

Mohansic Elementary School



Parent Handbook
2006-2007

**Mohansic
Elementary
School**

A Program for Primary Students
Grades K – 2

Handbook created by the
Mohansic Shared Decision Making Council

Find out more about
Mohansic Elementary School
at www.yorktown.org

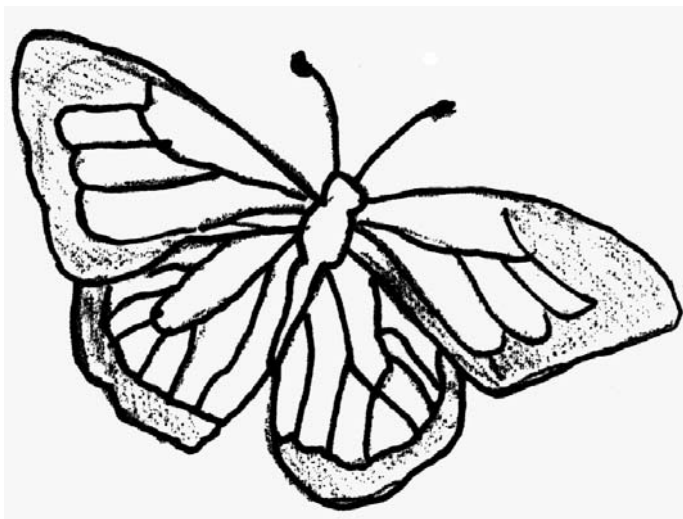


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Directory

Phone Numbers

Main Office	243-8160
Health Office	243-8165
Psychologist	243-8093
Social Worker	243-8184
Enrichment Office	243-8170
Enrichment Classroom	243-8172
Library	243-8168

Office Hours

School Year	7:30am - 4:00pm
Summer	8:00am - 3:00pm

School Hours

AM Kindergarten	8:45am - 11:25am
PM Kindergarten	12:25pm - 3:20pm
Grades 1 and 2	8:45am - 3:20pm

Administrative Staff

Principal	Susan Berry
Secretary to the Principal	Marie McCusker
Office Assistant	TBA
Reception Aide	Josephine Bianco

Custodial Staff

Paul Canor, John Duane, Kevin Gallagher, Charles Wolert

Food Service

Josephine D'Angelo, Maryann Dispenza

Support Staff

Nurse	Susan Burnell
Nurse's Aide	Diana Carson
Psychologist	Arlene Klausner
Social Worker	Eileen Olivieri
Academic Intervention Services (AIS)	Erica Marsek
	Valerie Murphy
	Elizabeth Reis
	Erika Girsh
ESL	Colleen Miraglia
Occupational Therapy (OT)	Susana Correa-Sartario
Reading	Deirdre Farrell
	Moira Schneckner
Speech	Laura Cairns
	Jeanene D'Ambrosio
	Kathleen Kaiser
	Susan Zuckerman

Enrichment Center Staff

Executive Director
Director – After School
Director – AM Kindergarten
Director – PM Kindergarten
Controller

Marianne Minard
Natalie Fisco
Lisa Mosher
Marybeth Sevelovitz
Vivian Numme

Special Areas

Art
Computer Aide
Library/Media Specialist
Library Aide
Music
Physical Education

Science Aide

Jen Astrab
Mary Hayes
Marilyn Elie
Joanna Leute
Jeffrey Smith
Ernie Della Vecchia
Michael DePaola
Ellen Conn

Classroom Teachers and Instructional Aides**Kindergarten**

Judy Giannelli
Lizz Kelsey
Lisa Statler
Jennifer Macartney (Special Education)

Gale Gertner
Grace Gibney
Mary Lynn Kolby
Lori Rampa

Grade 1

Carol Bellina
Jennifer Berkman
Antonella Dable
Jeanne Interlicchio
AnnaMarie Mazzella
Joanne Saldarelli
Cathy Stanton
Jean Wolff (Special Education)

Kathleen DeJulio

Grade 2

Susan Attard
Adrienne Cusano
Tim Dwan
Chris Ruggiero
Anne Voll
Kathy Young
Valerie Epstein (Special Education)
Nancy Ferrari (Special Education)

Angela Capogne
Tina Cerar
Elvira Costello
Carol Fiore
Vicki Paces

K-2 Class

Liz DiRenzo

Dawn Benevento
Sharon Longyear

Additional Aides

Carol Fabrizio, Jane O'Sullivan, Janet Summers, Kathy Voyez

Nuts and Bolts

Attendance

Consistent attendance is critical to the academic growth of children and the development of sound attitudes toward learning. Parents are asked to make every effort to have their child attend school on a daily basis and arrange trips and vacations to coincide with scheduled school holidays and vacation periods. State Law and Yorktown Board Policy do not recognize individual or family vacations as legitimate grounds for missing school. Accordingly, teachers will not assign work for students missing school for such purposes. Additionally, parents are strongly urged not to pick up students prior to the end of the school day for outside activities and appointments, as doing so interferes with the teaching/learning process.

Parents are required to call the Health Office at 243-8165 each day of their child's absence. There is an answering machine in operation when school is not in session. If the nurse does not receive a message by 9:15am, the home will be called to determine the reason for the absence. Upon return to school, parents are asked to send a note with their child's full name, teacher's name, dates of and reason for absence and parent signature.

Communication Protocol

It is reasonable to expect that parents will from time to time have inquires about school matters. Inquiries should be taken initially to those persons who are closest to the subject. This normally means discussing the matter with the appropriate teacher. After talking with the teacher, a parent may wish to discuss the concern with the psychologist or a member of the Instructional Support Team. If the matter is not resolved, the parent may then contact the principal. If the matter is still not resolved, you may wish to carry the concern to a central office administrator. This administrator will ask for a summary of previous discussions held with school personnel in relation to the concern. The matter will be investigated and findings and conclusions will be reported to the individual concerned.

Dismissal Change

Any change in a student's dismissal plan should be communicated via a note to school on the morning of the day of the change. Please be sure to include all pertinent information including date, child's full name, teacher's name, specific information as to dismissal change (the full name of the child being visited, destination and bus number, for example) and parent signature. Notes should be presented from parents of all children involved in the change.

Enrichment Center

The Enrichment Center is a self-sustaining, nonprofit, tuition-based program housed at Mohansic. Quality, nurturing care is provided for Mohansic kindergarten through grade 2 students. The Enrichment Center operates during Mohansic normal school hours for kindergarten students and remains open until 6:00pm on a daily basis for students K-2. Parents are to contact the Enrichment Office at 243-8170 to register.

Lost and Found

Please label all your child's articles (boots, lunch boxes, backpacks, coats, mittens, etc.) so lost items can be returned to the proper owner. A lost and found box is located in the cafeteria. For articles lost on the bus, contact the Baumann & Sons Bus Co. at 243-5300.

Lunch Program

The Mohansic Elementary School offers a daily hot lunch program at \$1.50 per day. Lunch menus are sent home monthly. Lunch cards may be purchased in blocks of two, three and four weeks at a cost of \$15, \$22.50 and \$30, respectively. Parents may purchase these cards from the cafeteria by sending with their child a check for the exact amount made payable to Yorktown Central School District. Parents are asked to enclose the check in an envelope addressed to the cafeteria and labeled with their child's full name and teacher's name.

Parent Orientation and Open House

Parent Orientation and Open House help parents gain an understanding of programming at Mohansic. The Parent Orientation is an evening event, takes place in September and is an opportunity for parents to learn about key components of the instructional program. Mohansic's Open House takes place when students are in class, occurs in November and is an opportunity for parents to visit their child's classroom to see firsthand how the instructional program is implemented.

Parent/Teacher Conferences

The Parent/Teacher conference is an invaluable opportunity for parents to meet with their child's teacher in order to review their child's progress. Kindergarten and Grade 1 parents meet with their child's teacher for parent/teacher conferences two times per year. Grade 2 parent/teacher conferences occur in the fall and for some Grade 2 parents later in the year.

Parking

Parents are to park in the side lot during the school day. We ask that parents do not park in the circle in front of the building at any time while school is in session. As parking at Mohansic is limited, parents are urged to carpool when attending special events, such as the Halloween Parade, concerts, performances, etc.

Registering New Students

To register a new student, parents are required to contact the district transportation office at 243-8016 to make an appointment with personnel from that office. After that meeting, parents must contact Mohansic for an appointment to register and have their child screened.

Tardiness

Parents are asked to make every effort to have their child arrive at school on time as valuable classroom time is missed when a student is tardy. When taking a child to school late, parents are to escort their child to the nurse, after which the child will be sent to the classroom.

Transportation

Busing is available to all Mohansic students. In late August, parents are mailed the Yorktown Central School District Transportation Guide which contains, among other valuable information, a detailed listing of the bus runs.

Parents or assigned caregivers must be present at the bus stop at the dismissal hour to receive children in kindergarten. If the parent or usual caregiver of a kindergartener is not present, or any elementary child is fearful of getting off the bus in the absence of a parent, the child will be kept on the bus. If a parent cannot be located quickly, the child will be returned to the school where the administration will assume responsibility. In this instance, contact the school at 243-8160, the Enrichment Center at 243-8172 or the Baumann & Sons Bus Co. at 243-5300.

Visitors

It is school district policy that all visitors to our building must first report to the reception desk in the front lobby. All visitors will be required to sign in and obtain a Visitor's Badge.

Academic Programs

The academic programs at Mohansic are in alignment with the New York State Learning Standards and district curricula goals. Detailed information about specific curriculum areas can be found on the curriculum maps on the district's web site (www.yorktown.org). Mohansic students spend the majority of their school day with their classroom teacher where they participate in child-centered integrated learning activities which address the following curricula areas: English Language Arts, Health, Mathematics, Science and Social Studies. Many of these learning experiences are differentiated in order to meet the developing abilities of students.

English Language Arts

With Language Arts, students have a wide range of opportunities to learn about literacy in a way that promotes reading, writing, speaking and listening in their daily lives. For reading, instructional components of this balanced approach include the teacher reading a book or text to students (Read Aloud), students reading with the teacher (Shared-Reading), the teacher working with a small group of students who use similar levels of text (Guided Reading), students reading independently (Independent Reading) and phonemic awareness/phonics activities. Teachers use a variety of appropriate, appealing and substantive literature to involve students with reading. For writing, the teacher models writing (Modeled Writing), works with students to compose a text (Shared Writing), works with individual students (Guided Writing) and has students write independently (Independent Writing). Students write for different purposes and by the end of second grade, most students are comfortable using the writing process (prewriting, drafting, revising, proofreading and editing). The formal spelling program begins mid-year during first grade. Handwriting is taught and emphasized throughout the students' K-2 experience. Sharing writings and insights about literature are also key components to the English Language Arts program.

Health

Health instruction is often integrated with other curricula areas. For example, the grade 1 science curriculum addresses the importance of maintaining a healthy body. Safety is one component of the health curriculum. Good Touches/Bad Touches is a grade 2 sexual abuse and abduction prevention program. Sometimes health is addressed on a school-wide level. Red Ribbon Week takes place during October to help teach children about growing up safe, healthy and drug free.

Mathematics

In the area of mathematics, students participate in hands-on learning experiences that foster curiosity, reasoning, communication, problem-solving strategies and an understanding of mathematical concepts. In addition, basic arithmetic and computation skills are taught. Students are provided with ample opportunities to explore, use manipulatives and draw from real-life experiences in order to understand and use math. As students move through the primary grades, they will begin to transition from concrete mathematical thinking to abstract thinking. The new curriculum guidelines include five process strands (Problem Solving, Reasoning/Proof, Communication, Connection and Representation) and five content strands (Number Sense, Geometry, Measurement, Statistics/Probability and Algebra).

Science

Science instruction for kindergarten students occurs in the kindergarten classrooms. For grades 1 and 2, students participate in science lessons which take place in the science lab. Some aspects specific to kindergarten science curriculum include basic concepts of magnetism, sink/float, the five senses and animal habitats. First and second grade students learn about characteristics of a scientist, making observations and recording predictions and results. Grade 1 studies attributes and properties of objects, states of matter and living things. In grade 2, tools to measure our world, observing and measuring changes in living things and the environment are examples of some units of study.

Social Studies

Social Studies instruction is often integrated with language arts. For example, teachers may select language arts reading materials that also address the social studies curriculum. Each grade learns about patriotic holidays which occur over the course of the school year. Some aspects of study specific to kindergarten include recognizing self, family relationships and the school community.

The first graders discover how each student contributes to the classroom culture, how children's lives change over time and the roles of workers in the community. In grade 2, teachers help students define friendship, more sophisticated mapping skills are introduced and rural, urban and suburban communities are studied.

Outdoor Classroom

The Outdoor Classroom at Mohansic was established in 1995 by a group of parents and staff. It provides many curriculum connections including literacy, science, math, music and art. It is a wonderful way to introduce young children to careful observation and appreciation of nature. Please feel free to walk the grounds and explore nature with your family. Visit the teaching area in the meadow with a large sundial (big enough to accommodate an entire class) that actually tells time. Our Outdoor Classroom also is home to the ornamental flower garden, herb walk, butterfly garden, bird feeders and bluebird trail. To help maintain the grounds, there are spring and fall work parties as well as a summer watering schedule. Volunteers are always needed and welcome.

School-Wide Theme

Incorporated into the classroom curricula is our school-wide theme. Each year, a theme is selected encompassing several goals that focus on positive characteristics and character education. The school-wide theme is intended to promote self-respect and respect for others in a developmentally and age-appropriate manner. For example, we have made school-wide commitments to making healthy choices, using manners, being kind, being honest and celebrating diversity.

Primary Time

Primary Time is a one-hour period during the literacy block that enables classroom teachers to provide reading/language arts instruction in smaller, more homogeneous groups. This is accomplished by keeping half the students in the classroom for 30 minutes while the other half is involved in literacy extension activities led by the librarian or the art, music or reading teacher. The groups are reversed for the second 30 minutes.

Special Areas

Art

The art program at Mohansic is a process-oriented curriculum which reinforces skills as well as cooperative learning. Students learn how the world can be viewed and recreated in the visual arts through examining artwork, discussing the Masters and participating in the creation of artwork. Some areas studied include two-dimensional and three-dimensional mediums (painting, drawing, ceramic, clay, ink, etc.), manipulation of various mediums, identifying types of art, identifying elements of art and exploring artist intention. Students attend art class once per week.

Computer Lab

Mohansic students visit the computer lab once per week. At individual stations, they work with software which is appealing, appropriate and related to various academic curriculum areas. The Mohansic computer lab houses 24 computers, a color printer and a smartboard.

Library

The library at Mohansic is managed by a certified school library-media specialist with the help of an instructional assistant. Parent volunteers play a crucial role in our program and are always welcome. Kindergarteners visit the library once per week where they are instructed in basic routines, library skills and how to select books. Students in grades 1 and 2 come to the library on a regular schedule during their morning reading period or literacy block for instruction based on the library curriculum. These students may come to the library throughout the day to select books for their own personal reading. Teachers schedule time for whole group reports and projects in conjunction with the librarian. The librarian is involved in the development of teaching units and works in collaboration with classroom teachers, especially in the development of research and oral presentation skills. Many of the videos aired on Channel 18 originate in the library along with our weekly cable show, Mohansic Kids.

Music

Mohansic's music program emphasizes active participation (singing, movement and playing instruments) through which students are introduced to the basic elements of music – melody, harmony, form, rhythm and timbre. Students attend music class once per week. Concerts are integral to the music program. Grade 2 performs twice per year while grade 1 and kindergarten each perform one concert per year.

Physical Education

The Mohansic physical education program uses the psychomotor, cognitive and affective channels to teach skills. The goal is to achieve optimum personal development through maximum participation. A variety of skills is presented to help students successfully participate in age-appropriate activities. Children should wear sneakers on physical education days. Mohansic kindergarten students attend physical education class once per week while students in grades 1 and 2 have two sessions.

Homework

Homework is an invaluable activity and an appropriate extension of classroom instruction.

Homework provides an opportunity:

- For the student to develop good study habits.
- For the student to develop responsibility.
- For the student to demonstrate mastery of a skill or understanding of a concept.
- For the teacher to evaluate a student's needs, interests and abilities.
- For parents to better acquaint themselves with programming.
- For the love of learning to be fostered.

Teachers are responsible for clearly assigning homework, assigning a variety of homework and giving feedback to the student. Students are responsible for understanding the importance of homework, doing their best, working independently and completing and returning the assignment in the allotted time. Parents are responsible for understanding the importance of homework, checking whether their child has homework, making sure their child has the necessary materials and appropriate place to do homework and praising their child's effort.

Homework assignments vary as some homework is assigned for the entire class, while some assignments are in recognition of individual needs, interests and abilities. Types of homework also vary. District policy recommends homework for grades 1 and 2 twice weekly (generally 30 minutes per session). Actual homework frequency and duration may vary according to grade, teacher and student.

It is helpful to set aside a regular time for the completion of homework. Since students are so different from one another, a blanket time recommendation cannot be made. Parents should determine the time that is best for their child and try to stick to it.

Parents should not correct homework. It is appropriate, however, for parents to review directions and check homework to ensure that the directions were followed and proper effort was put forth. If a child is spending an inordinate amount of time on homework, parents should contact their child's teacher.

Skills Guide

Frequently, questions such as “Is our child ready for next year?”, “What is expected of our child?” and “What can we do to help our child learn?” are asked by parents when contemplating the next school year. The following Skills Guide is intended to help answer these questions.

By the end of each grade, students will develop a greater capacity to:

- **Work independently**
Student demonstrates the ability to focus on tasks on his/her own.
- **Work cooperatively**
Student appreciates the talents, skills and contributions of classmates and is willing to work together as a team.
- **Manage transitions**
Student follows given directions when proceeding from one activity to another.
- **Use time effectively**
- **Organize self and materials**
- **Exhibit positive attitude**
Student is willing to apply himself/herself to a task with a “can do” attitude.
- **Exhibit interest in learning and contributes to class**
Student demonstrates curiosity and is willing to share in the learning process.
- **Exhibit perseverance**
- **Seek help when appropriate**
- **Accept suggestions and corrections**
- **Follow direction**
- **Strive for accuracy**
Student takes the initiative to check his/her own work.
- **Accept academic challenges**
Student is willing to engage in unfamiliar or difficult tasks.
- **Take responsible risks**
Student is willing to try out new strategies, techniques and ideas.
- **Complete homework and classwork accurately and responsibly**
- **Manage long term assignments**
Student is able to plan out and complete projects or tasks over a period of time.
- **Follow the Code of Conduct**
Student shows respect for adults and peers and adheres to the rules of behavior established for the bus, classroom and school.

Kindergarten Skills Guide

Reading/Language Arts

Listening/Speaking

- Use listening and speaking for giving and receiving information
- Follow simple oral directions
- Use listening and speaking for personal reasons
- Listen to and share stories, drama and personal experiences
- Respond appropriately in group discussions and directed activities
- Express thoughts and ideas in complete sentences
- Use listening and speaking in social situations
- Attend to peers who are speaking to him/her
- Speak clearly and distinctly so that everyone can hear and understand
- Contribute ideas in group activities

Behaviors of an Emergent Reader

- Recognize and identify the letters and sounds of the alphabet
- Recognize own name and environment
- Recognize words that rhyme and end with the same sound
- Use appropriate book handling behaviors
- Track from left to right

Comprehension

- Comprehend and express the meaning of pictures
- Identify the theme and/or the main idea of a story
- Identify and describe specific details from a story
- Sequence the events of a story (first, middle, last)
- Make simple story predictions
- Retell familiar stories and personal experiences

Behaviors of an Emergent Writer

- Explore the use of written symbols, scribbling, labeling or making signs
- Label personal drawings using scribbling, labeling or signs
- Label personal drawings using scribble writing and random letters
- Record thoughts and ideas in a variety of written forms
(pictures, scribbles, invented spelling, lists, signs, messages, letters, etc.)

Mathematics

- Numbers 0-10 – build, recognize and write numbers; identify more than/less than
- Matching and counting – identify one-to-one correspondence; count objects in a group
- Patterning – identify, extend and create patterns
- Addition – act out and model joining together to determine how many altogether
- Subtraction – act out and model separating to determine how many are left
- Sorting and classifying – sort by color, shape and size
- Measuring – compare and order by length; use non-standard units to measure length
- Shapes – identify and sort solid figures and plane figures, whole and halves
- Time – sequence events; know ordinal numbers; measure time

Science

- Understand basic concepts of magnetism
- Understand principles of sink/float
- Explore and discover the five senses (sight, sound, smell, taste, touch)
- Identify animal habitats, defense mechanisms and adaptations
- Understand characteristics of seasons and seasonal changes
- Demonstrate and understand how to maintain a healthy body
- Ongoing observation, classification and recording of information

Social Studies

- Recognize self in relation to classmates
- Compare/contrast family relationships
- Explore multicultural, patriotic, biographical and presidential holidays
- Compare and contrast traditions, values, ideas and oral history
- Demonstrate understanding of the school community and neighborhood
- Understand rights as a citizen

Grade 1 Skills Guide

Reading/Language Arts

Listening and Speaking

- Listen and speak in whole class and small group discussions and one-to-one conversations with teachers
- Listen respectfully and learn to take turns speaking
- Follow directions
- Ask questions when meaning is unclear
- Share ideas, facts, observations and opinions with classmates and teachers

Reading Behaviors

Attitude Toward Reading

- Show an interest in reading and an appreciation of stories read to them
- Choose reading as a way to enjoy free time at school and at home
- Read a range of materials including poems, picture books, letters and simple information books

Reading Strategies

- Use pictures to gain meaning
- Use word attack skills
- Put sounds and letters together to read words
- Use initial, medial and final consonant sounds
- Recognize blended sounds, such as 'bl' in black
- Recognize diagraphs, such as 'ng' in song
- Recognize short and long vowel sounds
- Recognize double vowel combinations, such as 'ai' in rain
- Recognize suffixes (s, ed, ing, er, es, est)
- Use information from the text to gain meaning
- Use strategies to self-correct such as stopping, re-reading and determining whether words or sentences make sense in the story
- Recognize sight vocabulary previously taught

Fluency

- Read orally at a conversational rate
- Read with inflection/intonation, using punctuation cues

Comprehension

- Use prior knowledge, predictions and inferences to gain meaning
- Include characters, setting, main ideas and important events in a retell

Writing Behaviors

Attitude Toward Writing

- Show an interest in and appreciation for writing
- Willingly write for enjoyment
- Begin to understand the purpose of writing

Writing Strategies

- Write words to communicate meaning
- Write descriptive words and phrases to expand a simple sentence with teacher support

Conventions

- Write using a combination of invented spelling and correctly spelled common words

Writing Process

- Use a variety of prewriting strategies in order to create a plan of written work
- Revise and improve upon selected writing with teacher support

Mathematics

Numbers and Numeration

- Identify and write numbers 1 – 100
- Estimate, group and count numbers to 50
- Identify patterns in daily life and numbers
- Use ordinal numbers 1st – 20th
- Understand even and odd numbers
- Understand place value to 100
Tens and ones

Operations with Whole Numbers

- Use addition and subtraction strategies
Counting up, counting back
Number lines
Manipulatives
- Understand number facts to 10
Missing addends
Associative property
Communicative property
Symbols (+, -, =)
- Add and subtract 2-digit numbers
No regrouping
- Understand symbols
Greater than (>) and less than (<)
- Skip count by twos, fives, tens

Probability, Statistics and Graphing

- Sort and classify using attributes
- Tally
- Collect and graph information
Pictographs
Bar graphs
Line graphs
Venn diagrams
- Analyze graphs

Measurement and Geometry

- Estimate, measure and compare length
Standard and non-standard units
- Understand the concept of geometry
2D and 3D shapes
Symmetry
Plane shapes
Sorting
- Understand the concept of time
Tell time to the hour
Recognize time of day
Morning, noon, afternoon, evening
Understand calendar concepts
Days of the week
Months of the year
Yesterday, today, tomorrow
- Understand the concept of money
Identify coins and their values (1¢, 5¢, 10¢, 25¢)

Science

- How does scientific investigation increase our knowledge of ourselves and the world around us?
Discover characteristics of a scientist
Make observations
Use scientific tools and equipment
Record predictions and results
Investigate order in our world
Organize ourselves to do scientific investigations
Investigate attributes and properties of object
Identify the states of matter
Investigate living things

Social Studies

- How do I contribute to my classroom culture?
Define rights and responsibilities, such as classroom rules
- How have children's lives changed over time?
Identify wants and needs of children then and now
- How does our culture shape our lives and how does it connect to others?
Exchange elements of different cultures through holidays, folk tales, etc.
- How do we as a school community depend on each other?
Investigate roles and responsibilities of school workers
- What is my role in my community and how do we depend on each other?
Investigate roles and responsibilities of community workers

Grade 2 Skills Guide

Reading/Language Arts

Listening and Speaking

- Listen and speak in whole class and small group discussions and one-to-one conversations with teachers
- Listen respectfully and learning to take turns speaking
- Follow directions
- Ask questions when meaning is unclear
- Share ideas, facts, observations and opinions with classmates and teachers

Reading Behaviors

Attitude Toward Reading

- Show an interest in reading and an appreciation of stories read to them
- Choose reading as a way to enjoy free time at school and at home
- Read a range of materials including poems, picture books, letters and simple information books

Reading Strategies

- Use pictures to gain meaning
- Use word attack skills
- Use knowledge of all sounds and letters in alphabet to figure out unfamiliar words
- Read regularly spelled one- and two-syllable words
- Recognize or figure out many irregularly spelled words by looking for familiar parts, such as common word endings, root words, etc.
- Use word study skills, such as contractions, alphabetical order, synonyms, antonyms, homophones, etc.
- Use information from the text to gain meaning
- Use strategies to self-correct such as stopping, re-reading and determining whether words or sentences make sense in the story
- Have a growing vocabulary of words recognized by sight

Fluency

- Read sentences smoothly
- Use punctuation cues as a guide when reading aloud

Comprehension

- Use predictions, inferences, characters, setting, main idea and supporting details to understand a story

Writing Behaviors

Attitude Toward Writing

- Show an interest in and appreciation for writing

Writing Strategies

- Write words to communicate meaning
- Write descriptive words and phrases to expand a simple sentence

Conventions

- Spell most common words correctly and apply spelling rules

Writing Process

- Use prewriting strategies such as brainstorming, graphic organizers, Venn diagrams, etc.
- Clarify and elaborate on written work as well as edit for correct capitalization, punctuation and spelling

Mathematics

Numbers and Numeration

- Count numbers to 100
- Order numbers
Before, after, between
- Discover patterns in numbers
Increasing, decreasing
- Use ordinal numbers 1st – 31st
- Know even and odd numbers
- Understand place value (2- and 3-digits)
Zero as a placeholder
- Understand the base ten system

Operations with Whole Numbers

- Add and subtract through 18
Communicative and associative properties
Counting up and back
Doubles, doubles +1
Make a ten, make a ten when adding 9
Fact families
- Add and subtract 2-digit numbers
No regrouping, regrouping
- Identify inequalities (<, >)
Doubles
Vertical and horizontal notation
- Understand inverse operations
- Use expanded notation ($26 = 20 + 6$)
- Skip count (by threes to 36, by fours to 48)
- Multiply as repeated addition
- Divide as repeated subtraction
- Solve word problems including strategies
- Create number sentences
No pictures, pictures

Science

- How does scientific investigation increase our knowledge of ourselves and the world around us?
Discover characteristics of a scientist
Make observations
Use scientific tools and equipment
Record predictions and results
Measure changes in our world
Use tools to measure our world
Observe and measure changes in living things
Observe and measure changes in the environment

Social Studies

- How is friendship defined?
Define friends as peers and friends of various ages
- How does knowing myself help me understand others?
Establish classroom communities by developing rules and valuing differences
Identify personal strengths and limitations
- How do maps help us locate places?
Use directionality, legends and keys
Locate continents, countries and oceans
- What are the characteristics of rural, urban and suburban communities?
Recognize the influence of geographic, social, economic and environmental factors
- How does learning about other cultures expand our world?
Understand cultural diversities, commonalities and how and what we learn from other cultures

Probability, Statistics and Graphing

- Collect and chart data
- Use tally marks to record data
- Graph data using pictographs and bar graphs
- Discuss conclusions and make predictions from graphs

Measurement and Geometry

- Investigate standard and non-standard units
- Measure length
Customary units (inch, foot)
Appropriate tools
- Understand the concept of mass
Heavier, lighter
- Understand the concept of time
Estimation
5 minute intervals
Half-hour
Calendar
- Understand the concept of money
Names of coins (penny, nickel, dime, quarter)
Names of bills (\$1, \$5, \$10, \$20)
Counting, addition, subtraction
Equivalent combinations to \$1
Estimation
- Understand the concept of geometry
Plane figures
Lines, corners, angles
Comparing 2-dimensional shapes
Patterns, symmetry, congruence
Slides, flips, turns

Extending the Learning

Learning continues at home. Let your children know you value education and believe they can succeed in school. Here are some ideas on how to help children get the most out of their school experience.

- **Read aloud to your child** and talk about books each day. Your child's teacher can suggest books that would be a good fit.
- **Have your child read aloud to you.** Praise his or her efforts, even if not every word is correct.
- **Encourage personal connections to books** by asking your child which characters are most like him or her and what parts of the story seem realistic.
- **Share everyday writing activities**, such as letters, invitations and thank-you notes.
- **Give your child a writer's notebook.** Encourage him or her to record ideas for poems, stories, descriptions of people or places and any other thoughts.
- **Visit the library** with your child and ask the children's librarian to help in checking out appropriate books.
- **Talk with your child** about school, listening carefully, making eye contact and asking questions to show interest.
- **Use coins to count** by twos, fives and tens.
- **Play simple board and card games** that involve taking turns and following rules.
- **Let your child pay** for an object and count the change.
- **Encourage your child to explore** and explain different ways to solve arithmetic problems rather than just drilling number facts.
- **Involve your child in real-life measuring experiences** such as cooking, keeping record of height and weight and checking time.
- **Let your child see you reading and writing** for many reasons and encourage him/her to join you. Read recipes, instructions, magazines, newspapers and advertisements together as part of your daily routine.
- **Involve your child in scheduling** his or her own time, such as homework, playtime, TV, etc.
- **Identify positive role models** and the importance of good citizenship.
- **Watch the news** and discuss daily events when appropriate.
- **Discuss seasonal and climatic changes** and evaluate their effect on planning and activities.
- **Participate** in an activity that interests your child. Have fun!

Academic Assessments

As parents and educators, our mission is to make every effort to encourage students to do their very best. The fact that the development of children proceeds at varying rates that children demonstrate different modes of knowing and learning and that children bring diverse background experiences to school is to be respected and appreciated. We try our best to create a bridge between our established curriculum goals and each child's individual strengths, inclinations and experiences. Many techniques are employed to assess our students. Mohansic's approach is holistic and based on multiple sources of relevant information.

Teacher Observation/Interaction

Teachers observe and interact with students every day. They informally assess students' academic, social and emotional growth. This first-hand manner of assessing children is a valuable and significant component of our total assessment program.

Portfolio Assessment

Student work is periodically collected and stored. When conferencing with a student, a teacher may reference an earlier writing in an effort to highlight growth. During parent/teacher conferences, a teacher will share student work with parents.

Inventories

The purpose of an inventory is for the teacher to "inventory" what students know and what they are able to do with a particular set of skills and core of knowledge. For example, at the beginning of the school year, teachers inventory students in the area of mathematics to help ascertain what skills they have retained from the prior year.

Early Literacy Profile

This assessment is designed to provide information about students' progress in various aspects of literacy development – reading, writing, speaking and listening. The Early Literacy Profile consists of a small set of standardized tasks that are completed in the context of classroom life, collected at designated times in the year and evaluated in relation to developmental scales. Examples of the tasks include writing samples (K-2), letter identification (K), concepts about print (K) and reading samples (running records for grades 1, 2 and kindergartners who are reading).

Resources Relating to Curriculum, Grade Level Expectations

Detailed information about specific curriculum areas can be found on the curriculum maps on the district's web site (www.yorktown.org). In addition, the skills guide on pages 12-17 and grade level report cards are important resources for parents to better understand grade level expectations. Our newly developed report cards are distributed three times per year.

Communicating Student Progress to Parents

Parent/teacher conferences are an invaluable opportunity for parents to meet with their child's teacher to review the child's progress. Kindergarten and Grade 1 parents meet with their child's teacher for parent/teacher conferences twice per year. Grade 2 parent/teacher conferences occur in the fall and for some Grade 2 parents later in the year.

It is important to note that teachers are especially proactive in their communication to parents when children are having difficulty. Mohansic's teachers are skilled with modifying instruction and programming to meet the developing needs of children. Beyond this, there are a number of out-of-class programs to help support children with their learning.

Support Programs

Special Education Services

A range of services is offered to students classified by the Committee on Special Education. For example, some special education students get support in all academic areas while some special education students may only need related services, such as speech and language support. Annual Reviews are held to develop students' Individual Education Plans (IEPs). The school psychologist is the case manager for all classified students.

Some special education students, if appropriate, receive their instruction in the collaborative model. Each grade has one or two classes which participate in the Yorktown collaborative model. Each collaborative class is made up of both general education and special education students who are taught, for the better part of the day, in the same classroom setting. The general education portion of the class is a heterogeneous group, which is interchangeable with any other class on the grade level. The larger portion of the class is made up of general education students. A small number of special education students make up the balance of the class. The profile of each collaborative class is similar to all other classes on the grade level, both in terms of academics and behavior. The total number of students in each collaborative class is also similar to other classes on the grade level.

In the collaborative model, the general education teacher, the special education teacher and the special education instructional assistant work closely to provide instruction to the students. One of the benefits for children in the collaborative class is the high adult/student ratio. Curriculum and pacing in each of the collaborative classes are the same as in any class on that grade level. All students receive instruction at their developmental level.

Speech and Language Services

Speech/language services at Mohansic are delivered through several different models. The Programmed Speech Improvement System (PSIS) program provides speech services for children who have mild to moderate functional articulation disorders, including sound substitutions, distortions or omissions. It is not intended for children who have severe communication disorders. The speech/language pathologist on staff at Mohansic provides direct therapy to both classified and non-classified students for disorders including articulation, language, voice and stuttering. Classified children have priority placement on the therapy caseload. Frequency of service varies depending on severity of disorder. Students are identified through screenings and/or evaluations and are typically seen in small groups.

English Language Learner Services

The English Language Learners program gives support to targeted students for the purpose of increasing proficiency with speaking and understanding English. Frequency of services can vary from two to five times weekly and can be in the classroom, a small group or on a one-to-one basis.

Academic Intervention Services

The purpose of the Academic Intervention Services (AIS) Program is to support students in meeting the New York State Standards in the areas of English Language Arts and Mathematics. The Academic Intervention Services Program is funded through a combination of Title I and local funds. Mohansic has various programs at all grade levels that comprise the AIS Program.

The **AIS Kindergarten Early Literacy Program** serves up to 12 morning students and afternoon students. Beginning in November, two days a week, these AM students stay an hour later and PM students come in an hour earlier. Students in the program have been identified as students who could benefit from additional literacy experiences. Activities in the Kindergarten Early Literacy Program include work in early reading skills, phonemic awareness and concepts about print. The make-up of the group is reviewed periodically and student participation is adjusted appropriately.

Children are identified for participation in the **AIS English Language Arts (ELA) Program** on the basis of data obtained from each student's Early Literacy Profile, anecdotal assessments and teacher recommendations. Grade level assessments and teacher observations form the basis for placement in the **AIS Mathematics Program**.

Just as academic benchmarks are used to help determine which students need services, they also are used to determine termination of services. Thus, students once identified are not locked into AIS. This is especially true for young children as their development proceeds at varying rates.

The AIS staff works with students in small groups and, in some cases, one-to-one. Services can be provided as a pull-out or in the classroom. The time allotment is a minimum of 90 minutes per week per subject with students receiving three 30-minute sessions. The AIS teacher works closely with the classroom teacher in order to maintain consistency of instruction.

Scheduling is done collaboratively with classroom teachers to minimize the impact on classroom instruction. When it is necessary for children to miss in-class time, services are scheduled so that children do not always miss the same instructional portion of the school day.

Parents are informed by the classroom teacher when children are recommended for the AIS program. The school follows up with a formal letter. The same procedure is followed when students exit the program. The success of the Academic Intervention Services Program is best reflected by classroom performance. Parents of a child in the grade 1 or grade 2 program receive a progress report from the AIS teacher.

Support Services

Psychology Services

Mohansic has a full-time psychologist whose responsibilities include crisis intervention, performing evaluations mandated by the Committee on Special Education, chairing the Instructional Support Team, short-term individual counseling, kindergarten screening and social skills groups.

Social Work Services

Mohansic has a part-time social worker whose responsibilities include student counseling, social skills groups, Banana Splits (an optional support program for Grade 2 students whose parents are separated or divorced), consultation with staff, contact with parents and liaison with community agencies and professionals.

Instructional Support Team

The Instructional Support Team (IST) is comprised of the school principal, psychologist and social worker, as well as a speech/language therapist, reading teacher, and special and general education teachers. Each week, the IST meets to discuss students who have been referred by their classroom teachers as possibly needing support. The IST will develop a plan, confer with parents and closely monitor student progress.

Health Office

The Mohansic Health Office is staffed with a full-time nurse and is open and available to all students every day. Children visit the nurse when they are not feeling well or are injured in school. Some visit for medication (permitted only with written direction from their health care provider and parent).

The Health Office also monitors students' health. Many tests and assessments are performed throughout the year. Among these are vision and hearing tests, height and weight measurements, head lice checks and physical assessments. By the end of the school year, every student has visited with the nurse at least once to monitor growth and development.

Special health needs should be communicated to the school nurse. This confidential information helps promote a successful school experience.

Current emergency numbers are kept on file by the Health Office and the Main Office. Parents provide this information by filling out two cards distributed at the beginning of the year (Health Emergency Information and District Emergency Information). For the welfare of your child, please keep this information current.

If, in the event of a radiological emergency the State or County Department of Health recommends the distribution of KI (potassium iodide), your child will receive a dose of KI unless you have completed the refusal (opt-out) form and submitted it to the nurse. This form is available in the nurse's office.

School Safety Plan

Emergencies and violent incidents in school districts are critical issues which must be addressed in an expeditious and effective manner. Mohansic has developed a safety plan designed to prevent or minimize the effects of such incidents or emergencies. Mohansic's safety plan is in alignment with the district's safety plan and is reviewed on an annual basis by Mohansic's Building Emergency Response Team.

Emergency Evacuation

In the event of an emergency at the Indian Point Nuclear Power Plant, the district will take action as directed by the civil authorities. If the order to go to a reception area is made, students and staff will go to the John Jay Middle School, Route 121-124, Cross River.

Emergency School Closing/Delayed Opening

On those days when weather or some other condition requires a change in the regular school day, such information will be broadcast over the district website (www.yorktown.org), cable channel 18 and the following radio stations:

WFAS AM1230	WBNR AM1260	WLNA AM1420
WHUD FM100.7	WFAS FM103.9	WSPK FM104.7

With a school closing or delayed opening, announcements will be made as close to 6:00am as possible. With regard to a delayed opening, announcements will include the length of the delay. Parents must continue to monitor radio announcements since it may be necessary, should weather conditions intensify after the first announcement, to change to a longer delay or to a closing.

Early Dismissal

When school is dismissed early, it is broadcast over the district website, cable channel and radio stations listed above whenever possible. School can be dismissed at any time depending upon the situation, but usually early dismissal occurs between 12:00pm and 1:30pm. In the event of early dismissal, AM kindergarten will dismiss with the entire school (no special buses), there will be no after-school or evening activities and the Enrichment center may or may not remain open.

The Mohansic PTA has developed an Emergency Phone Chain for the purpose of reaching parents in the event of an early dismissal. If parents cannot be reached, a person designated by the parent will be called to assume responsibility. If you have yet to do so, it is imperative to submit the names and phone numbers of two reachable neighbors or relatives in the area who can assume responsibility in the event of an early dismissal. Equally important is that you keep the school updated regarding change of job, telephone number, etc.

E-mail Notification

The district offers e-mail notification groups to keep parents informed of emergency closings and rescheduling of events at our schools. There are separate e-mail groups for each school and subscribers may join more than one school group. In addition, subscribers may select more than one e-mail address if they would like to receive notices both at home and at work. To sign up for e-mail notification, visit the district website (www.yorktown.org) and click on Closing/Delays. Then, click on the link for E-mail notification for school closings and delays and follow the subscription instructions.

Code of Conduct

Student Rights and Responsibilities

- All students have the right to a safe and orderly school where everyone can learn.
- All students must follow school rules as taught by school personnel.
- All students will accept responsibility for their action(s).
- All students will attend school every day and on time. Students will be prepared to learn and to do their best.
- All students will wear clean and appropriate clothing. Clothing should be appropriate to weather and activities. Footwear should be appropriate and safe for children. (Parents may be called to replace inappropriate items.)
- All students have the right to ask questions and to ask for help when needed.
- All students will show good sportsmanship and cooperation.
- All students will exhibit positive behavior and show respect for people and property. Students will work to develop self-control. Disruptive and hurtful behaviors are unacceptable. This includes conduct that endangers the health, safety and morals of another person or self, such as lying, stealing, discriminating, threatening and bullying. Intentionally hurting another person is unacceptable. Weapons, toy or real, are not permitted (including pocket knives or bullets).
- All students will report any unsafe or questionable situation to any adult or school personnel.

Prohibited School Conduct

- Running in halls
- Excessive noise levels
- Disruptive and hurtful behavior
- Inappropriate language and gestures
- Leaving the school premises without an authorized adult
- Occupying classrooms or unauthorized areas without permission
- Carrying cell phones, beepers and accessories and toys that disrupt the learning environment or are deemed unsafe
- Computer misuse (Internet use at the K-2 level is filtered. Any attempts to alter or bypass filters would violate the district's Acceptable Use of Technology Policy.)

School personnel will address unacceptable behavior with the student. Repeated unacceptable behavior may be followed by a parent/teacher/principal/psychologist meeting. Possible consequences include loss of privileges, removal from activities/recess, development of a behavior plan and, in unusual circumstances, suspension. If school property is intentionally destroyed, a parent/teacher/principal meeting may be held and parents will be financially responsible for replacement.

Yorktown Central School District's Code of Conduct Policy details specific expected behaviors for students, school personnel and visitors. It can be viewed at any Yorktown school or administration office.

Bully-Free School

Bus Conduct

- The bus aisle must remain clear and unobstructed.
- Students will ride the bus in a safe and orderly manner.
- Students riding the bus must follow the directions of the driver.
- Students must be in their seats unless boarding or departing the vehicle.
- Parents are responsible for supervising students at the bus stop.

Prohibited Bus Conduct

- Loud voices
- Throwing objects
- Eating or drinking
- Inappropriate language
- Destruction of property
- Pushing/shoving/fighting/bullying

Students who misbehave will receive written bus conduct reports. Disciplinary action may include preferential seating and possible suspension from bus privileges. If suspended, parents will be responsible for transportation. Please refer to the Yorktown Central School District Transportation Guide for specific school bus behavior guidelines.

Bullying occurs when one child or group of children hurts or frightens another child through words or actions. Bullying is done on purpose and usually happens repeatedly. Bullying can happen anywhere - on a bus, at school, in your neighborhood.

Bullying Includes:

- Spreading rumors
- Leaving others out of games
- Making others feel unwelcome
- Hitting, kicking, shoving, spitting
- Teasing, name calling, making faces

How To Handle Bullying:

- Walk away.
- Find a friend and stand together.
- Be assertive – tell the bully to stop!
- Tell an adult, teacher, aide or parent.

Rules Against Bullying

- Do not bully others.
- Help students who are bullied.
- Include students who are left out.
- Tell an adult at school and an adult at home when someone is being bullied.

Bully-Free Is the Way to Be!

Parent/Staff Organizations

Building Emergency Response Team

BERT, the Building Emergency Response Team at Mohansic, is comprised of our school principal, psychologist, social worker and nurse, along with teachers, staff and parents. BERT meets periodically to review policies, update procedures and practice drills. BERT members are involved in all emergency drills, including lockdown, evacuation and playground emergencies, and will marshal in the case of actual emergency. BERT also is convened should a tragedy arise with any of our school family members.

BERT Members

Parents	Christine Kelly Edelman	245-9537	brecke@optonline.net
	Linnette Sanfardino	245-9336	lsanfardino@yahoo.com
Staff	Paul Canor	Deirdre Farrell	Eileen Olivieri
Susan Berry	Ellen Conn	Mary Hayes	Moira Schneckner
Susan Brunelle	Ernie DellaVecchia	Arlene Klausner	Sue Zuckerman

Mohansic Shared Decision Making Council

The Mohansic Shared Decision Making Council (MSDMC) is comprised of parents, community members, teachers, staff and the principal. It is a monthly forum to address school-related concerns raised by parents, staff and community members. The MSDMC sets goals and works in a collaborative and constructive manner to create resolutions for the benefit of our entire community. If there are school-related issues that concern you, please feel free to contact a parent representative to introduce the issue at Council.

MSDMC Members

Grade 2 Parents	Dina Gammer	245-8875	dinagammer@optonline.net
	Maureen Hynes	245-2615	mjam17@aol.com
Grade 1 Parents	Eileen Boyle	962-6493	eboyle70@aol.com
	Christine Kelly Edelman	245-9537	brecke@optonline.net
K AM Parent	Carolyn Geis	245-3815	hacajo@aol.com
K PM / K-2 Parent	Natalie Torrieri	243-0604	natjojo@verizon.net
Staff	Adrienne Cusano	Tim Dwan	Jeanne Interlicchio
Susan Berry	Liz DiRenzo	Nancy Ferrari	Cathy Stanton

The Foundation for Excellence

The Foundation for Excellence in Yorktown Education is a nonprofit, volunteer organization comprised of educators, parents and business people. The Foundation awards grants to educators for special programs and projects that enrich the educational experience and are unfunded within the budget. Educators in all six Yorktown public schools are eligible to submit grant applications annually, with grants awarded competitively based upon quality and educational components.

The Foundation sponsors a series of fundraising campaigns throughout the year, receiving donations from corporations, local businesses and individuals. Every contribution made is an investment in our children and the future of our community. For information or to donate write: Foundation for Excellence in Yorktown Education, PO Box 1149, Yorktown Heights NY 10598

Foundation Board of Directors

President	Marissa Farda
Vice President	Anne Francois
Secretary	Judith Huntington
Treasurer	Annie Magnani

Yorktown Council of PTSAs

The PTSA Council serves as a coordinating executive committee to unite the efforts of the seven independent PTAs in Yorktown. Membership of the Council is composed of PTA presidents and delegates, as well as the chairpersons of the Council's committees. Each PTA president and delegate represents the interest of their PTA at Council and reports back to their membership on the business of the PTSA Council, Westchester District, NY State and National PTA.

PTSA Council Officers

Co-Presidents	Tricy Cushner Lisa Rolle
Recording Secretary	Jenny Bender
Corresponding Secretary	Karen Schunk
Treasurer	Diane Dreier

Special Education PTA

The Yorktown Special Education PTA (SEPTA) is a source of information and support for all students, parents and teachers within the district. SEPTA helps parents and children adjust to the many social, emotional and academic situations that arise when dealing with Special Education. The goal of SEPTA is to assure basic education, support teacher training and keep communications positive among school, parents and community. Through SEPTA's continued efforts, community awareness of special education has increased, accelerating the need for information and communication. Mainstream as well as Special Education personnel have used the SEPTA library and benefited from workshops, monthly meetings and video programs.

SEPTA Officers

President	Jeff Nebel
Vice President	Gail Chen
Secretary	Marie Romero
Treasurer	Lisa Scannapieco

Mohansic PTA

The Mohansic PTA helps the school in its aim to provide rich, meaningful and appropriate programming. The PTA also plays a significant role in the effective communication between the school and home. PTA meetings provide a forum for discussing issues and events. And, in the event of early dismissal or other serious event, the PTA coordinates the process of informing parents.

The PTA dedicates itself to the betterment of the children of Mohansic Elementary School. Members and volunteers are always needed whatever amount of time you have to give. Following, you will find a list of PTA committees and a few helpful numbers. Please feel free to contact a PTA representative and join in helping our children.

Mohansic PTA Officers

Co-Presidents	Linnette Sanfardino	245-9336	lsanfardino@yahoo.com
	Christine Kelly Edelman	245-9537	brecke@optonline.net
Vice President	Cheryl Reynolds	788-9861	cjreynolds@optonline.net
Recording Secretary	Lisa Rolle	455-2561	lisarolle@aol.com
Corresponding Secretary	Jane McCarthy	962-2280	janemc02@optonline.net
Treasurer	Debra Georger	736-0220	debedgeorger@optonline.net

Administrative Committees

Class Parents Jennifer Gelick 734-2696 jgelick@att.net
Coordinator – Maintain grade roster and start the emergency phone chain.
Grade Rep – Help organize gradewide events and act as contact for class parents.
Class Parent – Assist with class parties and trips, and carry out the emergency phone chain.

ESL Outreach Linnette Sanfardino 245-9336 lsanfardino@yahoo.com
Act as a bilingual source of information for ESL parents.

Membership Laurie Aulicino 734-7210 starlaurie@aol.com
Welcome new families, register new and returning PTA members and distribute PTA cards.

Nominating Chairperson TBA
Nominate and confirm executive committee candidates.

School Gift Chairperson TBA
Solicit ideas for, research and propose lasting gifts to our school.

Volunteers Patty Kohl 245-8245 pat_kohl923@hotmail.com
Coordinate chairs and volunteers for all PTA committees.

Editorial Committees

Displays Gine Heckett 736-3799 rgdr1996@msn.com
Design and update the display cases and bulletin board at the school entrance.

Graphics Dene Hurley 962-0063 dthurley@optonline.net
Create PTA flyers, publish the Mohansic Messenger and annually update our parent handbook.

Photography Chairperson TBA
Take photos at school events for use in the classroom, newsletters and the yearbook.

Public Relations Rommy Pennella 243-2333 rommypen@aol.com
Act as liaison between the PTA and our community and local media.

Publishing Center Josephine Kintish 962-9441 pina614@aol.com
Editor – Help students edit stories during school hours.
Typist – Type students' stories at home.
Assembler – Assemble students' books at home.
Book Covers – Create book covers at home.

Yearbook Gine Heckett 736-3799 rgdr1996@msn.com
Develop a design, collect photos and solicit advertising for the Mohansic Memories yearbook.

Finance Committees

Audit Kristin Severino 245-6022 mkseve@aol.com
Inspect financial records on a monthly basis and conduct the annual PTA audit.

Budget Debra Georger 736-0220 debedgeorger@optonline.net
Develop the annual PTA operating budget to be presented for membership approval.

Cash Receipts Debra Georger 736-0220 debedgeorger@optonline.net
Assist the Treasurer in handling monies received from fundraising activities.

Grants & Awards Jennifer Gelick 734-2696 jgelick@att.net
Write grants, develop corporate partnerships and nominate scholarship/fellowship recipients.

Hospitality Committees

Bake Sales	Lisa DaRos	962-2939	ldaroscamm@yahoo.com
Solicit donations of, prepare, package and/or sell wholesome treats.			
Refreshments	Michelle Raffa	760-5296	mraffa26@optonline.net
Purchase, display and serve refreshments at PTA functions and events.			
Staff Appreciation	Jennifer Gelick	734-2696	jgelick@att.net
Organize welcome, appreciation days and end-of-school thank yous for our school staff.			

Programs Committees

After School Activities	Anne-Marie Del Favero	245-1509	amdelfavero@aol.com
Plan and organize a wide variety of after-school programs for students. A stipend is available for parents, teachers and community members to teach classes.			
Art Show	Liz Talbert	243-5722	mtet90@yahoo.com
Assist with mounting and hanging student artwork, as well as dismantling displays.			
Bus Ride-Along	Laurie Aulicino	734-7210	starlaurie@aol.com
Ride on buses to provide a sense of comfort for students during the first two days of school.			
Cultural Enrichment	Chairperson TBA		
Research and arrange for assemblies, workshops for students and guest-speakers in classrooms.			
Environmental Awareness	Patricia Switzer	962-8114	
Maintain educational gardens and birdhouses in Mohansic's outdoor classroom.			
Family Enrichment	Andrea Palumbo	962-7699	repeet37@aol.com
Plan and organize family events throughout the school year.			
Gift Books	Maureen Hynes	245-2615	mjam17@aol.com
Assist the librarian with collecting orders and completing book dedications.			
Holiday Wish List	Patty Kohl	245-8245	pat_kohl923@hotmail.com
Use savvy shopping to purchase gifts for classrooms based on class wish lists.			
Library/Media Center	Josephine Kintish	962-9441	pina614@aol.com
Assist the librarian with book circulation and the students with research.			
Music Concerts	Rommy Pennella	243-2333	rommypen@aol.com
Assist with costumes and stage decorations for grade-level concerts.			
PARP (Parents As Reading Partners)	Rita Child	243-0806	ritachild@optonline.net
Arrange author visits, community readers and student contests around the annual theme.			
Wee Deliver	Claudia Resko	962-6642	resko2@optonline.net
Assist students with postal jobs in our in-school post office.			

Ways & Means Committees

Book Fair	Amy Primiani	245-7493	aprimiani@yahoo.com
Set up book displays and assist children with selections.			
Catalog Fundraiser	Patty Kohl	245-8245	pat_kohl923@hotmail.com
Send out sale materials, collect orders and distribute merchandise.			
Fun Night	Carolyn Geis	245-3815	hacajo@aol.com
Plan and help run Mohansic's in-school carnival of games, prizes, arts & crafts and food.			
Holiday Fair	Jenn Ciallela	302-6474	lonjenn99@optonline.net
Coordinate family-sponsored holiday-themed craft stations.			
Penny Social	Enza Woska	302-6392	enza9700@optonline.net
Solicit prize donations, sell tickets and assist in running the event.			
School Cash	Sue Naccarella	455-2842	snaccarella@hotmail.com
Research, promote and submit for collection- and rewards-type fundraisers.			
School Pictures	Patty Gisolfi	962-8544	patgisolfi@optonline.net
Prepare students for their photos on picture day.			
School Store	Jenn Ciallela	302-6474	lonjenn99@optonline.net
Sell school supplies to students during school hours.			
Spirit Wear	Christina Maratos	245-5710	chrismar1130@optonline.net
Assist with the sale of Mohansic tees, sweatshirts and other apparel.			

Wellness Committees

Health & Safety	Agnes Verticchio	245-9118	amv914@mindspring.com
Research and arrange assemblies and address health and safety concerns.			
Nutritional Awareness	Lani Pincus	245-0818	lani@mypincus.com
Address nutritional concerns in school.			
Rainbow Committee	Michelle Raffa	760-5296	mraffa26@optonline.net
Organize outreach to Mohansic families in times of need.			
Red Ribbon Week	Laurie Aulicino	734-7210	starlaurie@aol.com
Decorate for the week and help students sign the Say No to Drugs pledge.			

Special Events

August	New-to-District Student Orientation School-wide Playdate Staff Appreciation Luncheon
September	Kindergarten Tissue Tea Back-to-School Celebration Parent Orientation Catalog Fundraiser School Pictures
October	Red Ribbon Week Halloween Parade
November	Family Night Out Fall Book Fair Colonial Kitchen Native American Workshop Open House Parent-Teacher Conferences Thanksgiving Feast
December	Holiday Arts & Crafts Fair Grade 2 Winter Concerts
January	Grade 1 Concerts Author Visit and Book Signing
February	Music Residency Family Night Out PARP (Parents As Reading Partners)
March	Penny Social Five Senses Residency Spring Book Fair
April	Fun Night Literacy Night
May	Kindergarten Concerts Art Show Grade 2 Spring Concerts Math Night Kindergarten Registration
June	Kindergarten Playground Party Grade 1 Picnic Grade 2 Ice Cream Social Grade 2 Moving-Up Ceremony Staff Appreciation Luncheon Incoming Kindergarten Orientation Incoming Kindergarten Playdate

School Calendar

2006

September

4	Monday	Labor Day (School Closed)
5	Tuesday	Superintendent's Conference Day (No Students)
6	Wednesday	First Day of School

October

2	Monday	Yom Kippur (School Closed)
9	Monday	Columbus Day (School Closed)
13	Friday	District-Wide Emergency Drill (3:05 Dismissal)

November

7	Tuesday	Parent-Teacher Conferences (No Students)
17	Friday	Parent-Teacher Conferences (11:55 Dismissal)
22-24	Wednesday-Friday	Thanksgiving Recess (School Closed)
29	Wednesday	Parent-Teacher Conferences (11:55 Dismissal)

December

25-29	Monday-Friday	Holiday Recess (School Closed)
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2007

January

1	Monday	New Year's Day (School Closed)
2	Tuesday	School Reopens
15	Monday	Martin Luther King, Jr. Day (School Closed)

February

19-23	Monday-Friday	Winter Recess (School Closed)
26	Monday	School Reopens

March

2	Friday	Parent-Teacher Conferences (11:55 Dismissal)
23	Friday	Superintendent's Conference Day (No Students)

April

2-6	Monday-Friday	Spring Recess (School Closed)
9	Monday	School Reopens

May

28	Monday	Memorial Day (School Closed)
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June

18-21	Monday-Thursday	Half Days (11:55 Dismissal)
22	Friday	Last Day of School (11:30 Dismissal)

Snow make-up days will be in the order of April 2, 3, 4.

Our Mission

The mission of the Yorktown Central School District is to provide a comprehensive educational experience maximizing individual potential.

We will achieve this by:

- Empowering students with the skills, knowledge and values to become responsible, productive contributors to society.
- Ensuring a safe and nurturing environment that promotes higher level thinking, communication and creativity.
- Challenging the learner to achieve personal excellence.
- Promoting respect for oneself and others, and the understanding of individual differences.
- Fostering open and ongoing communication among members of the Yorktown community.
- Hiring and supporting staff who are passionate about learning, inspire students and embrace this mission statement.
- Establishing and monitoring measurable goals.