

Montessori School 31

Parent Handbook

2024-2025



Rita Morehead, Interim Principal





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Montessori School 31 Parent Handbook

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A Message from Our Administrator



Innovation • Inspiration • Excellence for All

Montessori School 31
7 Ravenswood Road
Yonkers, New York 10710
Tel. 914 376-8623
rmorehead@yonkerspublicschools.org

Anibal Soler, Jr.
Superintendent of Schools

Dr. Erik Wright
Associate Superintendent
Office of School Leadership & Engagement

Rita Morehead
Administrator in Charge

November 20, 2024

Dear Montessori School 31 Families and Community,


I am truly honored to introduce myself as the interim principal of Montessori School 31. My name is Rita Morehead, and I'm thrilled to join this vibrant community. I look forward to getting to know all of you and working together to ensure the best possible experience for our students.

I bring with me over 40 years of experience in education, with 20 of those years proudly serving as a principal here in Yonkers. I started my career as a teacher in Brooklyn and later led schools through periods of growth and success. I'm particularly proud of helping one school move off the state's review list and into good standing within my first year as principal. From 2000 to 2017, I had the privilege of leading School 17, where my staff and I worked hard to build a warm, supportive, and successful school community.

After retiring, I continued working with Yonkers Public Schools, mentoring teachers and principals and even stepping in to support schools as needed. It's a joy for me to help others succeed and to see my former students thriving – many of whom now serve our district in various roles.

To me, working in education is more than a job – it's a calling. I care deeply about building strong relationships with students, staff, and families. My door is always open, and I encourage you to reach out with any questions, or concerns. Together, we can make Montessori School 31 a place where every student feels valued, supported, and inspired to achieve their best.

Thank you for welcoming me into your community. I'm excited to begin this journey with all of you and to lead the school through this transitional period as we work towards identifying a permanent leader who will continue to build on the strong foundation we have here.

Warmly,

Rita Morehead
Interim Principal
Montessori School 31

yonkerspublicschools.org

Communicating with the School

Address:

Montessori School 31
7 Ravenswood Road
Yonkers, NY 10710

Phone: 914-376-8623

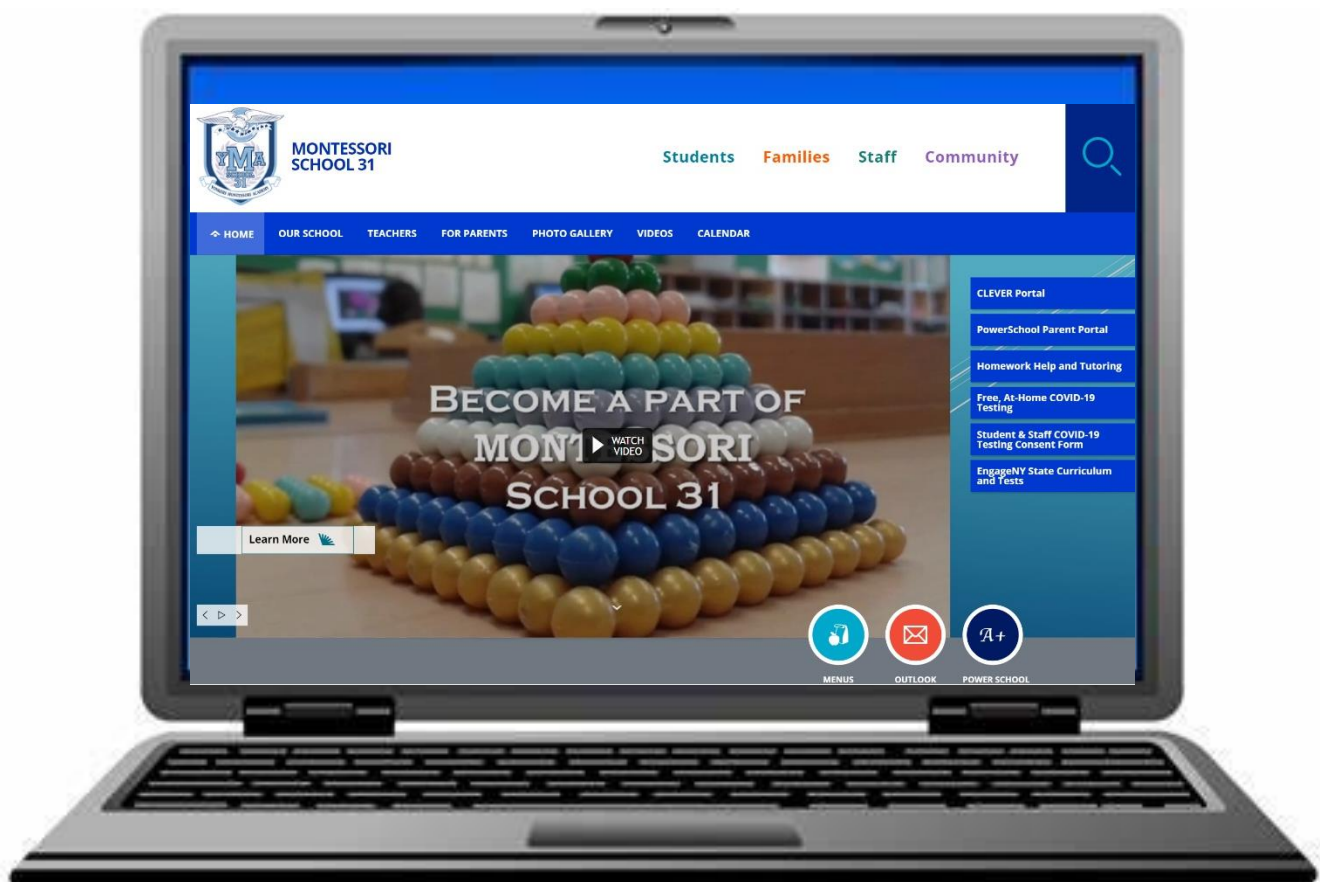
Fax: 914-376-8626

Main Office Emails:

mchiriboga@yonkerspublicschools.org
vvalladares@yonkerspublicschools.org

Website:

<https://www.yonkerspublicschools.org/montessori31>



Montessori School 31 Teacher Directory

<p>PRE-PRIMARY</p> <ul style="list-style-type: none"> • Avila, Monica mavila@yonkerspublicschools.org • Lyle, Colleen clyle@yonkerspublicschools.org • Comiskey, Patricia pcomiskey@yonkerspublicschools.org • Prattella-D'Orazio, Dawn dprattella-dorazio@yonkerspublicschools.org <p>PRIMARY</p> <ul style="list-style-type: none"> • Cavallo, Joan jcavallo@yonkerspublicschools.org • Corrigan-Connell, Maureen mcorrigan-connell@yonkerspublicschools.org • DeDonato, Jessica jDeDonato@yonkerspublicschools.org • Diodato-Gonzalez, Christa cdiodato-gonzalez@yonkerspublicschools.org • Umrichin, Benay bumrichin@yonkerspublicschools.org <p>INTERMEDIATE</p> <ul style="list-style-type: none"> • Butler, Victoria vbutler@yonkerspublicschools.org • Driwinga, Jessica (Silva) jsilva1@yonkerspublicschools.org • Kennedy, Mara mkenney@yonkerspublicschools.org • Martinez, Leila lmartinez@yonkerspublicschools.org <p>SPECIAL STARS</p> <ul style="list-style-type: none"> • Garbowski, Kelli kgarbowski@yonkerspublicschools.org • Garcia, Daniela dgarcia1@yonkerspublicschools.org • Rossi, Sabrina rossi@yonkerspublicschools.org • Singleton, Melissa mlebenson@yonkerspublicschools.org 	<p>READING SPECIALIST</p> <ul style="list-style-type: none"> • Mc Donald, Susan smcdonald@yonkerspublicschools.org <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> • Calabro, Kyle kcalabro@yonkerspublicschools.org <p>ART</p> <ul style="list-style-type: none"> • Reinstein, Greg greinstein@yonkerspublicschools.org <p>MUSIC</p> <ul style="list-style-type: none"> • Tsoukalas, Konstantino ktsoukalas@yonkerspublicschools.org <p>PUPIL SUPPORT TEAM</p> <ul style="list-style-type: none"> • Cytryn, Samantha scytryn@yonkerspublicschools.org • Denyssenko, Isabella idenyssenko@yonkerspublicschools.org <p>ELL SERVICES</p> <ul style="list-style-type: none"> • Borst, Carolyn cpierkaz@yonkerspublicschools.org <p>SPEECH SERVICES</p> <ul style="list-style-type: none"> • Loretta Hernandez Lhernandez@yonkerspublicschools.org <p>RESOURCE SERVICES</p> <ul style="list-style-type: none"> • Michelle Kornfeld Mkornfeld@yonkerspublicschools.org <p>SCHOOL NURSE</p> <ul style="list-style-type: none"> • Claudia Colantonio Ccolantonio@yonkerspublicschools.org
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Standards and NY State Curriculum

Next Generation Standards:

"The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics. The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA. Full implementation of the NYS Next Generation Learning Standards begins during the 2022-2023 school year for prekindergarten through grade 8." (Source: A Parent's Guide to the New York State Next Generation ELA & Math Learning Standards nysed.gov website.)

The standards can be read in full at the following website:

<http://www.nysed.gov/next-generation-learning-standards>

English and Language Arts Program (ELA):

Pre-Primary, Primary, and Intermediate classes use the *Benchmark Advance* Reading Program as the base of reading and language arts instruction. The *Benchmark Advance* program encompasses phonics, spelling, comprehension and writing skills instruction. All these areas are supported by Montessori materials and lessons. Benchmark Education describes their program as, "The Knowledge-Based K-6 Literacy Solution That Nurtures Growth and Success in All Students... Aligned with Science of Reading research, Benchmark Advance and Adelante are core language arts programs that provide a cohesive structure for the development of literacy skills and content knowledge." You can learn more about the *Benchmark Advance* Reading Program at <https://www.benchmarkeducation.com/benchmark-advance-adelante>.

In addition to *Benchmark Advance*, the Intermediate teachers use Novel Studies when teaching English Language Arts to the fourth, fifth and sixth grade students. Novel studies are chosen on or above grade level. They allow for whole class instruction, in addition to small groups. Novel Studies are used to aid in comprehension, improving vocabulary, create in-class activities and whole group discussions about the text. Each Novel Study also helps students learn about character descriptions, and chapter-by-chapter activities are designed to keep students involved as they read. You will be notified of each novel by your child's teacher.

Math Program:

In order to assist educators with the implementation of the Next Generation Standards, Montessori School 31 implements the *Ready Classroom Mathematics* program from Curriculum Associates.

i-Ready Classroom Mathematics states their program was, "designed to support all students in becoming critical thinkers, persistent problem solvers, and lifelong learners. The program allows students to:

- Learn key concepts over multiple days to foster deeper understanding
- Solve problems using a variety of strategies to increase their math flexibility
- Share their math thinking with classmates helping to solidify their learning
- Make connections to the math they see in everyday life"

(Source: <https://readyclassroomcentral.com/familycenter/family-center-what-is-ready-classroom-mathematics/>)

For more information on the program, please visit the Family Center section of the Ready Classroom Mathematics website at <https://readyclassroomcentral.com/familycenter/family-center-what-is-ready-classroom-mathematics/>.

Testing

Testing Requirements from New York State:

Third through Sixth Grade Testing from NY State

- New York State English/Language Arts
- New York State Math
- New York State Science
- NYSESLAT – Test for English Language Learners

Testing Requirements from Yonkers Public Schools:

- MAPS – Grades K-6
- Brigance – Grades Pre-K – Kindergarten
- NYSESLAT – ELL students only

Testing Schedule:

- New York State English Language Arts for grades 3-6: Testing Window is April 7 – May 16
- New York State Mathematics for grades 3-6: Testing Window is April 7 – May 16
- New York State Science for grades 5 and 8: Testing Window is April 7 – May 16
- NYSESLAT Testing Speaking Component for ELL Students: April 14 – May 23
- NYSESLAT Testing Listening, Reading, Writing Component for ELL Students: May 12 – May 23
(<https://www.nysed.gov/sites/default/files/programs/state-assessment/ei-testing-schedule-2024-25.pdf>)
- Spring MAPS cycle for grades K-6: May/June
- Brigance Testing for Pre-K and Kindergarten: October/November

Montessori School 31 Mission, Vision and Values

Mission Statement: The Montessori School 31 staff is dedicated to the belief that all children have the ability to achieve mastery of basic skills. Students will progress intellectually, socially, emotionally, and physically regardless of their previous experience.

As a collaborative team, we are committed to:

- Training and encouraging students to dig deeper to master skills.
- Encouraging individualized freedom and self-directed learning in a positive environment where all children will be held to realize their fullest potential.
- Fostering an appreciation of the student's contribution to society and encourage students to aspire to excellence in reaching their personal goals in order to meet lifelong skills.
- Developing and preparing college bound students.

Vision Statement:

Montessori School 31 is a school of many cultures united within the Montessori community. We are dedicated to reaching every child's needs academically and socially as we seek to educate the human potential with grace and dignity. Our environment is beautifully presented with structured choice which encourages independence and self-reliance. We provide a safe, supportive and healthy community for all our Montessori students and their caregivers. We adhere to the 5 Pillars of a Montessori Education – LEARNING, HARD WORK, PEACE, RESPECT AND COMMUNITY.

Social / Emotional Learning

“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Source: CASEL.org <https://casel.org/what-is-sel/>)

Montessori School 31 promotes social/emotional growth through traditional Montessori community building activities as well as the Yonkers Public Schools Restorative Practices Program.

Restorative Practices:

Social and Emotional learning is supported school-wide through the Restorative Practices Program.

“Restorative Practices are a range of practices aimed at building a sense of community within and around schools, repairing the harm done when someone acts inappropriately, holding all parties responsible for their actions, improving the emotional literacy of staff, students and their families, intervening in order to prevent (potentially) damaging situations developing any further.”

(Source: inSchool Solutions http://inschoolsolutions.com/support/restorative_practices.htm)

<p>Restorative Practices include the use of the five questions to respond to challenging behavior:</p> <ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• Who have you thought about since?• Who has been affected by what you have done? In what way?• What do you need to put things right? <p>(Source: The International Institute for Restorative Practices)</p>	<p>As well as the four questions to help those harmed by others' actions:</p> <ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right?
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Department of Pupil Support Services:

Our Pupil Support Team is led by the School Psychologist, Samantha Cytryn and the School Social Worker, Isabella Denyssenکو. The School Psychologist and School Social Worker can help students, parents, teachers and members of the learning community understand and resolve their concerns.

School Psychologist, Samantha Cytryn: School Psychologists help students succeed academically, socially and emotionally. They collaborate with students, teachers and parents to create safe, healthy and supportive learning environments that strengthen connections between home and school. School Psychologists work to find the best solution for each student and situation. They use different strategies to address student needs, and to improve school and district-wide support systems.

School Social Worker, Isabella Denyssenکو: School Social Workers bring a unique knowledge, professional values and a wide range of culturally sensitive practice skills to the school community and the Pupil Support Team. They strive to help students, and their families benefit from the educational experience. School Social Workers have a responsibility to assist all students to achieve academic excellence, stay healthy and become productive citizens. School Social Workers' primary goal is to assist individuals in need. They may work one-on-one or in groups with the school-age children. They also work with special needs students. School Social Workers provide consultation, direct counseling, advocacy, and make referrals. They use a variety of behavioral and clinical therapies. They also actively participate in the implementation of prevention and intervention strategies, social skills building and life skills development.

Montessori Philosophy

What is Montessori Education?

Montessori is a method of education created and designed by its founder, Dr. Maria Montessori. Dr. Montessori looked at education from a scientific level. She believed that education should prepare a person for all aspects of life. She designed materials and techniques that would promote a natural growth of learning in students. Working with these materials and techniques forms a pattern that children carry over naturally to reading, writing, and mathematics. Each skill is developed to interlock with another. The 5 Pillars of a Montessori Education are LEARNING, HARD WORK, PEACE, RESPECT AND COMMUNITY.

From The American Montessori Society (<https://amshq.org>):

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world.

It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive.

Montessori education offers our children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life.

- **Each child is valued as a unique individual.** Montessori education recognizes that children learn in different ways and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
- **Beginning at an early age, Montessori students develop order, coordination, concentration, and independence.** Classroom design, materials, and daily routines support the individual's emerging "self-regulation" (ability to educate oneself, and to think about what one is learning), toddlers through adolescents.
- **Students are part of a close, caring community.** The multi-age classroom—typically spanning 3 years—recreates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.
- **Montessori students enjoy freedom within limits.** Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child's curiosity and interest and results in joyous learning that is sustainable over a lifetime.
- **Students are supported in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.
- **Self-correction and self-assessment are an integral part of the Montessori classroom approach.** As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

Given the freedom and support to question, to probe deeply, and to make connections, Montessori students become confident, enthusiastic, self-directed learners. They can think critically, work collaboratively, and act boldly—a skill set for the 21st century.

Academic Programs

Pre-Primary: The Pre-Primary program includes the grades Pre-K and Kindergarten. Students enter their multi-grade classroom in Pre-K and remain with their teacher through the end of kindergarten. Montessori materials are used to teach concepts such as geography, arithmetic, phonics, reading and writing, but are not limited to these. The beautiful materials make the learning seem like a game as children journey through their learning. Children focus on practical life, creating community, and becoming independent learners as teachers follow the Montessori philosophy of following the child through their learning journey.

Primary: The Primary program includes grades 1, 2, and 3. Students enter their multi-grade classroom in first grade and remain with their teacher through the end of third grade. Montessori materials are used to teach concepts such as geography, place value, multi digit arithmetic, phonics, and grammar, but are not limited to these. The beautiful materials make the learning seem like a game as children journey through their learning. Small groups of students meet with the teacher for lessons while other students complete their self-directed learning as they practice concepts using the Montessori materials from the various center areas. Children learn time management and independence as they broaden their academic horizons.

Intermediate: The Intermediate program includes grades 4, 5, and 6. Students enter their multi-grade classroom in fourth grade and remain with their teacher through the end of sixth grade. Montessori materials are used to teach concepts such as cultural studies, fractions and decimals, multi digit arithmetic, writing, and science, but are not limited to these. The beautiful materials inspire children to expand their learning journey independently. Small groups of students meet with the teacher for lessons while other students complete their self-directed learning as they practice concepts using the Montessori materials from the various center areas. Children learn time management and independence as they prepare to move up to middle school.

Special Stars: The Special Education program is a beautiful and nurturing place. Students are placed by need into our school. While not an official Montessori program, the Special Education classes are truly a part of our school. Our special students are celebrated, and their development is fostered by dedicated teachers and staff.

Art: The art program will encompass themes such as art history, fine arts, crafts, and multi-cultural holidays. Students will produce work to be displayed in the halls and showcases, as well as in the auditorium for school performances. The program is child-centered, focusing on the individual needs and developmental levels of the children. The goal is to use “hands” to create art and to appreciate the creations of others. There is an annual spring Art Show presented by the Art teacher. This highlights the skills gained and learned within the Art program

Physical Education: Many different gross motor activities happen each day in physical education class. Students interact while playing sports or games. Students learn to follow instruction, listen carefully, develop good sportsmanship skills, and learn lifelong games. Each year under the direction of our Physical Education teacher our students will participate in Field Day. This is a student-only activity and highlights skills gained over the year. Sneakers must be worn, and medical forms must be submitted before students can participate in Physical Education class.

Academic Support Services: (Students must qualify for these services.)

ENL Services: This program supports students who are learning English.

Title 1 Reading Services: This program supports students with reading and comprehension skills.

Speech Services: This program supports students with speech and language.

Resource Services: This program supports students in various academic areas.

Occupational and Physical Therapy: These programs support students with occupational and physical needs.

Response to Intervention (RTI): School Wide Staff Support.

ELL (English Language Learners):

The Montessori School 31 ELL program's main goal is to enrich vocabulary so that our students can express themselves in contemporary life. Montessori School 31 is a Kindergarten through Grade 6 School. The focus of the ELL Program in Montessori School 31 is intensive English Language Instruction. This multisensory and interdisciplinary academic program is structured to meet the goals specified in the New York State ELA and ELL Learning Standards. ELL services will continue to be delivered as part of a push in/pull out program.

Montessori School 31 has a Kindergarten through Grade 6 ELL Program. The ELL Program is a pull-out program that addresses all four levels of second language acquisition. Montessori School 31 places enormous emphasis on cognitive development and English Language skills through a variety of methods, which incorporates the major skills in reading, writing, listening and speaking. We have one ELL teacher who is NYS certified. Students are placed according to their language proficiency based on the NYSITELL and parent questionnaire. Our goal is to instruct students in small group settings where individual attention is given to the student's needs so that the student will comprehend the academic instruction.

A variety of researched based instructional techniques are used to develop and strengthen comprehension skills as well as increase English vocabulary and fluency. Instructional strategies include the Total Physical Response. Content area instruction in science, social studies, and math are delivered using the scaffolding method to help ELL students understand and retain content information. Instructional materials such as Santillana Intensive English as well as supplemental books, tapes and hands-on material will be continued to be used to enhance the learning experience of all ELLs. In addition, multimedia approaches such as drama, music and arts and crafts will also be utilized to deliver instruction to ELL.

Essentials include parental/family involvement, workshops for all staff on the needs of ELLs, literacy and language development, and assessment accountability. Our motto for ENL in Montessori School 31 is to teach a very happy child where learning everything is fun, fun, fun!

The Title 1 Reading Department:

The Federally funded Title 1 Reading Intervention Program provides opportunities for students with reading difficulties to bring their skills up to grade level. When determining which students are entitled to receive services, several factors are considered including scores on the NWEA, NYS Achievement Tests, performance feedback from teachers, as well as their economic situation. The goal is to resolve reading problems at a more accelerated pace than would occur through basic classroom instruction. Students who need more intensive help in order to improve their reading comprehension and phonemic awareness skills are pulled from the class on a daily or semi-regular basis and are offered one-to-one or small group instruction. The Title 1 program also creates a home-school connection throughout the district by providing Parent Workshops at all schools throughout the year.

The Title 1 Program provides goals to support environments that:

1. Promote positive attitudes toward reading
2. Improves student achievement in reading
3. Builds student self-esteem and confidence
4. Enables parents to become reading partners

We challenge you to do your part by attending Parent Workshops given by this department. We encourage you to create an organized environment, assist with time management, and support daily reading. Public Education is the equalizer that provides life opportunities creating responsible and successful citizens.

Resource at Montessori School 31:

The Resource Room at School 31 is not just a place, but also a placement. Because the Resource room removes a child from a general education classroom for even part of the day, it is increasing the "restrictiveness" which is defined and proscribed except, when necessary, by IDEIA (Individual with Disabilities Educational Improvement Act.) It is part of the placement process and is considered necessary for children who are easily distracted in the general education setting, especially when new information is being introduced. The role of the resource room is to support the academic needs of students who benefit from a small group setting as well as supporting the classroom teacher by working on any deficits. The resource room teacher will provide students with skill building differentiated instruction, test taking strategies, organizational skills, basic skills strengthening, task analysis, meta cognitive skills, study skills, and helping students identify what type of learner they are. Students are sorted into groups of no more than five according to their ability level and work closely with the resource room teacher toward their IEP goals.

The Resource room is a separate setting, either a classroom or a smaller designated room, where a Special Education program can be delivered to a student with a disability, either individually or in a small group. It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day. Individual needs are supported in resource rooms as defined by the student's IEP. Sometimes this form of support is called Resource and Withdrawal (or pull out). The child getting this type of support will receive some time in the resource room, which refers to the withdrawal portion of the day and/or time in the regular classroom with modifications and/or accommodations which are the resource support in the regular classroom. This type of support helps ensure that the inclusion model is still in place.

Speech and Language at Montessori School 31:

Speech and language therapy is a NYS mandated driven service. This service is provided by a certified speech and language therapist. The goals of therapy are mandated by an Individualized Education Plan (I.E.P.) which has been designed by a school team. School age speech and language therapy provides treatment and support for children who have been identified to have difficulties with areas of communication skills. Among other things, speech-language therapists play an essential role in any school's education team. As part of the team, the first job is to test/screen students for speech sound delays and disorders, language delays and disorders, and fluency disorders (such as stuttering). Montessori 31 is a Pre-K through sixth grade school. The speech therapist for this district does not provide therapy to the pre-k student. The therapist provides speech and language services for students in kindergarten through sixth grade.

According to the American Speech and Hearing Association (ASHA), 'Speech and language therapists are key players in reform efforts in elementary schools by focusing on helping students in a wide range of speech-language-related problems to meet performance standards. Their work includes prevention, assessment, intervention and program design efforts that are integrated within a school'.

Speech and language services may be provided in a small group or individual setting. Some issues our speech and language therapy can address in these settings may include improvement of speech sounds, language and literacy, social communication, and voice disorders and/or fluency.

Class Assignments and Placement Procedures

Our teachers will be creating our class roster for the students' placement. We strive to make our learning environments equitable and inclusive for all our students. **We will not be accepting parent requests for class placement for the new school year(s).** If there is a legal preceding that dictates that children/families are not able to be placed in the same classroom, please provide documentation.

Arrival and Dismissal Procedures

Arrival Procedures:

- All students will arrive and line up in designated areas. The students attending the breakfast program will be permitted into the cafeteria at 8:20 a.m. for them to retrieve breakfast and sit at one of the open tables. The front doors will open at 8:30am for all students to proceed to their classrooms, except when there is inclement weather. During inclement weather grades PK-3 will go to sit in the cafeteria and grades 4-6 will proceed downstairs to the auditorium. **It is imperative that students arrive on time.** Late arrivals disrupt both teachers and students. Students miss instructional time. Children who are late must report to the main office for a late pass. Students are considered late if they arrive at 8:50am or later. Please remember that children that arrive late are missing important instructional time.
- Parents/guardians are **not** permitted to walk their children to the classroom.
- Breakfast Program students should report to the cafeteria at 8:20 a.m. Bus students who require breakfast may report to the cafeteria upon entering the building.
- Parking spaces are designated for school personnel. Visitors may use the street parking near the entrance to Ravenswood Road. Our school parking lot is very limited.
- When dropping off students at school please follow our, "Kiss and Go," valet procedure. We have multiple staff members escorting children safely from cars to the sidewalks in the morning. Please do not park in the "No Parking" zones, as this disrupts the flow of traffic and blocks our buses from traveling through our circle.

Dismissal Procedures:

- **Bus Students** are called to line up in the gym.
- When picking up a student at dismissal time please wait by the designated exit. Doors will open at approximately 2:55 p.m. Exits are as follows:
 - East Side Door - Pre-Primary students
 - Main Entrance Door- Ms. Cavallo & Ms. Gonzalez's students
 - West side door #7 (by playground)- Ms. Umrchin, Ms. DeDonato, Ms. Corrigan-Connell
 - East Back Door (Downstairs) - Intermediate students (Door 4 & 5)
- It is important that your child remains in class until dismissal. Picking up students early interferes with the learning process as well as our safety and dismissal procedures.
- Early Dismissal - Medical, dental and business appointments should be scheduled after school, on holidays or on weekends. **If you MUST sign your child out prior to 3:15 p.m. please send a note stating the reason for the early dismissal, the person picking your child up and the time. Photo I.D. is required.** The student will be dismissed from the main office. **2:00 pm is the cut off time for signing out your child early from school.**
- The Yonkers Public School policy states that no student can be released from school to anyone not listed on the School Emergency Card, and under the age of 18 years old. **Telephone permission is not acceptable.** Photo I.D. is required. Except for an emergency, students being picked up early must have this in writing.

- All teachers will ensure that the children are picked up by a designated person or parent. If any student remains after 3:10 pm they will be escorted to the main office. Parents will be called. **Please be sure that your child/children are picked up no later than 3:15 p.m.** We have no program or staff to supervise after that time. Guardians of students who are not picked up on time on a consistent basis may be referred to Child Protective Services (CPS).

Bus Transportation:

If your child rides a bus to school, make sure:

- Your child knows his/her bus stop and how to behave while waiting for the bus.
- Your child behaves cooperatively and courteously while riding the bus. Inappropriate behavior may cause accidents. **BREAKING OF BUS SAFETY RULES WILL RESULT IN DISCIPLINARY ACTION.**
- You contact the Transportation Department at (914)376-8015 to change stops. Your child cannot go home on another bus or be dropped off at a stop other than the stop assigned by transportation.
- You live more than a mile and a half from school to qualify for transportation.
- You review bus rules in the district's School Conduct and Discipline Code.

Your child must bring a note to school if you wish him/her to go home by other means. Otherwise, he/she will go home on the regular bus.

Attendance and Lateness

Attendance:

Daily attendance is essential to a student's success in school. Most subjects are taught in a pattern or sequence, and students need to understand each concept or idea as it is presented. Continuous and frequent absences create difficulty for a student and can lead to problems in the future. The law requires children to attend school every day. A written notice is required to explain any absence. A doctor's note may be required. These notes are kept on file for three years. Absences will also be recorded in an official district attendance system. The district policy is to send home absence letters to the families of children with high numbers of absences.

The Yonkers Public Schools Attendance Policy lists the following attendance guidelines:

- Call the school office in the morning if your child will not be able to attend school that day.
- Inform the school of the reason for your child's absence.
- Communicable health problems such as Chicken Pox, strep throat, or head lice must be reported to the school nurse immediately.
- Children who are sick should be free of fever, diarrhea and vomiting for 24 hours without the help of medication before returning to school.

A signed **absence note** from the parent or guardian **is required the day your child returns to school.**

Absent notes should list the **date(s)** your child was absent from school and **the reason for their absences. Any absence that is not accompanied by such a note will be documented as an illegal absence.**

If a child is absent from school for more than three (3) days, a doctor's note is required.

Excessive absences may be referred to **Child Protective Services (CPS).**

The child may also be in danger of being retained.

Lateness:

Just as the case with absences, all lateness's require a signed note from the parent or the guardian explaining the reason for the lateness. **Any lateness that is not accompanied by such a note will be documented as an**

Illegal lateness. The school day at Montessori School 31 begins promptly at **8:35 a.m.** Learning activities begin from that moment and continue throughout the day until dismissal at **3:15 p.m.** Students cannot benefit from these activities unless they are in school on time to participate in them.

Students (except bus students) **are marked late if they enter the building after 8:50 a.m. (late bell)** at which time they must come to the front desk for a late pass. Lateness is also recorded in the official attendance system. It is important for children to arrive at school prepared and on time. Studies show that students do not perform as well as possible when they arrive late. Lateness not only interferes with your own child's learning, but it also interrupts the learning of other students. Excessive tardiness may be referred to **Child Protective Services (CPS)**.

Taking Vacations:

Parents should not make vacation plans while school is in session. These missed days will be marked as illegal absences. Parents should always consult the official Yonkers Public Schools calendar before making any plans. Teachers are not required to provide extra assignments for days illegally missed.



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

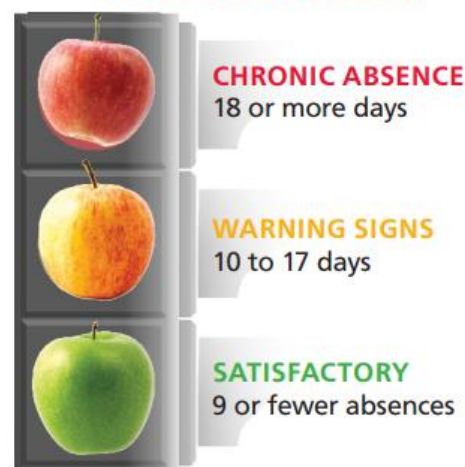
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit attendanceworks.org and reachoutandread.org

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Ayude a su hijo a tener éxito en la escuela: Creando el hábito de buena asistencia a temprana edad ¡El éxito escolar va de mano a mano con una buena asistencia escolar!

¿SABÍA QUE...?

- Empezando en el kínder, muchas ausencias pueden causar que los niños se atrasen en la escuela.
- Faltar el 10% (más o menos faltar 18 días en el kínder) puede bajar el rendimiento en el primer grado y hacer que cueste más aprender a leer.
- Los estudiantes se pueden seguir atrasando aunque sólo falten uno o dos días durante varias semanas.
- Las llegadas tarde en los primeros grados pueden predecir que el estudiante tendrá mala asistencia en los años siguientes.
- La falta de asistencia a la escuela puede afectar a todos en la clase, ya que el maestro tiene que disminuir el aprendizaje para ayudar a los niños a ponerse al día.
- Las escuelas pueden perder dinero para programas educacionales porque frecuentemente la asistencia es la base para la asignación de los fondos.

Asistir regularmente a la escuela, ayuda a los niños a sentirse mejor en la escuela—y consigo mismos. Empezar a crear este hábito en la edad preescolar, los hará aprender rápidamente la importancia de ir a la escuela a la hora indicada y todos los días. La buena asistencia ayudará a los niños a tener éxito en la preparatoria, la universidad y en el trabajo.

COMO AYUDAR A SU HIJO

- Establezca una hora consistente para acostarse y la rutina de cada mañana.
- Prepare la ropa y las mochilas la noche anterior.
- Averigüe el día en que empieza la escuela y asegúrese que su hijo tenga las vacunas requeridas.
- Presente a su hijo a sus maestros y compañeros de clase antes que la escuela empiece, para ayudarle con la transición a la escuela.
- Sólo deje que su niño se quede en casa si está realmente enfermo. Tenga en mente que las quejas de un dolor de estómago o de cabeza pueden ser señal de ansiedad y no una razón para quedarse en casa.
- Si su hijo parece ansioso por ir a la escuela, hable con los maestros, consejeros u otros padres para que le aconsejen sobre cómo hacerlo sentir cómodo y motivado a asistir a la escuela.
- Prepare opciones para llegar a la escuela si algo inesperado sucede. Contacte con anterioridad un familiar, un vecino u otro padre para que le ayude en esos días.
- Evite citas médicas y viajes prolongados durante el tiempo de escuela.
- Contacte al personal de la escuela u oficiales de la comunidad para encontrar ayuda sobre transportación, vivienda, empleo o problemas de salud.

¿Cuándo las ausencias se vuelven en problema?



Nota: Números asumen un año escolar de 180 días

Para más información sobre cómo preparar a su hijo para la escuela, visite attendanceworks.org y reachoutandread.org/esp

Health, Physicals and Immunizations

Illness:

In the event of illness (fever, sore throat, coughing, runny nose, vomiting, diarrhea, etc.), parents are requested to keep children at home until they are well enough to return to school. Children must have no fever, vomiting or diarrhea for 24 hours without medication before returning to school. This is for the safety and well-being of your child and for the other children. If your child has any health problems, such as allergies, etc., please notify the nurse and teacher in writing. If your child needs to take medication during the school day, the nurse and school will need written consent from the physician and you.

Physicals:

New York State has mandated certain grade levels for physical examination. The mandated grade levels are Pre-K, K, 1, 3, 5, 7, 9 and 11. Physical examinations continue to be required for any student new to the district.

Your child must be examined by a physician before entering school for the first time. They must have all necessary immunizations. Your child cannot participate in the Physical Education Program (Gym Class) without a current medical form from your physician.

If your child is ill, keep your child home from school. Be alert to the following symptoms – Fever, sore throat, runny nose, coughing, earache, skin rash, vomiting, pain and chills. Check with your doctor for proper diagnosis and treatment and the proper time to return to school. Children must have no fever, vomiting or diarrhea for 24 hours without medication before returning to school. Communicable diseases, such as COVID-19, chicken pox, strep throat, ringworm or head lice, must be reported to the school nurse. If your child has stitches or a broken bone, he/she must also report to the school nurse for medical clearance. **Remember to send a signed note and documentation from the doctor for all absences from school and late arrivals to school.**

Illness at School:

If your child becomes ill at school, your child should tell the teacher who will send the child to the health professional. We will call you if there is any injury that requires treatment or if your child needs to go home. **A phone number where you can be reached during the day is mandatory and must be updated whenever there is a change.**

Medication:

The school cannot administer non-prescription drugs to children. Please do not send your child to school with non-prescription drugs.

Prescribed medication can only be administered after a medication form has been filled out by the doctor and returned to school. A note from a parent is not sufficient for supplying medication to students.

Immunizations:

Visit the following links for the 2024-25 School Year New York State Immunization Requirements for School Entrance/Attendance:

<https://www.yonkerspublicschools.org/immunizations>

<https://www.health.ny.gov/publications/2370n.pdf>

New York State lists the following immunizations:

2024-25 School Year

New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

All children must be age-appropriately immunized to attend school in New York State. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine must be in accordance with the "[ACIP-Recommended Child and Adolescent Immunization Schedule](#)." Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes must meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule

Vaccines	Pre-Kindergarten (Day Care, Head Start, Nursery or Pre-K)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap) ³	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9, 10 and 11: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

Lunch and Breakfast Program

All Yonkers Public School Students receive breakfast and lunch at NO CHARGE.

- Prekindergarten through Grade 12 students can take advantage of daily healthy wholesome meals.
- Breakfast is available every morning in each school cafeteria at 8:20 a.m. Lunch is served every day in each school cafeteria.

Good nutrition has a significant positive impact on students' academic, social/emotional and physical development. All school meal food choices are fully compliant with USDA and NYS regulations for nutrient standards.

In July 2018, the District received notification from the NYSED Child Nutrition Program that Yonkers was approved to participate in the Community Eligibility Provision (CEP), which enables school districts to **serve all students breakfast and lunch at no charge**. The CEP initiative coordinates excellently with the new mandatory New York State Breakfast After the Bell legislation.

The Breakfast After the Bell – Grab and Go Breakfast Service is available to children who arrive at school after the school day has begun. Time spent by students consuming breakfast may be considered instructional time when students consume breakfast in the students' classrooms and instruction is being provided while students are consuming breakfast.

Students are encouraged to maintain a pleasant atmosphere conducive to proper digestion of food. Orderly lunch periods, respect for adults, respect for one another, and proper behavior and handling of food are expected. (Source: <https://www.yonkerspublicschools.org/menus>)

Useful Information

Lost and Found:

All lost and found items are usually displayed on a table throughout the school year or in the stairwell by the pre-primary classes. Students and parents looking for lost possessions should check this area periodically.

Media Denial Forms:

Media Denial Forms are given out at the beginning of the school year. Please sign and **return** to your child's teacher **only if you are denying permission** for your child to be photographed.

Open House:

The date for this year's Open House is Thursday, September 19th at 4:30 pm. There will be three separate sessions. You only need to attend one for each of your children. This information will be shared via our PTA, flyers, Blackboard Connect Ed messages, & our school website. Join us at the school and meet your child's teacher. Please note that this is not an opportunity for a one-to-one conference with the teacher. See below for Parent/Teacher conference information.

Parent Teacher Conferences:

There will be two regularly scheduled Parent/Teacher conferences with your child's teacher during the school year. Students will be dismissed at **12:00** noon on these two days and lunch will not be served. There will be no after-school programs on these days. Parent meetings begin at 1:00 p.m. and end at 3:15 p.m. Please schedule an appointment with your child's teachers for these days. Parents should also feel comfortable to arrange a

conference at any time of year if they have questions or concerns. **The half-day conference dates for the 2024-2025 school year are December 13th and April 4th.**

Parking:

For the safety of all students please respect any, “No Parking,” signs posted and follow instructions in an effort to allow buses to safely pick up and discharge students. It is imperative that the “Kiss and go” **drop-off** procedures are enforced.

PTA:

Please join the PTA. Our program is designed to encourage parent participation. This can be accomplished by joining the Parent Teacher Association and attending specific educational workshops. If you are interested in becoming a member please come to our first General PTA Meeting.

Special Events:

You will be notified in advance of special programs and events at our school through school flyers. Special events are geared to enrich the children’s knowledge of the world and appreciation for diversity. Flyers will be sent home in advance for all celebrations.

Our school community prides itself on its Montessori philosophy. We value and respect each child as a unique individual. We do not recognize religious holidays or events. We strive to ensure that all celebrations are culturally inclusive. We do not celebrate individual birthdays in school, rather we celebrate our human connections to one another.

Uniform Policy:

As part of our safe school plan the Yonkers Public Schools has adopted a school uniform policy for all students in Pre-Kindergarten through sixth grade. Students should wear uniforms daily. The school uniform for Montessori 31 consists of the following: Navy pants or skirt, light blue top/blouse and sneakers. Uniforms are non-competitive, improve academic performance and self-esteem and enables school personnel to identify those students assigned to the school building.

Visitors:

Visitors are requested to make appointments. Parents are welcome at Montessori School 31. We believe that parents are an integral part of our school and we welcome their involvement and participation. **In order to protect our students and maintain a secure environment all parents and visitors are asked to use the main entrance and report to the main office.** At that time, we will assist you in any way we can. A visitor’s pass will be issued to all visitors. Please note that our main entrance is locked for security reasons during the school day. You may obtain access to the building by using the buzzer. Visitor tours are scheduled during the time of School Choice.

Why Join the PTA?

Reasons to join the PTA

- * You become part of the school community
- * You have an active voice in what goes on in your children's school community
- * You provide the school community with an opportunity to be involved enrichment activities
- * You have a working partnership with faculty and staff
- * It provides an opportunity to advocate for the children in the school and within the district
- * Yours and your children's voices are heard
- * It bridges the gaps between home, school and community
- * Your child will see you as an active and involved parent who not only cares about their education but also their school and district as well.

Razones para unirse al PTA

- * Eres parte de la comunidad escolar
- * Tiene una voz activa en lo que sucede en la comunidad escolar de sus hijos
- * Proporcionas a la comunidad escolar la oportunidad de participar en actividades de enriquecimiento.
- * Tiene una asociación de trabajo con la facultad y el personal
- * Brinda la oportunidad de defender a los niños en la escuela y dentro del distrito.
- * Las voces tuyas y de sus hijos serán escuchados
- * Sirve de puente entre el hogar, la escuela y la comunidad.
- * Su hijo lo verá como un padre activo e involucrado que no solo se preocupa por su educación sino también por su escuela y distrito.



<https://www.facebook.com/YMS31PTA/>

Sign up for PTA membership:

<https://montessori31.memberhub.store/>

Join our e-mail list:

MontessoriSchool31PTA@gmail.com

PTA
everychild.onevoice.

Emergency School Closing / Delayed Opening

Emergency Cards:

It is extremely important that each child have their parent/guardian complete and return three emergency cards in order for the school to be able to contact someone in the event of an emergency. One card is kept on file in the main office, one with the classroom teacher and the other card is kept in the nurse's office. These **emergency cards must be kept up to date with the telephone numbers of any individual authorized to pick up your child from school and are most important in an emergency.** We must have at least three phone numbers of people we can reach in case of an emergency. **Please** include cell phone numbers and **call the office when these numbers change so updates can be made.**

Please notify the school if anyone listed on the card has a change of telephone or address at home or work or if you wish to add another name to the list of authorized adults on the card. Students cannot be released to minors or unauthorized adults (individuals not listed on the emergency cards) as per district policy. Please be sure the information on all (3) emergency cards is the same.

Emergency Dismissal Forms:

Each child is requested to have their parent/guardian complete and return the Emergency Dismissal Form. The information is necessary in the event of an emergency dismissal. Please notify the school of any changes regarding emergency dismissal for your child during the year.

Emergency Closings:

If a decision is made to delay the opening of school, to close for the day, or to cancel after-school and weekend activities, information is rapidly distributed to the school community via these communications channels:

- **Website url: <https://www.yonkerspublicschools.org/>**
A notice is prominently placed in a red background across the top of the homepage, and on each school's website.
- **Telephone**
Phone calls are made to families via the Blackboard Connect school-to-home messaging system.
- **Social Media**
Information is shared via the District's official Facebook page, and Twitter news feed. Be sure to join these communities by "liking" on Facebook and following on Twitter.
- **Email**
If you are not already a subscriber to the YPS News email service, please sign up. Emails are sent within minutes of any decision to delay, close or cancel. Gmail users: if you subscribe and do not see messages from YPS News, please look in the Promotions tab, or in your Spam folder.
- **WDMC-TV**
The District's education channel features the news prominently. Find it on Cablevision Channel 75 and Verizon FiOS Channel 38.
- **Local Radio and Television**
These radio and television stations include information about Yonkers Public Schools in their weather closing announcements: WCBS (880 AM), WINS (1010 AM), WHUD (100.7 FM), WNBC-TV (Ch. 4), WABC-TV (Ch. 7), WNYW-TV (Ch. 5), WCBS-TV (Ch. 2), WRNN-TV (Ch. 501 or 1 Verizon FiOS), News 12-TV (Ch. 12 - Cablevision)

5

Things every parent should know about New York State's plan for the Every Student Succeeds Act



What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do parents need to know?

Below are highlights of important elements for parents and families in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

1

New York State values a well-rounded education for all.

Parents and families should know how their child's school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators

For all schools	For high schools
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who are learning English as an additional language) Chronic absenteeism (absent 10% or more instructional days) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create a language arts tests in students' native languages.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is piloting a process to ask parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will be able to participate in deciding how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



The New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

YONKERS PUBLIC SCHOOLS 2024-2025 SCHOOL CALENDAR

JULY 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

S-18 T-20

OCTOBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

S-20 T-20

NOVEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S-17 T-18

DECEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S-15 T-15

JULY 2024

- 1 EXTENDED YEAR PROGRAM (ESY) BEGINS (ENDS 8/9)
- 1 SECONDARY SUMMER SCHOOL BEGINS (ENDS 8/15)
- 4 CENTRAL OFFICE CLOSED – FOURTH OF JULY HOLIDAY

AUGUST

- 14 BUILDING ADMINISTRATORS RETURN – STAFF DEVELOPMENT DAY
- 19-20 SUMMER SCHOOL REGENTS EXAMS
- 23 SUMMER SCHOOL GRADUATION
- 29 & 30 TEACHING ASSISTANTS REPORT TO WORK (PROFESSIONAL DEVELOPMENT)

SEPTEMBER

FIRST MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	SEPTEMBER 5 – NOVEMBER 8
FALL MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	SEPTEMBER 5 – NOVEMBER 27
FIRST MARKING PERIOD:	PRE-K & K STUDENTS:	SEPTEMBER 5 – JANUARY 24

- 2 SCHOOLS/CENTRAL OFFICE CLOSED – LABOR DAY
- 3-4 SUPERINTENDENT'S CONFERENCE DAY
PROFESSIONAL DEVELOPMENT FOR TEACHERS/PPS STAFF
ONE HALF-DAY FOR CLASSROOM/PROGRAM PREPARATION
10-MONTH CSEA BEGIN 9/3
HOURLY EMPLOYEES WILL BE NOTIFIED OF START DATE, IN WRITING, BY JULY 29
- 5 ALL STUDENTS REPORT TO SCHOOL – FULL DAY FOR ALL STUDENTS

OCTOBER

INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF OCTOBER 14
INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF OCTOBER 28

- 3-4 SCHOOLS/CENTRAL OFFICE CLOSED – ROSH HASHANAH
- 14 SCHOOLS/CENTRAL OFFICE CLOSED – COLUMBUS DAY OBSERVED
- 23 HALF-DAY FOR ALL STUDENTS, FULL DAY FOR ALL STAFF (PROFESSIONAL DEVELOPMENT)

NOVEMBER

SECOND MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	NOVEMBER 12 – JANUARY 24
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF NOVEMBER 18

- 5 SUPERINTENDENT'S CONFERENCE DAY – SCHOOLS CLOSED FOR STUDENTS
PROFESSIONAL DEVELOPMENT FOR ALL STAFF
- 11 SCHOOLS/CENTRAL OFFICE CLOSED – VETERANS' DAY
- 28-29 SCHOOLS/CENTRAL OFFICE CLOSED – THANKSGIVING RECESS

DECEMBER

WINTER MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	DECEMBER 2 – MARCH 21
REPORT CARD DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF DECEMBER 9
INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOL (GRADES 7-12):	WEEK OF DECEMBER 23

- 13 ALL STUDENTS REPORT TO SCHOOL, 1/2 DAY FOR ELEMENTARY STUDENTS
(PARENT CONFERENCES); FULL DAY FOR STAFF
- 23-31 SCHOOLS CLOSED – HOLIDAY RECESS
- 25 CENTRAL OFFICE CLOSED – CHRISTMAS DAY

Total Days Schools in Session: 182
Total Days Teachers in Attendance: (185)
Total Days for Teaching Assistants: (187)

Approved 4/17/24

YONKERS PUBLIC SCHOOLS 2024-2025 SCHOOL CALENDAR

JANUARY 2025

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
S-20			T-20	

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
S-15			T-15	

MARCH

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
S-20			T-20	

APRIL

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
S-17			T-17	

MAY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
S-21			T-21	

JUNE

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
S-19			T-19	

JANUARY 2025

INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF FEBRUARY 10
THIRD MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	JANUARY 27 – APRIL 4
SECOND MARKING PERIOD:	PRE-K & K STUDENTS:	JANUARY 27 – JUNE 27

- 1 SCHOOLS/CENTRAL OFFICE CLOSED – NEW YEAR'S DAY
- 2 SCHOOLS REOPEN AFTER HOLIDAY RECESS
- 15 HALF-DAY FOR ALL STUDENTS, FULL DAY FOR ALL STAFF (PROFESSIONAL DEVELOPMENT)
- 20 SCHOOLS/CENTRAL OFFICE CLOSED – MARTIN LUTHER KING, JR. DAY
- 21-24 REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY
- 29 SCHOOLS CLOSED – LUNAR NEW YEAR

FEBRUARY

REPORT CARD DISTRIBUTION:	PRE-K & K STUDENTS:	WEEK OF FEBRUARY 3
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF FEBRUARY 3

- 17-21 SCHOOLS CLOSED – WINTER RECESS
- 17-18 CENTRAL OFFICE CLOSED – PRESIDENTS' HOLIDAYS
- 24 SCHOOLS REOPEN AFTER WINTER RECESS

MARCH

SPRING MARKING PERIOD:	ELEMENTARY SCHOOLS (GRADES 1-6):	MARCH 24 – JUNE 27
INTERIM REPORTS DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF MARCH 10
REPORT CARD DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF MARCH 31

- 19 HALF-DAY FOR ALL STUDENTS, FULL DAY FOR ALL STAFF (PROFESSIONAL DEVELOPMENT)
- 31 SCHOOLS CLOSED – EID AL-FITR

APRIL

FOURTH MARKING PERIOD:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	APRIL 7 – JUNE 27
REPORT CARD DISTRIBUTION:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF APRIL 14

- 4 ALL STUDENTS REPORT TO SCHOOL, 1/2 DAY FOR ELEMENTARY STUDENTS (PARENT CONFERENCES); FULL DAY FOR STAFF
- 7-30 NEW YORK STATE ELA, MATH AND SCIENCE ASSESSMENTS
- 14-18 SCHOOLS CLOSED – SPRING RECESS
- 18 SCHOOLS/CENTRAL OFFICE CLOSED (GOOD FRIDAY)
- 21 SCHOOLS REOPEN AFTER SPRING RECESS

MAY

INTERIM REPORTS DISTRIBUTION:	ELEMENTARY SCHOOLS (GRADES 1-6):	WEEK OF MAY 19
INTERIM REPORTS DISTRIBUTED:	MIDDLE & HIGH SCHOOLS (GRADES 7-12):	WEEK OF MAY 26

- 1-16 NEW YORK STATE ELA, MATH AND SCIENCE ASSESSMENTS
- 14 HALF-DAY FOR ALL STUDENTS, FULL DAY FOR ALL STAFF (PROFESSIONAL DEVELOPMENT)
- 26 SCHOOLS/CENTRAL OFFICE CLOSED – MEMORIAL DAY

JUNE

REPORT CARD DISTRIBUTION:	FOR ELEMENTARY, MIDDLE & HIGH SCHOOLS	WEEK OF JUNE 23
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- 4 NEW REGENTS EXAM IN LIFE SCIENCE: BIOLOGY, AND EARTH AND SPACE SCIENCES
- 10 NEW REGENTS EXAM IN GEOMETRY
- 17-27 REGENTS EXAMS/RATING – HIGH SCHOOLS ONLY (RATING DAYS 6/26 AND 6/27)
- 19 SCHOOLS/CENTRAL OFFICE CLOSED – JUNETEENTH
- 26 HALF-DAY FOR ELEMENTARY STUDENTS/REGENTS RATING DAY
- 27 LAST DAY OF SCHOOL/REGENTS RATING DAY
- HALF-DAY FOR STUDENTS/HOURLY STAFF
- FULL-DAY FOR STAFF (EXCEPT FOR HOURLY STAFF)

MAKE-UP DAY CALENDAR

PLEASE DO NOT MAKE ANY PLANS FOR THE MAKE-UP DAYS LISTED

The first two emergency closing days are built into the calendar – 180 days required for students
 3 Emergency Closing Days Used – Schools will be open April 14
 4 Emergency Closing Days Used – Schools will be open April 15
 5 Emergency Closing Days Used – Schools will be open April 16
 6 Emergency Closing Days Used – Schools will be open April 17

Total Days Schools in Session: 182
 Total Days Teachers in Attendance: (185)
 Total Days for Teaching Assistants: (187)

Approved 4/17/24

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

¿Por Qué No Puedo Saltar Mis 20 Minutos de Lectura Diaria?

**Alumno "A" lee
20 minutos
cada día**

**3600 minutos en un
año escolar
1,800,000 palabras**



90 percentil

**Alumno "B" lee
5 minutos
cada día**

**900 minutos en un año
escolar
282,000 palabras**



50 percentil

**Alumno "C" lee
1 minuto
cada día**

**180 minutos en un año
escolar
8,000 palabras**



10 percentil

Para el final del 6º grado, el Alumno "A" habrá leído el equivalente de 60 días completos de clases. El alumno "B" habrá leído únicamente 12 días de clases. ¿Cuál alumno crees que tendrá un mejor vocabulario? ¿Cuál alumno crees que tendrá más logros en la escuela...y en la vida?

(Nagy & Herman, 1987)

Thank You for being part of our
Montessori Community



“Free the child's potential,
and you will transform him into the world.”

– Maria Montessori