

BRUNSWICK CENTRAL SCHOOL DISTRICT

Tamarac Elementary School

Student/Parent Handbook
2023-2024

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MISSION STATEMENT

The Mission of the district is to educate students in the values, critical skills and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers and lives in our diverse society.

MESSAGE FROM THE PRINCIPAL

Tamarac Elementary Families,

The purpose of this handbook is to familiarize parents/guardians with faculty, staff, programming, and procedures that are important to the successful day-to-day operations of our elementary school. I believe that parents/guardians are partners in their child's education. Therefore, it is important for parents/guardians to have the information they need to get questions answered, understand school policies and expectations, and ultimately to entrust your children into our care each day.

I urge all parents/guardians to review this handbook carefully and share information with students as appropriate to their ages. Please keep the handbook available during the school year. It will provide a ready reference for many questions you might have. For more information about our district and elementary school, please visit our website at www.brunswickcsd.org. Our main office phone number is (518) 279-4600, ext. 2003.

Tamarac Elementary school has a reputation for providing children with a well-rounded educational experience in a caring, compassionate and welcoming environment. Parents/guardians have been and will continue to be instrumental in upholding that reputation for our school community. Your continued support of our efforts to continually improve Tamarac Elementary School is appreciated, and I look forward to working with you as the school year progresses.

Sincerely,

A handwritten signature in black ink that reads "Kelly Onorato". The signature is written in a cursive, flowing style.

Kelly Onorato
Tamarac Elementary Principal

BOARD OF EDUCATION

Jack Roddy (President)
Leah Wertz (Vice President)
Tammie Fanfa
Ryan Goodenough
Jenna Horton
Valerie Lee
Danielle Roadcap
Kevin Shufon
Dina Trahan

The Board of Education invites the community to join them for meetings. These meetings are held in the LGI Room in the Secondary School with the Business portion of the meeting beginning at 7:00 p.m., unless otherwise noted. Additional information on [Board of Education Meetings and Dates](#) is posted on the district website.

ADMINISTRATION

Dr. Angelina Maloney, Superintendent of Schools	(518) 279-4600 x2602
Stephanie Steinhart, Assistant Superintendent for Business	(518) 279-4600 x2604
Kelly Onorato, Elementary School Principal	(518) 279-4600 x2002
Ken Rizzo, Secondary School Principal	(518) 279-4600 x2401
Jaymes White, Assistant Secondary School Principal	(518) 279-4600 x2201
Jodi Hogsberg, Special Education Director	(518) 279-4600 x2701
Todd Wojtal, Supervisor of Transportation	(518) 279-4600 x2822
Kevin McCormick, Director of Facilities	(518) 279-4600 x2802
Joy Wright, Cafeteria Supervisor	(518) 279-4600 x2208
Thomas Murley, Athletic Director	(518) 279-4600 X2411

ELEMENTARY MAIN OFFICE

Kelly Onorato, Principal	(518) 279-4600 x2002
Laurie Gosse, Secretary	(518) 279-4600 x2002
Colleen Sargood, Office Assistant	(518) 279-4600 x2003

COUNSELING AND STUDENT SERVICES

Erika Farley, School Counselor	(518) 279-4600 x1052
Jessica Sokol, Social Worker	(518) 279-4600 x2004
Jennifer Ellerbrock, School Psychologist	(518) 279-4600 x2707
Jamie Baksa, R.N., School Nurse	(518) 279-4600 x2012
Cate Cullen-Doin, MTSS Coordinator	(518) 279-4600 x1009

ELEMENTARY GRADE-LEVEL TEACHERS

Pre-Kindergarten	Cathy Croson Nicolle Motzer Nicole Rhodes
Kindergarten	Stephanie Bonesteel Megan Kanellis Lynn Nadareski Haley Willsie
Grade 1	Sanada Bailey Alicia Devine Kami Hodgson Jessica Marsh

Grade 2

Megan Brown

Laura Hunter

Amy Quackenbush

Michelle Wyanski

Kristin Zakrzewski

Grade 3

Monica Allin

Elizabeth Farley

Brittany Robideau

Grade 4

Alexandria Casey

Julia Engster

Tina Greenwood

Kaylin Willimott

Grade 5

Heather Cipperly

Brittany Moore

Angelica Roddy

David Witbeck

SPECIAL AREA TEACHERS

Art

Nicolette Tybush

Librarian

Library Aide

Jeanne Gilchrist

Music and Chorus

Chris Siegenthaler

Music (5th grade)

Chris Price

Band Grade 5	Kevin Barcomb
Physical Education	Dan Pryde
Physical Education	Erick Roadcap
Physical Education	Thomas Murley
Physical Education	Jennifer Heim

ACADEMIC INTERVENTION TEACHERS

Reading Intervention	Tanya Kane
Reading Intervention	Nicole Reed
Reading Intervention	Kristen Wrobel
Math Intervention	Mary McNeice
MTSS Coordinator/Tiered Interventions	Cate Cullen-Doin

SPECIAL EDUCATION AND RELATED SERVICES

Special Education K-1	Rachel Abate-Comini
Special Education 2-3	Katie Kasper
Special Education 4-5	Rachel Hoffman
Special Education, Special Class K-2	Crystal Cooper
Special Education, Special Class 3-5	Angie Harris
Special Education, Special Class Reading	Stacey Shelhamer
Speech-Language Therapy	Nicole Meissner
Speech-Language Therapy	---
Occupational Therapy	Angela Tomaro
Physical Therapy	Jessica Takacs

TEACHING ASSISTANTS AND TEACHER AIDES

Cassandra Ackner
Judy Anderson
Trish Bronson
Shannon Burton
Diane Corey
Monique Duval
Carrie Galluzzo
Jamie Fink
Sarah Hansen
Laurie Lemner
Amy Spotten
Pat Wasiczko
Kathy Zeiss

ELEMENTARY SCHOOL HOURS

The elementary school day for students begins at 8:45 AM and ends at 3:25 PM. Elementary bus students are released from their buses at 8:45 AM each morning. Parents/guardians are expected not to bring their children to school before 8:45 AM unless they are enrolled in the before care program which opens at 7 AM. We cannot guarantee supervision prior to 8:35 AM for students dropped off at school in the morning. The half day schedule for the elementary school is 8:45 – 11:40 AM (with dismissal routines beginning around 11:25 AM).

Students are considered tardy at 8:55 AM and later. Students that are tardy must be signed in at the main office by a parent/guardian.

ATTENDANCE

Daily attendance in class is directly related to a student's ability to benefit from instruction. Parents/guardians are responsible, under New York State Law, for the regular and punctual attendance of children between the ages of 6 and 16. Regular attendance and punctuality are important from the first day of school. Good attendance is essential for steady progress throughout a child's school career.

The State Education Department requires an accurate record of every child's attendance at school. Such records must show the specific cause of every absence. For this reason, all students are required to bring written excuses from parents/guardians in every case of absence or tardiness,

preferably on the day they return to school. If an excuse is not received within 3 school days upon the child's return to school, the absence will be considered unexcused. Please see Board [Policy 5100](#) for a list of acceptable reasons for an excused absence or tardy.

When your child is absent, please call the office at 518-279-4600 x2002. You may leave a voice message, even overnight, as soon as it is clear your child is sick. It is district policy to contact parents/guardians of all children who have been reported absent if we have not received prior notice from a parent/guardian. Calling the office ensures that we will not need to disturb you at home or work.

Keep tardiness and absence to a minimum, but please keep an ill child at home.

If your child is tardy (arriving after 8:55 AM), please come directly to the main office window to sign your child in. You will need to fill out a tardy slip. Please make every effort to schedule appointments outside school hours so that your child will not be late.

BEHAVIORAL EXPECTATIONS AND CODE OF CONDUCT

The staff at Tamarac Elementary School is committed to helping children develop self-control strategies that teach and encourage sound decision-making. The ultimate goal is to provide an environment that encourages children to become productive citizens. To this end, we adhere to the following expectations for students, teachers, and parent/guardians.

What students can expect from our school:

- Students will receive a challenging curriculum from competent, well-prepared staff.
- All students will have the opportunity to participate in a variety of school-wide programs.
- Students will have the opportunity to attend school in a safe, well-controlled setting that is conducive to learning.
- Students will be respected as individuals and be appreciated for their unique talents.
- Students will be encouraged to participate in school and community activities.

What parent/guardians can expect from our school:

- School personnel will communicate regularly with parent/guardians concerning the school program.
- Parent/guardians will be welcome in school consistent with visitor/safety policies and provided an opportunity to play a meaningful role in the school.
- School personnel will inform parent/guardians about the school's academic and behavioral expectations.

What the school expects from students:

- Students will come to school on a daily basis.
- Students will fulfill classroom expectations to the best of their ability by participating in class and completing all assignments on time.

- Students will respect school property and the personal property of others.
- Students will respect their peers and school staff.

What the school expects from parent/guardians:

- Parent/guardians will send their children to school on time and on a regular basis.
- Parent/guardians will display a positive, supportive attitude toward school and the education of their children.
- Parent/guardians will make every effort to send children to school properly rested, fed, and dressed.
- Parent/guardians will be active participants in their child's school experience (e.g., parent/guardian-teacher conferences, attending concerts and special events, talking with their child about their school day, PTSA membership, participating in a classroom event, etc.).

Code of Conduct

Discipline is most effective when it deals directly with the problem at the time and place it occurs. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. Approaches and interventions to support the student in developing appropriate behavior within their educational program will be considered for individual students in addition to disciplinary action. We must remember that with elementary students, learning appropriate behavior is a part of their overall growth in their educational experience. In determining appropriate discipline, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parent/guardians, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

Discipline for elementary students will also take into account whether a behavior is considered "minor" (classroom-managed) or "major" (office managed). Behaviors considered "minor" will be handled with the student and communicated to the student's parent/guardians as determined necessary by a grade level or special area teacher. Behaviors considered "major" will have consequences determined by an administrator, who will address the issue with both the student and the parent/guardian. The following chart provides guidelines and some examples for determining whether a behavior is "minor" or "major."

Tamarac Elementary School Major/Minor Behavior Classifications

Minor Behaviors (Classroom-Managed)	Major Behaviors (Office-Managed)
Aggression <ul style="list-style-type: none"> Not keeping hands, legs, feet to self Roughhousing Pushing and shoving Pushing in line Being excessively rough with class equipment/furniture 	Aggression <ul style="list-style-type: none"> Biting Fighting/dangerous physical contact (with perceived intent to hurt; includes spitting at/on another person) Threats of bringing or using a weapon Throwing class/school equipment in a dangerous manner (e.g. flipping over desk, throwing chairs)
Inappropriate Technology Use <ul style="list-style-type: none"> Personal electronic devices used without permission Non-approved social media, websites or gaming 	Inappropriate Technology Use <ul style="list-style-type: none"> Sharing obscene images, content or language Unauthorized downloads Non-approved sites with inappropriate content Taunting/harassing (cyberbullying) other students using technology using school device and/or during school day*
Stealing <ul style="list-style-type: none"> Minor acts of stealing (e.g., taking teacher's sticker book, taking a peer's eraser) Taking pencils, crayons, etc. 	Theft <ul style="list-style-type: none"> Stealing from staff (e.g., taking teacher's personal belongings) Stealing personal items from peers with monetary value (e.g., lunch box, clothing, jewelry, etc.)
Destruction of Property <ul style="list-style-type: none"> Writes on desks or makes mark on a wall Breaking pencils Writing on/ripping books Accidental damage 	Destruction of Property (intentional) <ul style="list-style-type: none"> Purposeful flooding of bathrooms Causing doors to break by hanging on them Excessive graffiti Breaking a window
Inappropriate Language <ul style="list-style-type: none"> Using a swear word Unkind words Teasing (mild and situational, not ongoing) Disrespectful tone when communicating with peer or adult 	Inappropriate language <ul style="list-style-type: none"> Threats to severely hurt or harm an individual* Abusive/inappropriate language or actions that are ongoing or directed at an individual* Harassment* Intimidation (Verbal or Written)* Obscene language or threatening gestures, comments or actions* Extortion
Non-compliance <ul style="list-style-type: none"> Low intensity failure to respond to adult requests Leaving the classroom without permission (but returns after prompting) 	Non-compliance/Leaving the classroom <ul style="list-style-type: none"> Leaving the class (ignoring prompts to stay/return) Attempts to leave school High-intensity refusal to respond to adult requests (e.g., refusal with yelling, inappropriate language, or dangerous behavior)
Disruption <ul style="list-style-type: none"> Eating at inappropriate times 	Possession/Use of <ul style="list-style-type: none"> Weapon/Explosive device

<ul style="list-style-type: none"> • Low intensity but disruptive behaviors: leaning in seat, getting out of seat, making sounds, getting out of line, loud, tossing objects, etc. • Talking with peers during instruction • Distracting others 	<ul style="list-style-type: none"> • Imitation Weapons • Drugs or Imitation Drugs • Drug Paraphernalia • OTC Medication • Controlled Substance
Dishonesty <ul style="list-style-type: none"> • Cheating • Forging signatures (e.g., on assignment pad, permission slip) • False reporting • Lying 	Inappropriate Physical Contact <ul style="list-style-type: none"> • Touching another student in a private area* • Showing another student a private part* *take elementary students' age and development into consideration; may be treated as "minor" at first for younger students (K-2) with parent/guardian notification, but if it happens a second time after correction and re-teaching, should be referred to office.
Unprepared for Class <ul style="list-style-type: none"> • Does not have essential materials needed for class 	Chronic Violation <ul style="list-style-type: none"> • 3 separate <u>minor</u> behavior discipline referrals on <u>SAME BEHAVIOR</u> within a 6 week period of time

***If staff observe or learn of instances of bullying (which may involve some/all of the marked behaviors), make an oral report to the building Dignity Act Coordinator within one school day, and fill out the district reporting form within two school days.**

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of the code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education program (IEP).

Students who are found to have violated the district's code of conduct may be subject to the following consequences, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process. Please see Section 5300.40 for additional detail on the Board Policy for Disciplinary Penalties, Procedures and Referrals.

Minor Behaviors (consequence determined by any member of the district staff)

- Oral warning – any staff
 - a. Oral warnings/behavior corrections should be followed by re-teaching of the expected behavior for elementary students and an in-class consequence as appropriate.
- Written /notification – any staff
 - a. For elementary students, written notification to parent/guardians may be via email, written communication log, communication app, etc.; staff continues to re-teach and reinforce expected behavior and provide in-class consequences as appropriate.

Major Behaviors (consequence determined by building or district administration)

- Written notification to parent/guardian through a referral form - bus driver, hall and lunch monitors, school counselors, teachers, Principal, Superintendent
- Detention (rare for elementary students given transportation constraints with a late bus run) - Principal, Superintendent
- Suspension from transportation - Director of Transportation, Principal, Superintendent
- Suspension of other privileges - Principal, Superintendent
- Removal from classroom – Principal (may be initiated by teacher to ensure safety and minimize disruption)
- In-school suspension - Principal, Superintendent
- Short-term (five days or less) suspension from school - Principal, Superintendent, Board
- Long-term (more than five days) suspension from school - Superintendent, Board
- Permanent suspension from school - Superintendent, Board

BOOKS/EQUIPMENT

Students and their parent/guardians are expected to cover the costs of books, equipment or instruments, which are lost or damaged beyond the usual level of wear and tear.

BRITTONKILL EDUCATIONAL FOUNDATION

The Brittonkill Educational Foundation is a non-profit organization, which exists for the sole benefit of the students of Brittonkill schools. The enterprise, one of the first of its kind in upstate New York, was established in 1995. It is governed by a Board of trustees and operates independently from the school Board of Education. The organization provides funding for innovative and creative programs, which of above and beyond the basic educational requirements for public education. Tax-deductible contributions can be cash, checks, securities, or personal property in any amount. All donations are spent with the approval of the trustees in accordance with the school and district policies.

BRITTONKILL PARENT/GUARDIAN TEACHER SCHOOL ASSOCIATION (PTSA)

The PTSA seeks to enhance the partnership between parent/guardians and teachers and provides a variety of programs to this end. Previously, the PTSA has sponsored book fairs, teacher and parent/guardian workshops, assemblies, adult education, school pictures, B.E.E.P., and school banking. The PTSA is always open to your ideas and talents and encourages your involvement. All parent/guardians are welcome and encouraged to attend PTSA meetings.

PTSA Meeting dates and information are posted on the [PTSA's webpage](#).

CHILD CARE

Healthy Kids Programs will be providing before and after care at Tamarac Elementary school. Healthy Kids Programs is a New York State licensed provider for K-5 before and after school programming. More information is available on the Healthy Kids Programs website: <https://www.healthykidsprograms.com/home>.

The before care program runs from 7:00 - 8:45 AM, and the aftercare program runs from 3:30 - 6:00 PM each day that school is in session. On afternoon conference days, this program will run from 11:40 - 5:30 PM.

You may call the elementary school at 518-279-4600 x2002 with general child care questions. The elementary principal and office staff will assist you in finding the information you need. You can also reach out to Healthy Kids Programs staff directly for any issues specific to your child. For registration-specific questions, you may contact the Healthy Kids Registration Team at 845-330-0200 or registration@healthykidsprograms.com.

CHORUS AND BAND

Chorus: Students in grades 3-5 have the opportunity to participate in chorus once weekly. Unlike music class, this is optional for students.

Band: Fifth grade students have the opportunity to participate in band. This is also optional for students. Lessons are typically held once weekly before the elementary school day (7:30 AM).

COMMUNICATING CONCERNS

The Board believes that concerns are handled best when resolved as close to their origins as possible. School personnel should be given every opportunity to consider the issues and to resolve the problems. Please follow the proper channeling of concerns as listed below:

THE TEACHER: If there is a concern about something in the classroom, parents/guardians should meet with the teacher first. Communication at this level often resolves the matter.

THE PRINCIPAL: If there is a concern about general school operations and policies, or if meeting with a teacher is either inappropriate or does not help, parents/guardians should then meet with the building Principal or Assistant Principal.

THE SUPERINTENDENT: If the concern involves school district operations generally or if the teacher and the Principal are not able to resolve the problem satisfactorily, the parent/guardian should contact the Superintendent's office to address the concern. The Superintendent may be the most appropriate person to respond to your concern or he/she may refer you to other District personnel who may be a better resource to address your concern such as:

- Assistant Superintendent for Business, 279-4600 x2604
- Director of Transportation, 279-4600 x2801
- Director of Special Education, 279-4600 x2701
- Athletics Department, 279-4600 x2411

THE BOARD OF EDUCATION: If the concern is directly related to Board actions or operations, parents/guardians may address the Board directly through the Clerk of the Board or contact the Superintendent's office. If the parent/guardian has made an attempt to resolve the matter at other levels and has not been satisfied with the response(s), the concern may be brought to the attention of the Board of Education either directly at a meeting or through correspondence to the Board Clerk. For more information about the procedures for dealing with complaints, please refer to the State Education Department website at <http://www.p12.nysed.gov/accountability/T1/complaintappeals.htm>

Every effort shall be made to address all complaints in a timely manner, within 24 - 48 hours unless other guidance is set forth by policy or law.

DIGNITY FOR ALL STUDENTS ACT (DASA)

The Dignity for All Students Act (DASA) took effect on July 1, 2012. This legislation seeks to provide public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. An amendment to this law includes cyberbullying took effect July 1, 2013. The State Education Department provided a document on Guidance for Creating a Safe and Supportive Environment for Transgender and Gender Nonconforming Students in July 2015.

Brunswick Central School has a posted information on under [DASA](#) for families. We encourage parent/guardians to discuss this information with their children (as appropriate for the child's age) and direct any questions to their principal, Dignity Act Coordinator, or Title IX officer. If you would like a copy of the complete district policy on bullying and harassment contact the office of the Superintendent of Schools.

DROP-OFF AND PICK-UP

Arrival - Student drop off will be in the front of the building in the inner loop (or main parking lot for parents wishing to park and cross their child to the building themselves). Students who are dropped off in the inner loop will be met by an adult crossing guard and crossed safely to the building entrance area. The **inner loop drop-off area is a no standing zone** from 8:30-9:00 AM daily. Cars should remain in the inner-loop drop off area for just a few moments – enough time for students to safely exit the vehicle with their belongings to the crossing area. To ensure the safety of your children while cars are entering and exiting the inner-loop, please have your children exit on the side of the vehicle adjacent to the sidewalk. Additionally, **no cars are permitted in the bus loop** in front of the elementary building from 8:30-9:00 AM while buses are arriving and unloading students.

Only UPK parents/guardians may drop their children off at the UPK classroom doors, as these classrooms are strategically placed near a dedicated entrance. No other elementary parents/guardians may walk their children to classrooms during school arrival time in the interest of student safety.

Dismissal - For students picked up by a parent or caregiver, dismissal will occur alphabetically between 3:10 and 3:25 PM (or between about 11:25 and 11:40 AM on half days) with students exiting through designated doors (A-F through cafeteria doors, G-O through center doors, P-Z through PK/K wing doors). A brief form notifying us of the child's regular pick-up routine will be provided and should be completed by parents/caregivers within the first days of school. As the school year continues, a permission note must be provided by a parent/caregiver if the child is to be picked up by someone other than the individual indicated on the child's routine pick-up form.

DRUG AND SMOKE FREE SCHOOL ZONE

Our school is a drug and smoke-free zone. Smoking tobacco, consumption of alcoholic beverages, and illicit use of drugs, as well as possession of any of these substances, are not permitted in the school buildings or on school grounds.

EMERGENCY INFORMATION

Each year, student emergency information is requested from parents/guardians to be used in case of student illness, injury or emergency school closings. This information is extremely important. Parents/guardians are asked to complete these forms and to notify the school whenever any changes

occur. Student emergency and medical information can be updated using the [Family ID](#) system online. In the event of an emergency closing, the local television stations will be notified, communications will be sent via district website, social media and automated phone calls. To receive emergency closing and other urgent notifications, you may also download the Brunswick Central School District App for [Android](#) or [iPhone](#).

EMERGENCY RESPONSE PLAN

We recognize the importance of protecting the health and safety of students and staff, as well as ensuring the security and safety of school property. To that end, we have developed a building emergency response plan (ERP) which is consistent with the district safety plan and on file in the district. The ERP includes established guidelines and procedures (including safety drills) to respond to threats and hazards efficiently and effectively.

We have also established a building safety and emergency response team (SERT) that is responsible for the management of the safety plan.

FIELD TRIPS

Each year, many of our elementary classes take field trips. Such trips are an extension or supplement of the program being offered in school. These trips make it possible for children to visit and see, first-hand some area, which they have been studying about in their schoolwork. Each classroom teacher is responsible for planning the field trips and arranging for chaperones.

Parents/guardians are asked to sign a field trip permission slip for their children to attend school-planned field trips. Parents/guardians will be notified, well in advance, of all scheduled field trips. For your child's safety, health office emergency contact information needs to be on file before your child will be allowed to attend a field trip.

As indicated previously, parents/guardians looking to chaperone a field trip off school grounds must complete a [Volunteer/Chaperone Application Packet](#).

FOOD SERVICES

Children need healthy meals to learn. Brunswick CSD operates a food service program to provide a nutritious well-balanced breakfast and lunch for Tamarac Elementary students. Meals, foods and beverages sold or served at Tamarac meets State and federal requirements which are based on the [USDA Dietary Guidelines](#).

Breakfast meals cost \$1.25 and lunch meals cost \$2.95. You can apply for free or reduced meals through our online application. Families may apply for free and reduced cost meal programs [online](#). You may also complete a [hard copy](#) free and reduce cost meal program application and send it to Joy Wright at BCS Cafeteria.

Each student has a cafeteria account through [K12 Payment Center](#) that may be used to purchase meals and snack items (e.g., chips, ice cream). If you are sending in cash/checks remember to always write your students name on the envelope. Checks can be made out to BCS Cafeteria. If using [K12 Payment Center](#) to add to your child's cafeteria account, you will need a student ID number to register. **Do not use the student's lunch/library number.** A student ID number can be found on the Parent/guardian Portal or by contact Joy Wright at jwright@brunswickcsd.org.

Menus are distributed each month and posted [online](#).

HEALTH OFFICE INFORMATION

Immunizations:

Under state Public Health Law, in order to be enrolled in or attend district schools, children must be fully immunized against certain communicable diseases. Those diseases are: polio, mumps, measles, diphtheria, rubella, varicella (chicken pox), hepatitis B, pertussis, tetanus, and where applicable, Haemophilus influenzae type b (Hib), pneumococcal disease and meningococcal disease.

All students must present appropriate documentation of their immunization status. Children who are not fully immunized may only be admitted to school if they (1) are in the process of receiving immunization or obtaining blood tests (as described in state law and regulations); or (2) have been granted a medical exemption. The Building Principal may permit students without adequate documentation to attend school up to 14 calendar days while the parent/guardian furnishes the necessary documents. This time period may be extended to 30 days for students transferring from another state or country, as long as they show a good faith effort to obtain the necessary documentation, or the child has received at least the first dose in an immunization series and has scheduled appointments to complete the series according to the recommended age schedules.

Physicals:

The New York State Education Department requires a physical exam for all new entrants to public schools and students in Grades Pre-K or K, 1, 3, and 5. Student physicals must be recorded on the required [New York State Health Examination Form](#). Your child will need to have a physical examination after June 1 and prior to school starting in September. If you are unable to obtain a physical for your child, the school physician will be available for exams a few times during the school year.

Communicable Diseases:

Please report all communicable diseases to the Health Office

Examples: COVID-19
 Strep Throat

Pink Eye
Head Lice
Pneumonia
Impetigo

We send notices home in the classroom where these exposures occur. No names are given out.

Health Office Emergency Cards:

Student emergency cards are to be completed and updated as needed online through [Family ID](#). Emergency information must be provided separately for each child residing in a household.

Medications:

1. Prescription Medications: To administer medicine, we must have permission in writing from the parent/guardian and the child's doctor. The medication must be in an original container and have the dosage on the container label. Your child may not transport medication on the bus. Parent/guardians must bring it to school.
2. Medication supplied by the Health Office: Examples include Tylenol, Advil, Neosporin. Permission to administer such over the counter medications to your child in the Health Office may be provided through [Family ID](#).

Food Allergies:

If your child has a life threatening allergy, please notify the health office, indicate this information in [Family ID](#) and provide the health office with all necessary documentation. Food services will be provided necessary information from the health office related to a child's life threatening allergy. For children with life threatening allergies, the school nurse, in conjunction with the family, student, child's teacher, and other appropriate staff, will develop and implement an individual health care plan which will guide prevention and response.

We have several children in the elementary school with life threatening food allergies that require Epi-Pens. Their classrooms must be free of food items (e.g., peanut products) that could trigger an allergic reaction. In such classrooms, **no snacks or party treats can be brought containing ingredients that could trigger an allergic reaction**. If your child is in such a classroom, you will receive additional information at the start of the year. Your child can generally have anything they want for lunch (unless voluntarily sitting with a peer at an allergy-safe cafeteria table), but we ask you to avoid allergen-containing products for field trips. If you bake for the classroom using a mix (e.g., cakes, cookies, or brownies from a box), please send the label from the box so we can check the ingredients. If you send a prepackaged food, please send it in the original package so we can check the label.

If you have any questions, please call the Health Office at (518) 279-4600, extension 2012.

Sunscreen:

Students are permitted to carry and apply sunscreen without a medical provider's order under the following conditions:

1. the sunscreen is used to avoid overexposure to the sun and not for medical treatment of an injury or illness, if sunscreen is required to treat a medical condition, the procedures for administering medication apply;
2. the sunscreen is FDA approved for over the counter use;
3. the student's parents or guardians provide written permission annually for the student to carry and use the sunscreen.

The school nurse will keep written permission for students on file and develop procedures pertaining to this policy.

HOMework GUIDELINES

Homework is an integral part of the learning process and is designed to help students learn by providing practice in the mastery of skills, experience in data-gathering, and integration of knowledge. It also provides an opportunity for the exercise of independent work and judgment.

Homework may be introduced during the kindergarten year, and it is routine for students in grades 1-5. Specific information concerning expectations for each classroom will be communicated in early September. When absent, students are expected to complete any assignments or homework that the teacher deems necessary.

Students are responsible for completing all assignments due, and you can help your child be responsible for completing assignments by scheduling an allotted time period in a quiet, well-lit area in which to work. Help your children to succeed, but expect them to do their own work with as much independence as possible.

Homework is not intended to frustrate children and families to a significant extent. We appreciate parent/guardian support in upholding our expectations around the completion of homework, but please communicate with your child's teacher if certain homework tasks are particularly frustrating to your child. We can work with you to make adjustments to the work sent home so it serves its intended purpose - to help students learn.

LOCAL LIBRARIES

Students are encouraged to borrow books from and attend programs at local public libraries, especially during school vacation periods. Student progress in reading and learning is increased when students read during leisure and break times. Your local public libraries have many materials, programs, and services to offer you. Visit them online and in person. Local public libraries are listed below:

Brunswick Community Library
4118 NY-2
Troy, NY 12180
<https://www.brunswicklibrary.org/>

North Greenbush Public Library
141 Main Avenue
Wynantskill, NY 12198
<http://www.northgreenbushlibrary.org/>

East Greenbush Public Library
10 Community Way
East Greenbush, NY 12061
<https://eglibrary.org/>

Poestenkill Public Library
9 Plank Road
Poestenkill, NY 12140
<http://www.poestenkilllibrary.org/>

Grafton Community Library
2455 NY Route 2
Grafton, NY 12082
<https://www.graftoncommunitylibrary.org/>

Troy Public Library
100 Second Street
Troy, NY 12180
<https://www.thetroylibrary.org/>

MTSS AND SPECIAL SERVICES

The Brunswick Central School District has adopted a plan to implement a Multi-Tiered System of Supports (MTSS) as a part of the delivery of curriculum and instruction to all students K-8. MTSS is an overall framework for the implementation of evidence-based instruction and tiered interventions for academics and behavior using data-based problem-solving. The assessment information described above is included in the data used to identify challenge areas and determine appropriate interventions for students. MTSS is based on three layers of support: Tiers I, II, and III. Tier I is provided universally to ALL students and includes core curricula for academics and social-emotional learning; teaching and reinforcing school wide behavior expectations is also a component of Tier I. Every student receives instruction and support at Tier I. Tier II targeted interventions are offered to students who need more than what is universally provided at Tier I and may be provided in small groups a few times per week. More intensive interventions (e.g., Academic Intervention Services, or “AIS”) are provided to students determined to need support at the Tier III level.

Tamarac Elementary School’s MTSS Committee provides consultation and problem solving focusing on the needs of an individual student who has not shown the expected academic or behavioral growth at Tier I. Regular grade level data review meetings and/or consultation with the building MTSS Committee occurs to identify students who need targeted interventions (Tier II) or more intensive intervention options at Tier III. The MTSS Committee members, support professionals, and grade level teams also follow-up on students receiving interventions at the Tiers II and III levels to determine if student data shows whether the student is responding to the intervention, or whether more intensive or ongoing support is needed. If a student continues to struggle either academically or behaviorally over a period of time with Tier III supports, they may be referred to the Committee on Special Education for an individual evaluation to determine eligibility for special education programs and services. Please see the Brunswick Central School District’s [MTSS Plan](#) for additional information.

Parents/guardians are a vital part of the MTSS process. If your child is struggling academically, emotionally, or behaviorally, please communicate your concerns with your child’s teacher or contact

our school counselor. Parents/guardians are notified prior to implementing tiered interventions with their child, and information is shared with parent/guardians throughout the process.

PARENT/GUARDIAN CONFERENCES

Parent-Teacher conference days are scheduled in November, December, and March. All parents/guardians will be invited to meet with their child's teacher during a scheduled conference date to discuss your child's progress. By December, your child will receive their first report card. We review your child's report card with you during your first parent-teacher conference (in November or December). We truly want to make your child's school life a rich and rewarding one. Help us do so by attending your conference.

Please feel free to request other conferences at any time during the school year.

PERMISSION NOTES

Should a student need to be absent for a period of time, be excused early, or wish a change of bus stop, a dated note signed by the parent/guardian is required. Notes should state the reason for the child's leaving school and are to be made out on a day-to-day basis. This is necessary so that the main office and the teacher are informed and that bus arrangements can be made.

If your child is going to a different location after school or is leaving school prior to regular dismissal time (e.g., due to a medical appointment) please send a note in that morning. Such notes should be brought to the classroom teacher when the student arrives at school. In lieu of a note, you may also email esbusnotes@brunswickcsd.org. When picking up your child, come directly to the window at the main office to sign the child out. We will call your child to the office when you arrive. If you routinely pick up your child/children from school on certain days, please wait until regular dismissal time. We have classes until the end of the school day, and it interrupts class time and dismissal routines to call students to the office to dismiss individually.

Students will **NOT** be permitted to leave school premises or change bus stops without written permission. If emergency busing changes become necessary during the day, **please contact the school before 2:00 PM.**

PLAYGROUNDS

The playgrounds and recreational areas are open to use by elementary students during school hours and when school is not in session. Playground rules are discussed in each classroom. Students are expected to follow these rules whenever they are using the playground.

After school hours, the responsibility for any damage to school buildings, grounds, equipment, or injury to the students using these facilities, is placed with the parent/guardians. The use of recreational vehicles is prohibited on all school property.

REPORT CARDS

The school year is divided into four marking periods. Students will receive a report card at the end of each marking period. Elementary student report cards reflect standards-based grading on a scale of 1-4, each rating signifying where the child's performance in a particular skill or area falls in relation to a grade-level standard or expectation. The report card envelope should be signed by the parent/guardian and returned to the classroom teacher for each marking period. Report cards go home in November, January, April, and June.

TESTING AND ASSESSMENT

Tests and assessments are important tools in the delivery of curriculum and instruction to help determine whether a student or group of students is progressing toward mastery of skills and standards. This information is used regularly and in a variety of ways to make instructional decisions.

Screenings: Diagnostic screenings are administered to all students entering NYS public schools for the first time. These screenings typically happen for children entering our Pre-K and kindergarten programs, but may also be used with students entering school in the upper grades if they have not previously attended a NYS public school. Screenings provide a broad snapshot of a student's academic and behavior skills.

Classroom tests: Teachers use a variety of tests and assessment methods across each subject area (ELA, math, science, social studies) to determine how students are understanding the material and approaching grade level standards.

Local, school-wide assessments: Certain reading and math assessments are administered at each grade level K-5 to all students a few times throughout the year. Some of these assessments are standardized. This helps us see how students are progressing toward certain skill-level benchmarks using the same assessment tool. Some examples of these assessments currently include: Fountas & Pinnell Benchmark Assessments (reading), i-Ready Benchmark Assessments (reading and math), and a locally-developed standards-based math assessment.

Standardized New York State Assessments: Standardized NYS assessments are administered to students annually in grades 3-5 in the areas of English Language Arts and math. Historically, Grade 4 participated in annual NYS testing in science. In Spring of 2023, there will not be an administration of the Grade 4 Science Test. This is to support the transition to the new Grade 5 Elementary-level Science Test measuring the new NYS Science Learning Standards, which begins in Spring 2024. Additional information on State testing is sent home to families prior to Spring administration each year.

SCHOOL CLOSINGS

If school is closed because of bad weather, sickness or any other non-scheduled reason, notice will be given over the local television station as well as district communications sent via district website, social media and automated phone calls.

SCREENINGS

Diagnostic screenings are administered to all students entering NYS public schools for the first time. We conduct screenings each year for children entering our UPK and Kindergarten programs for the by appointment when you are contacted about selection into the UPK program, or when you register your child for kindergarten (if they had not previously attended our UPK program). Attending kindergarten parent information night is also an opportunity to make a screening appointment for your child. (See also “Testing and Assessment”)

SPECIAL AREA CLASSES

All Pre-K through fifth grade students participate in special area classes including art, library, music, and physical education.

Art: The study of art develops creative thinking and is a necessary preparation for a wide variety of professions needed by today’s society. In order to encourage and continue these creative processes, art classes provide each student with opportunities to develop an understanding of art history and to develop techniques, skills and confidence to meet the challenges of the future. Students have art class once in a 6-day cycle.

Library: General topics covered are literature appreciation, leisure reading, research, and information problem solving skills. Activities include story time, creative dramatics, and exploration of award winning titles, book location skills, catalog and reference book use. Use of the internet and other electronic reference skills are also covered. Students have library class once in a 6-day cycle.

Music: All students will attend a music class each week. Topics and activities covered include singing, movement, dancing, instrument playing, listening, creating music through composition, multicultural music, patriotic and holiday mosaic, composers, basic music history, folk dancing, instrument families, creating instruments from recycled materials, styles of music, e.g., jazz, blues, ragtime, folk, classical, and rock-n-roll. Students have music class once in a 6-day cycle.

Physical Education: All students are scheduled for physical education class 3 times in a 6-day cycle (with additional time built in the schedule for students in K-3 to access the PE curriculum daily). Units covered throughout the year are playground orientation, cardiovascular fitness, gymnastics, basketball, volleyball, track and field, floor hockey, softball, cooperative games, and soccer.

SPECIAL PROGRAMS

Assemblies: Throughout the year, special performing and informational assemblies are presented to the students either in large or small group settings. Some of these assemblies have included science demonstrations, puppet shows, musical performances, guest authors or artists, dramatic performances and themed presentations. These assemblies are age appropriate and provide supplementary educational experiences for the students.

Character Education Program: This program is a Pre-K, K-5 character-building project. There are themes presented throughout the year dealing with areas like responsibility, honesty, caring, sharing, and respect. There are many aspects to this program. Themes are reinforced through classroom activities, guest speakers, a parent/guardian newsletter and school-wide assembly programs.

B.E.E.P. (Brittonkill Educational Enrichment Program): B.E.E.P. is a K-5 after school program that meets for six weeks in the winter. The program relies upon volunteers to provide enrichment activities ranging from sports to arts and crafts.

STUDENT DRESS CODE

The Brunswick CSD dress code can be found in the district's Board of Education policy [5300.25](#). The policy states that all students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parent/guardians have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Please refer to the policy for more detail on "acceptable student dress."

The following information provides some highlights and clarification on the district dress code policy as it pertains specifically to elementary students:

- Appropriate clothing is also **weather-appropriate**. Elementary students go outside regularly throughout the school year except in extreme weather conditions, so their clothing should keep them reasonably comfortable and protected from seasonable elements (cold, snow, heat, etc.).
- **Hats** are generally not to be worn in the classroom or in the school building (except on special days where hat-wearing is specifically allowed). It is important that we have a reasonably unobstructed view of students' faces during instruction and for safety and security purposes throughout the school building.
- **Appropriate footwear** ensures student safety inside and outside of the building. Elementary students have physical education every-other day and play on the playground equipment

almost daily throughout the year. Students may not wear open-toed shoes on the playground or during physical education classes. Students should wear sneakers on days when they have physical education. Students will not be permitted to play on snow-covered areas (e.g., playground, fields) without winter boots, rubber boots, or galoshes.

STUDENT PLACEMENTS

Promotion, retention and classroom placement of a student will be considered according to factors such as: academic achievement related to grade level curriculum, social and emotional development of the child, and the age of the child. The promotion or retention decision is based on conferences involving parents/guardians, classroom teacher, principal and any other school personnel who would have information pertinent to the child's educational program. Classroom placement decisions involve a team process. The goal is to provide a good fit for each individual child while ensuring that we are putting balanced classroom groups together in a way that best positions all students to learn and succeed.

Parent/guardian input is welcome in this process, and we encourage parents/guardians to reach out with questions or information about your child that you feel should be considered in the placement process. We recognize that parents/guardians may wish to make a request for their child's teacher assignment. However, we do not determine a student's classroom placement solely on parent/guardian request for a specific teacher. Parents/guardians may write to the building principal describing the ideal learning environment for their child and the attributes that a teacher would have that would most benefit their child's educational growth. Changes to classroom placements made after the fact are rare, and this is done only in consideration of special and compelling circumstances.

Final authority for grade level and classroom placement rests with the Building Principal.

TESTING AND ASSESSMENT

Tests and assessments are important tools in the delivery of curriculum and instruction to help determine whether a student or group of students is progressing toward mastery of skills and standards. This information is used regularly and in a variety of ways to make instructional decisions.

Screenings: Diagnostic screenings are administered to all students entering NYS public schools for the first time. These screenings typically happen for children entering our Pre-K and kindergarten programs, but may also be used with students entering school in the upper grades if they have not previously attended a NYS public school. Screenings provide a broad snapshot of a student's academic and behavior skills.

Classroom tests: Teachers use a variety of tests and assessment methods across each subject area (ELA, math, science, social studies) to determine how students are understanding the material and approaching grade level standards.

Local, school-wide assessments: Certain reading and math assessments are administered at each grade level K-5 to all students a few times throughout the year. Some of these assessments are standardized. This helps us see how students are progressing toward certain skill-level benchmarks using the same assessment tool. Some examples of these assessments currently include: i-Ready Benchmark Assessments (reading and math), i-Ready Literacy Tasks (decoding/reading), and a locally-developed standards-based math assessment.

Standardized New York State Assessments: Standardized NYS assessments are administered to students annually in grades 3-5 in the areas of English Language Arts and math. Students in 5th grade will also participate in the NYS Science Assessment. Additional information on State testing is sent home to families prior to Spring administration each year.

TOYS/HOBBY ITEMS FROM HOME

Toys* and hobby items brought from home should only be used in the classroom or during recess as permitted by the classroom teacher.

- Toys and hobby items should be left at home unless the teacher has allowed their use for a specific purpose (e.g., “recess box” for indoor recess, show and tell, etc.).
- If a student uses such items during the school day outside of the intended purpose, the teacher may direct the child to put the item in their school bag or may hold the item until the end of the school day.
- Trading of toys and hobby items is not allowed at school (including on the school bus). Borrowing and trading of these items often causes conflict, which is often disruptive to the learning environment and creates unnecessary distraction and unsafe conditions on the school bus.
- If toys or hobby items that are brought to school pose an ongoing disruption or nuisance, they may be confiscated. Parents/guardians will have the opportunity to pick up the item(s) in the main office.
- The school district and school personnel will not assume responsibility for the loss, breakage, or theft of personal items, and school time cannot be spent attempting to retrieve, repair, or return toy/hobby items or to solve student disputes over them.

*Please note that any toy or look-alike weapon brought to school is prohibited under the Safe Schools Act.

TRAFFIC REGULATIONS

It is illegal to pass near a stopped school bus when red signal lights are flashing while on school property - unless directed by a law officer. Violators may be ticketed. Additional information on Vehicle and Traffic Law may be found in Board of Education [Policy 8240](#).

Do not pass a school bus whose red flashing signal lights are activated. Please note the one way, stop signs, handicapped area parking, walkways, and no parking zones when visiting. The rules are to protect our students and all who visit our schools during the day, evenings, and weekends. Please observe these rules. It is against New York State Law for vehicles to be in motion on the school grounds when buses are loading or discharging passengers. This law is strictly enforced.

TRANSFERRING OUT OF THE DISTRICT

If a student will be transferring from this district during the school year, parents/guardians are asked to notify the Registration Office at 518-279-4600 ext. 2607. Additionally, parents/guardians are asked to return any books/materials prior to the student's departure. Student records will be forwarded to the new school upon their written request.

TRANSPORTATION

Students riding on buses are reminded that from the time they board a bus in the morning until they leave the bus in the afternoon, they are under the care, rules, and expectations of the school. They are responsible for their conduct on a bus as much as in the classroom.

The bus driver has an important responsibility for safe transportation; students should conduct themselves in such a way that the driver may give full attention to the road. Bus rules are posted on each school bus and reviewed with students during bus safety drills.

The Transportation Department will contact parent/guardians/guardians with a courtesy note/call if their child needs a reminder about obeying these rules. Students chronically or significantly violating bus safety rules during the school year will be reported to the building principal who will contact the parent/guardian, which may result in a suspension from transportation for a period of time. Department of Transportation regulations prohibit transporting any items/packages that do not fit on a student's lap. We also cannot transport any pets, insects, etc. on school buses.

There is no policy that generally prohibits the use of personal electronic devices on our buses; and in some cases, parents allow their child to use an electronic device to help keep the child occupied on long bus rides. It is important to remember that the district acceptable technology use and personal device policies generally apply to the school bus as well as to the school building. Just as a teacher may restrict a child's access to/use of a personal device in school, the driver may do the same on the bus especially if he/she determines a child may be using technology inappropriately. Any behavior on the bus - including the use of technology - that violates the code of conduct may be subject to discipline.

Throughout the district, certain points have been designated as bus stops. As it would be impossible to stop at every house in a densely populated area for the pickup or discharge of students, bus stops have been established. If a bus stop is located at or near your home, please see that your children are

out at the pickup sufficiently early as to not cause delay in our busing schedule. We remind parent/guardians that supervision of the students is their responsibility until the students load the buses.

We maintain video cameras throughout the bus fleet to help maintain the safety of our children while traveling to/from school.

Please be advised that children under the age of 4 may not ride the bus. This is an important consideration for some of our families with children entering pre-kindergarten. When they turn 4, they are eligible to begin safely riding the bus to/from school.

UNIVERSAL PRE-K PROGRAM

Brunswick Central School District recognizes the importance of high quality early learning. The district currently offers the community three universal Pre-K (UPK) program classrooms in the Tamarac Elementary School building. Each class is taught by a certified teacher and supported by a teacher's aide. It is a full day program that operates under the regular school calendar. The school day begins at 8:45 a.m. and ends at 3:25 p.m. UPK is supported by state-funding and focuses on physical, cognitive, social, and emotional development to prepare children for kindergarten. The program will follow the New York State Prekindergarten Early Learning Standards.

The Brunswick Central School District UPK program operates on a set of core beliefs that guide us in curriculum, instruction, and family engagement:

- Every child is ready to learn.
- Children learn through play.
- Children learn best when their physical, cognitive, social, and emotional needs are met.
- Involving families in a child's education leads to better outcomes.

Eligibility Requirements:

- The child must turn four years old by December 1.
- The child must live within the Brunswick Central School District boundaries.
- If you are the parent of eligible twins, triplets, etc., you must submit one application per child.
- All Brunswick Central School employees who are members of the Brittonkill Teachers Association may apply for their age-eligible child. However, Brunswick CSD employee status does not automatically guarantee a seat on the UPK roster.

Interested families must register their child prior to his/her attendance. **Registration does not guarantee a spot in the UPK program.** Tamarac's UPK program serves a limited number of students each year, and New York State regulations require school districts to randomly select students for UPK programs if there are more registered students than the program has the capacity to serve. District registration information and documents are available [here](#). The district will post the number of

seats available in the UPK program for the upcoming school year along with registration deadlines on the district website under [Universal Pre-K Information](#).

UPK Attendance and Absences:

Consistent with New York State Education regulations, it is expected that your child attend the UPK program 5 days a week for the 180-day school year. Your child's attendance, including tardies and absences, will be recorded daily consistent with the Brunswick Central School District's attendance policy. It is recommended that parents consult the school district calendar, which indicates days of attendance, vacations, holidays, parent conferences and other special happenings in the elementary building. Please see the "Attendance" section of this handbook for information on notifying us when your child is absent and policies around school attendance.

Your child must regularly attend school to meaningfully benefit from UPK programming. Parents/guardians are asked to notify the principal in writing, at least two weeks in advance, if your child will have an extended absence and the dates of the absence. This notification, however, does not guarantee that the absence will be excused. Please understand that extended or excessive unexcused absences may jeopardize your child's continued participation in the UPK Program, particularly if there is a waiting list of eligible children seeking entrance into the program. The Brunswick Central School District maintains attendance and tardy records and will contact parents if concerns develop in accordance with district attendance policies and offer support if needed to improve the child's attendance. **Should your child reach 15 unexcused absences, you may receive a letter of notification that your child has lost their UPK spot.**

Please note: Your child will NOT be able to continue in the Tamarac UPK program if you move out of the Brunswick Central School District during the school year.

Transportation

The Brunswick CSD offers bus transportation to and from school to its UPK students. Please be advised that children under the age of 4 may not ride the bus. When they turn 4, they are eligible to begin safely riding the bus to/from school. Parents who choose to transport their child to school in the morning may drop their child off at the classroom door by way of the UPK/Kindergarten wing entrance. Only UPK parents/guardians may drop their children off at the UPK classroom doors, as these classrooms are strategically placed near a dedicated entrance. No other elementary parents/guardians may walk their children to classrooms during school arrival time in the interest of student safety.

Schedule Overview

Students in our UPK have a busy day of fun and learning! The activities below are intended to provide an overview of the overall flow of the day in UPK. Some activities, or the order of activities, are subject to change based on the scheduling process.

- **Morning Arrival** - When arriving at school from the bus or with a parent, children are welcomed by their teachers. Parents may drop their UPK child off at the classroom door. Adults are also available to supervise and assist UPK students getting off the bus and walking to

classrooms. Students place their things in their individual cubbies when they enter the classroom.

- **Morning Bins/Breakfast*** - After backpacks, coats, etc. are placed in cubbies at arrival, students select learning and play activities from “morning bins.” Students who are buying and eating breakfast at school are accompanied by their teacher aide to the cafeteria to eat with their friends.
- **Morning Circle** - Everyone comes together for the day to discuss the day's activities and to play some learning games, sing songs, etc.
- **Whole Group Learning** - Students engage in a learning activity as a class with their teacher. Whole group learning may involve a variety of activities including story time, learning games, movement activities, concept development, etc.
- **Specials** - Students head to the music room, art room, library or gym for a “special” learning activity. These activities rotate daily on a 6-day cycle (A-F days). The teacher aide accompanies students to these activities. All special classes are taught by a teacher certified in their special area subject.
- **Recess/Free Play** - Recess happens outdoors or indoors. Students go outside daily if weather permits. If it is raining or below 20 degrees, students have recess indoors.
- **Lunch*** - Students eat lunch in their UPK classrooms. While lunch is certainly fun and relaxed, eating a supported meal with peers in a developmentally-appropriate setting is consistent with high-quality preschool programming. Students are provided direct assistance and supervision by their teacher and teacher’s aide. Students are welcome to bring in lunch from home or buy lunch from the cafeteria. UPK students who buy lunch will be provided a pre-order form each week (with meal options consistent with State nutrition guidelines) to ensure their preferred meal is delivered at their scheduled lunchtime.
- **Rest** - Rest time is scheduled daily. Students who do not sleep may rest quietly or do a quiet activity.
- **Learning Centers** - Learning centers are areas of the classroom devoted to a specific subject or theme. Learning centers often align with the curriculum unit of study being covered at the time. Learning centers allow for students to make choices in developmentally-appropriate activities that include dramatic play, math, blocks, art, sensory tables, technology reading, writing, or music. .
- **Snack** - Students have a snack in the classroom daily that they bring from home. Good nutrition is vital for early childhood development and learning – please send in a nutritious snack. Contact your child’s teacher with questions or guidance on healthy snacks.

- **Additional Recess/Free Play** (see above)
- **Pack-Up/Dismissal** - Students pack up their things to go home. Students who are picked up by parents are escorted to designated dismissal areas in the building to meet their caregivers. Students who take the bus home are escorted by their teacher to their assigned buses.

*We work with UPK families to accommodate any health/safety concerns (e.g., life-threatening allergies) around mealtimes.

Parent Involvement and Input

Home-school communication is vital to a successful UPK experience. Check your child's backpack for notes, reminders, and announcements. It is important to check daily, since sometimes these communications are time-sensitive or require a reply. UPK teachers also communicate with parents in other ways, as well, including class newsletters, email, class communication apps, phone calls, or text messages. You may also hear from your child's teacher about opportunities throughout the year to volunteer for class events.

You will have the opportunity to attend parent teacher conferences, one in the fall and one in the spring. Your child's teacher will contact you about scheduling a parent-teacher conference time for each date. Parents are encouraged to request conferences with teachers throughout the year as needed. Parents of students in UPK will be provided a special "report card" for their child in the fall, winter, and spring. The UPK report card shows whether a child's knowledge, skills, and abilities are progressing toward, meeting, or exceeding the widely held expectations for the child's age or class/grade in a manner that is easy for families to understand.

Your input is important. The Brunswick Central School District is committed to creating and maintaining positive relationships with families. If you have questions about what goes on in your child's classroom, please contact his or her teacher directly. If you have general questions about the early childhood program, please call the principal's office at 518-279-4600 x2002.

During the school year, you will receive a survey asking about whether the UPK program is meeting your child's needs. Your feedback is appreciated and will be used to help us improve our program.

USE OF PERSONAL ELECTRONIC DEVICES

Appropriate student use of personal electronic devices in elementary classrooms (e.g., smart phones, smart watches, tablets, etc.) is limited and is only allowable with permission from the teacher for a very specific purpose. Generally, elementary students are expected to leave personal electronic devices at home. If they are brought to school by a student, they should be kept in the child's school bag unless the teacher gives specific permission for the student to have access to the device in the classroom. For students in grades 3-5, in order to ensure the integrity of testing, in accordance with state guidelines, students are generally not allowed to bring cell phones or other electronic devices into classrooms or other testing locations during New York State assessments.

The school district is not liable for the loss, damage, misuse, theft or loss of data of any personal electronic device brought to school. Consistent with District [Policy 5695](#), these devices shall be allowed to be used in classrooms by students under the following circumstances:

- The student's teacher has authorized use of personal devices for a specific purpose.
- Students are not permitted to use any personal electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in discipline and serious consequences.
- Students are not to make or receive personal calls, text messages, emails or electronically communicate with others (including other students, parents/guardians, guardians, friends, and family) from their personal electronic device during school hours.
- In emergency situations, exceptions to the prohibition of personal electronic devices may be granted by teachers or administrators.

Misuse by students of any of these electronic devices will result in its confiscation until the end of the school day, as outlined in the code of conduct. Some uses of personal electronic devices may constitute a violation of the school district code of conduct and in some instances, the law. The school district will cooperate with law enforcement officials as appropriate.

VISITORS, VOLUNTEERS AND CHAPERONES

We welcome parent/guardian visitors, volunteers and chaperones at Tamarac Elementary School for special classroom events, projects, and school wide events throughout the school year. In order to maintain an appropriate instructional environment and ensure the safety of all students, visitor/volunteer/chaperoned events are typically arranged by classroom teachers and communicated to the main office prior to the event or activity. All visitors and volunteers arriving during the school day must report to the main office to sign in and receive a visitor badge. All visitors must also exit through the main office doors to sign out. This is a critical component to ensuring school building safety.

Parent/guardians looking to chaperone a field trip off school grounds must complete a [Volunteer/Chaperone Application Packet](#).