sustainable school policies, procedures, and projects.
Staff Appreciation	Show Sea Cliff School faculty and staff our appreciation for all they do, including the Staff Appreciation Luncheon, Welcome Back to School Breakfast, and holiday cookies.
Talent Show	Coordinate student talent for a fun-filled night celebrating the arts at Sea Cliff School.
Coordinating Council	Representatives from all of the North Shore School Parent Associations meet with district administrators, union president and Board of Education members to discuss district-wide school issues. Meeting held throughout the year at 8:00 PM at N/S High School Alumni Room.
SEPTA	An advocacy group that meets to discuss issues specific to the area of special education within our school district. Reps report findings during SC School PCA Meetings.
Site Based/Shared Decision Making	PCA representatives meet with the Principal and a designated faculty member to discuss, brainstorm and resolve specific building-based issues as it relates to students' needs.

Positive Behavior Framework: Building a Better World by Using Our SCS Superpowers – Created by SCS Students ([Back to Top](#))





Location	Commitment to Self	Commitment to Others	Collaboration	Communication	Innovation	Problem Solving	Thinking Critically and Creatively
Classroom	<p>Appreciate yourself and what makes you unique.</p> <p>Ask for advice from your teachers and classmates.</p> <p>Copy past successes.</p> <p>Set goals for areas you need to work on.</p> <p>Use mistakes to learn and grow.</p>	<p>Be like a proton; stay positive.</p> <p>Don't disturb others when they are working.</p> <p>Encourage others to keep trying.</p> <p>Help other students in their thinking or work.</p>	<p>Be open to what you can learn from others.</p> <p>Help others stay focused and work as a team.</p> <p>Teach someone a skill that you have.</p>	<p>Don't rush yourself; think before you speak.</p> <p>Listen to your classmates and teachers when they are speaking.</p> <p>Say nice words to make others feel better.</p> <p>Speak loud, clearly and proud!</p>	<p>Build something new out of something old.</p> <p>Suggest original Ideas.</p> <p>Use your imagination.</p>	<p>Identify the steps to get to solution.</p> <p>Map out your problem solving process.</p> <p>Persevere in working through a problem; try a different strategy if you get stuck.</p> <p>See challenges as opportunities to grow.</p>	<p>Ask a lot of questions.</p> <p>Don't turn other people's ideas down.</p> <p>Follow your curiosity in learning.</p> <p>Reflect on and revise your thinking.</p> <p>See the many sides to every concept or story.</p> <p>Support your ideas with evidence.</p>
Hallway & Bathrooms	<p>Be safe and smart in the halls.</p> <p>Keep calm and walk on, in the hallway.</p> <p>Try your best to be on time.</p>	<p>Do not run in the halls.</p> <p>Respect student work in halls and on walls.</p> <p>Take care of your school; it takes care of you.</p>	<p>Stay together with your group.</p> <p>Work with your teacher to move safely and quietly through the halls.</p>	<p>Say please and thank you.</p> <p>Use a calm tone when speaking to others.</p>	<p>Think of ways to improve the halls and walls of our school.</p>	<p>When you see something wrong, say something to an adult.</p> <p>If someone is hurt or upset, ask them if they need help.</p>	<p>Think about a situation before responding.</p>
Lunch & Recess	<p>If you get upset, take a deep breath.</p> <p>Make new friendships.</p> <p>Stand up for yourself in a respectful manner.</p>	<p>Be respectful even if someone is mean to you.</p> <p>Consider what others are feeling and thinking.</p> <p>Stand up for people getting bullied.</p>	<p>Look for those who are left out and invite them to play with you.</p> <p>Play nicely with others.</p>	<p>Communicate with your words, not your hands.</p> <p>Speak out for others who need help.</p> <p>Think before you speak.</p>	<p>Be a Leader and not a follower.</p> <p>Create new games and invite people to play.</p>	<p>Help fix arguments on the playground.</p> <p>Take someone who is hurt to a monitor or nurse.</p> <p>Stand up for people getting bullied.</p>	<p>Consider and own the effects of your actions.</p> <p>See all sides of an argument or disagreement.</p> <p>Think of how you can be the solution when there is an argument.</p>

The Reflection Process [\(Back to Top\)](#)

The reflection process at Sea Cliff School is a student centered approach towards encouraging positive behavior. Students are encouraged to think, write, and draw about their actions if they did not meet classroom and/or school expectations. Students think about what a better alternative decision would be. Through this meaningful processing, it is hoped that students will examine their decisions in a way that lasts and which is ultimately positive. It is meant to avoid punishment by encouraging positive student decision making first.

A reflection sheet may be filled out in class if an incident happens after an initial teacher discussion and guidance, or during lunch/recess if this is a repeated student behavior. The check mark on top of the reflection sheet will state whether the sheet was filled out in class or during recess. The reflection sheet should also provide a brief teacher comment. In order to make home-school communication clear and informative, the reflection sheet will come home with students on the day of or day after an incident occurs, for parents to sign and send back in.

The goal of reflection is to intervene and instruct early and in a positive way and to encourage students to “build a better world,” by moving forward with a positive action. In the case of an ongoing issue, Dr. Z would call home. Nevertheless, if you have any questions about your child, please do not hesitate to email or call your child’s teacher or Dr. Z at any point.

Sea Cliff School – Reflection Form	
Name _____	Date _____
Teacher _____	
<input type="checkbox"/> In Class Reflection <input type="checkbox"/> Reflection Room Reflection	
<p>I feel:</p> <p>___ sad </p> <p>___ angry </p> <p>___ embarrassed </p> <p>___ silly </p> <p>I Chose To:</p> <p>___ be loud</p> <p>___ run</p> <p>___ ignore my teacher or monitor</p> <p>___ use my hands and hurt another student</p> <p>___ be hurtful or rude to another student</p> <p>Next Time, I Will:</p> <p>___ be kinder</p> <p>___ include others</p> <p>___ be more respectful</p> <p>___ speak to a teacher first</p> <p>___ follow directions</p>	<p>Draw, Diagram, or Write...</p> <div style="border: 2px solid black; height: 100px; margin-bottom: 10px;"></div> <div style="border: 2px solid black; height: 100px; margin-bottom: 10px;"></div> <div style="border: 2px solid black; height: 100px;"></div>
<p>Student Signature _____</p> <p>Parent Signature _____</p>	<p>Teacher Signature _____</p>

**Sea Cliff School
Dignity For All Students (DASA) Pledge
2018-2019**

We agree to join together with the Sea Cliff School community to stop bullying, discrimination and harassment in our schools.

We have read and discussed, the Sea Cliff School Rules, the Sea Cliff School "High Five" Anti-Bullying Pledge, and the student version of the Code of Conduct for the North Shore School district.

We believe that everybody should enjoy school equally and feel safe, secure and accepted regardless of **color, race, weight, physical attributes, national origin, popularity, athletic ability, intelligence, ethnic group, religion, nationality and/or sexual orientation, sex or gender.**

Bullying or harassment can be pushing, shoving, hitting and spitting, as well as name calling, making fun of, laughing at, and intentionally excluding another. Bullying causes pain and stress to victims and is never justified or excusable. The victim is never responsible for being a target of bullying or harassment.

By signing this pledge we students agree to:

1. Make good decisions by not participating in bullying activities.
2. Value student differences and treat others with respect.
3. Be aware of the school rules.
4. Understand my responsibility as a bystander and know who to report possible bullying situations to.
5. Report, honestly and immediately, all incidents of possible bullying to a faculty member.
6. Be alert in places around school and play ground where there may be less adult supervision.
7. Support students who have been or are subjected to bullying (Be an Up-stander).
8. Talk to teachers and parents about issues regarding bullying.
9. Be a good role model for younger students.

I understand and commit to this pledge.

Print Student Name _____
Parent Signature _____

Student Signature _____
Date _____

Please sign the pledge after reviewing all of the attached materials with your children and return it to your child's classroom teacher on the first day of school, 9/5/18.

The R.A.I.S.E. Framework and the Simple 6

Our goal is for students to learn and live together in a way that is kind, inclusive, and dignified. We realize that in order for students to “RAISE” up to the level of our Sea Cliff School expectations, they need to develop the appropriate social-emotional skills based on five key questions:

Response - *How do I adapt to different situations?*

Awareness - *How aware am I of my choices?*

Impact - *What is the impact of my actions on others?*

Self-Knowledge - *Do I know myself?*

Empathy - *Do I understand how others think and feel in a given situation?*

We will be meeting with students as a grade level, once per month, to explore these questions and to work towards making students’ social-emotional growth a key part of the Sea Cliff School experience. We will also be instituting a school-wide positive reinforcement system.

As we move through the year, we will always center our conversations on “The Simple Six Decisions” that we can make every day to build a better school and a better world:

1. *Keep Our Hands to Self (commitment to others)*
2. *Use Nice Words or No Words (communication)*
3. *When Others Speak/Listen Quietly (thinking)*
4. *Include and Help Others (collaboration)*
5. *See Something Wrong/Say Something (problem solving)*
6. *Walk Quietly (commitment to self)*

Better World Builders [\(Back to Top\)](#)

As part of the positive behavior framework for the school, faculty and staff will recommend students every one or two weeks to be recognized as “better world builders” over the morning announcements. Dr. Z will provide students with a certificate, take a photo with the group of students and post the photo in the main office hallway.

Speech and Language [\(Back to Top\)](#)

The Speech/Language teacher conducts informal or formal testing and evaluations of a student’s speech or language skills. The teacher meets regularly with other staff members as part of the continuing assessment of student progress. Children who meet district criteria will then be eligible for speech services through the Committee on Special Education.

Student Dress Code ([Back to Top](#))

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:

1. *Be safe, appropriate and not disrupt or interfere with the educational process for themselves or others.*
2. *Not be distracting within the learning environment. Beach wear, tube tops, halter tops, and spaghetti straps are not permitted to be worn in school.*
3. *Ensure that undergarments are completely covered with outer clothing.*
4. *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.*
5. *Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.*
6. *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.

Student Placement ([Back to Top](#))

Beginning in late May/early June, when tentative staffing decisions have been made, teachers begin to meet with their grade level colleagues to discuss the placement of their students. Among the factors taken into consideration are:

- an even distribution of boys and girls
- an even distribution of academic abilities
- an even distribution of emotional needs
- compatibility of the student's learning style with teaching style
- separation of students who have difficulty getting along with each other
- separation of students who might be too social with some other students to the point where it is interfering with their schoolwork.

Working in the confines of the number of sections we have on a grade level, it is not always possible to do all of the above. In addition, the most important factors for each student will vary. The key is to create an optimal learning environment for all students based upon individual strengths and needs.

Out of equity for all families, please note that specific classroom teachers may not be requested by parents as this is not an option that could be afforded to all students. Class assignments are sent out in mid-August. Out of equity for all families, class placements will not be changed after being sent out in mid-August.

School Wide Enrichment Services (SWES) ([Back to Top](#))

North Shore Central School District's School-Wide Enrichment Services seek to provide all elementary students with appropriate challenges designed to achieve individual success. These services foster student achievement through differentiated instruction and offer children opportunities to pursue individual interests, collaborate with students of like abilities, and develop unique talents.

SHARED VALUED OUTCOMES (SVO'S) [\(Back to Top\)](#)

What Are Our Shared Valued Outcomes (SVOs)?

Thinkers, Problem Solvers, Communicators, Collaborators, Innovators, and Committed Individuals are the six key attributes that the North Shore School District has outlined in our districtwide learning initiative. The Shared Valued Outcomes (SVOs) is a long-term plan developed by our District leaders in combination with our core constituencies to improve the quality of education for our K-12 students. Overall, they are the **Necessary Skills and Associated Dispositions/Behaviors that Contribute to Being Successful in School and Beyond.**

- **COLLABORATORS** - individuals who work with others towards a common goal. **Collaborators:**
 - 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.
- **COMMUNICATORS** - individuals who articulate thoughts, feelings, information and ideas using oral, written, and non-verbal communication skills in a variety of forms and contexts. **Communicators:**
 - 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.
- **THINKERS** – individuals who activate their mind for a variety of purposes. Characteristics/types of thinkers include, but are not limited to...
 - 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
- **PROBLEM SOLVERS** - individuals who find solutions in conventional and/or innovative ways. **Problem solvers:**
 - 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.
- **INNOVATORS** - individuals who are driven to conceive what doesn't exist and bring new ideas to fruition. **Innovators:**
 - 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.
- **COMMITTED INDIVIDUALS** - individuals who exhibit dispositions and 'habits of mind' that lead to:
 - **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.
 - **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

Technology Program [\(Back to Top\)](#)

Sea Cliff School has a computer lab fully equipped with PC's connected to the Internet, a scanner, CD burner and digital cameras. The library is also equipped with a class set of I-Pads. In addition, all grade 5 students will be provided with Chromebooks for the 2018-19 school year. Sea Cliff School's technology curriculum encourages students to be information seekers, analyzers of information, problem solvers and decision makers. Teachers provide students with learning opportunities to become creative and effective users of technology tools both in the classroom and the library media center.

Visitors to the School [\(Back to Top\)](#)

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:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. *No visitors are permitted to enter the school from 8:15 to 8:30 and from 2:30 to 2:45.*
3. All visitors to the school must report to the safety coordinator's desk upon arrival at the school. 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.
4. All visitors must exit only through the front (main) entrance. Sea Cliff School has a single point of entry/exit system.
5. Visitors are expected not to take class time to talk to teachers.
6. 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.
7. All visitors are expected to abide by the rules for public conduct on school property contained in the code of conduct.

SEA CLIFF SCHOOL

Bicycle Permission Form

STUDENTS IN GRADES 4 & 5 ARE PERMITTED TO RIDE BICYCLES TO SCHOOL ALONE. IN GRANTING PERMISSION, PARENTS SHOULD CAREFULLY CONSIDER THE SAFETY OF THE ROUTE WHICH WILL BE USED AND THE RULES FOR RIDING BICYCLES TO SCHOOL. STUDENTS IN GRADES K-3 MAY RIDE THEIR BICYCLES TO AND FROM SCHOOL WITH PARENT SUPERVISION.

BICYCLE RIDING RULES:

1. Bicycles must be in good working condition. This includes sound brakes, a horn or bell to give an adequate warning signal, and tires in safe condition.
2. Students riding bicycles must wear helmets which is New York State law. Failure to wear a helmet on school grounds will be a violation of school rules.
3. All bicycles must be left in the designated bicycle areas. Bicycles must have a lock and chain and be securely locked to the bicycle rack at all times.
4. No child is permitted to ride the bicycle on the school grounds before or during school hours. Riders must dismount and push the bicycle when entering school grounds. Students are considered on school grounds as soon as they reach the corner of Carpenter and Franklin, Carpenter and Littleworth, Littleworth and Hansen, or the back gate of the playground.
5. CHILDREN ARE NOT PERMITTED TO HITCH OR CARRY OTHER CHILDREN ON THE HANDLE BARS OR ON A REAR SEAT of their bicycles either coming or going home from school. These are dangerous practices and parents should warn children about them.

THE SCHOOL MAY REVOKE THE BICYCLE RIDING PRIVILEGE AT ANY TIME THE RULES ARE VIOLATED.

PLEASE NOTE: A parent's signature on a permission slip will indicate that the parent gives permission for his/her child to ride his/her bike to school and is aware of the bicycle rules involved.

Dr. Christopher Zublionis, PRINCIPAL

PLEASE DETACH AND RETURN. BICYCLE RIDING IS NOT PERMITTED UNTIL THIS PERMISSION SLIP IS RETURNED TO THE MAIN OFFICE.

Date _____

Child's Name _____ Teacher _____ Grade _____

Bicycle Serial # _____ Make/Brand _____ Color _____

Signature of Parent or Guardian _____

**Sea Cliff School
Change in Going Home Arrangements**

Teacher's Name _____ Date _____

Please be advised that my child, _____ will be changing his/her going home arrangement today.

This afternoon he/she: **IS NOT GOING TO...**

(Please check if applicable)

- North Shore After School Child Care Telephone : 656-0655
- Clubs and Activities
- Follow regular going home arrangement (Bus/Walk)
- Extra Help with Teacher _____
- Other (please specify) _____

This afternoon he/she: **IS GOING TO...**

(Please check if applicable)

- be picked up by _____ at _____ am/pm.
 - going home with _____
 - Club (please specify) _____
 - Extra Help w/ Teacher _____
 - Other (please specify) _____
- Additional Note: _____

Parent Signature