



Horseheads Central School District



Golden Star Gazette



December 2023

Gardner Road Elementary School

541 Gardner Road, Horseheads, New York 14845 (607) 739 – 6347

ppatterson@horseheadsdistrict.com



Dear Gardner Road Families –

It was wonderful seeing our families in the school for parent-teacher conferences in November. We are thankful for the great partnerships with each of our Gardner Road families. Please see the attachments in the online letter with information on how we teach math and reading at Horseheads. This is the same information families received at parent- teacher conferences. We are so proud of the learning and growth of every Golden Star so far this school year and we look forward to our learning journey through the rest of the 2023 -2024 school year.

We had so much to be thankful for at Gardner Road in November. Mrs. Smith led an amazing Patriotic Concert for our Veterans. Our PTO hosted a fun Bowling Night, hosted the Book Fair, and continue to run our School Store. The Career Development Council organized a wonderful Career Day with community volunteers. The Science and Discovery Center came to our school and presented a fun science assembly. Our students enjoyed our 2nd annual Story Walk Trot. We now look forward to our December events. Check out the December calendar with our events such as the Scripps Spelling Bee qualifying rounds for students in grades 2-4, our 4th Grade Winter Concert, spirit week, and the PTO hosting a movie night and the Holiday Shoppe.

Our school is currently participating in two community service projects. There are drop off locations in each pick-up location and in the main office for Toys for Tots. Deadline to donate is December 8th. See the boxed food drive flyer sent home already. We look forward to lining these donations up in the main hallway for a domino rally at the end of the month. All donations will go to the Horseheads Food Pantry.

Be sure to check out our [school website](#) for updates and please keep up to date with the happenings at our school, by following our [Facebook](#) and [Twitter](#) pages. We look forward to seeing you throughout the school year at Gardner Road. Please contact me if you need anything, have questions, or would just like to chat about our school/your child.

Your Partner in Education,

Patrick Patterson - Principal



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GENERAL INFORMATION:

Gardner Road School Hours

8:00 a.m. to 2:25 p.m.

Tardy Bell – 8:15 AM

Gardner Road Office Hours

7:30 a.m. to 3:30 p.m.

Elementary Lunches (K-6)

Breakfast and Lunch: Free

<https://horseheadscafeteria.gstboces.org/>



Moishe's Quote of the Month:

"If you have the power to make someone happy, do it."

Unknown

Gardner Road Main Office Updates:



School Delays and Closings:

The cold, slippery, white flakes are just around the corner. When the ice and snow arrive, it is often necessary to delay or close schools. The announcements can be found on our District website www.horseheadsdistrict.com and the local media stations. In the event of a 1 or 2-hour delay, students can be dropped off at the cafeteria entrance beginning at the adjusted time. Please be aware that **NO** breakfast is served when there is a 2-hour delay. I will also post our status on the Gardner Road Twitter feed which can be found on the school website. To sign up for the tweets, go to our school website and follow the link.

Recess:

Students will be going outside for recess as the weather becomes colder (20 degrees wind-chill and warmer). Please make sure that your child has a warm coat, a hat and gloves/mittens so they can stay warm as they play.

Spring New York Assessment Dates (Grades 3 & 4):

English Language Arts: April 10, 2024 and April 11, 2024

Thank you to our second-grade students who performed a Patriotic Concert to honor our local Veterans earlier this month. Mrs. Smith conducted the concert which celebrated all branches of military while also honoring one local veteran with a Quilt of Valor.



Please submit census information

The district is conducting a census of the entire district to provide important demographic information and to assist in the process of redrawing elementary boundary lines as we prepare to move to three PK-4 schools (Big Flats, Gardner Road, and Ridge Road) in the 2025-26 school year. **Please submit your information if you haven't already done so. The census is for the entire district, so we also ask that you encourage neighbors to do the same, even if they do not have children in the district.** Here is the link and QR code to the census form: www.Horseheads.fyi/Census or



Collaborative Art Project

to be completed soon...



Please consider donating to Toys for Tots this month. Brand new toys or books are appreciated. Bins are located at the afternoon pick up locations and the main lobby. The last day for donations is:

December 8th

Thank you!

November Snapshots”



Check out more photos and events on our [Facebook Page!](#)



"We Succeed Because The Stars Lead!"

December's Character Trait is:

Character Education

Caring

- Think about how your actions will affect others
- Be sensitive to people's feelings
- Help people in need
Treat people with kindness and generosity
- Do not be mean or hurtful



Character Matters
Horseheads Central School District

Be Kind, Be Strong, Be Well

Horseheads Central School District's Mission & Vision:



Horseheads Central School District sets the standard of educational excellence by fostering innovative thinking, curiosity, and a passion for learning to maximize the potential of each individual. We engage with our local and global communities to provide a student-centered, nurturing environment.

EXPLORE EMPOWER EXCEL

Gardner Road 4th Grade Winter Concert:



The 4th grade Chorus will be performing their **Winter Concert** on Thursday, December 7th, at 7:00 PM in the High School Auditorium. Students should wear white on top and black on bottom. 4th graders should arrive at 6:30 PM behind the stage. Band and orchestra do not perform at this concert. We're looking forward to seeing our Golden Stars sparkle at our winter concert!



**To report child abuse or neglect
call toll free
1-800-342-3720 or
ocfs.ny.gov/main/cps**

Thank you to the Career Development Council and community volunteers for a great Career Day on November 29th!



The Horseheads Central School District offers educational programs without regard to race, color, national origin, creed, religion, marital status, military status, sex, sexual orientation, age, gender identity, predisposing genetic characteristic, or disability, and provides equal access to applicable groups under the Boy Scouts of America Equal Access Act. Inquiries regarding this policy may be made to Caitlin DeFilippo, Title IX/DASA Coordinator, and Co-Civil Rights Compliance Officer; Anthony Gill, Co-Civil Rights Compliance Officer; or Kelly Squires, Section 504 Coordinator, Horseheads Central School District, One Raider Lane, Horseheads, NY 14845, (607) 739-5601.

The Dignity Act Coordinator (DAC) for the Horseheads Central School District is Caitlin DeFilippo, director of Human Resources. If there is a complaint regarding discrimination, harassment or bullying of any student, the complaint should be filed with Caitlin DeFilippo at One Raider Lane, Horseheads, NY 14845; 607-739-5601, x4211, or cdefilippo@horseheadsdistrict.com. The Dignity Act Coordinator (DAC) for Gardner Road Elementary is Patrick Patterson. Complaints regarding discrimination, harassment, or bullying of any student should be referred to Patrick Patterson at (607) 739 – 6347.

Gardner Road Elementary School Food Drive Until December 20th



- Boxed Food Domino Rally -

Every year our school likes to give back to our local community. Please consider donating a box(es) of food during the month of December. Our collection will be donated to the Horseheads Food Pantry (Southern Tier Food Bank). All donations may be dropped off in our main lobby.

On the afternoon of December 20th, our school will line up all the donated boxes of food for a boxed food domino rally. How many boxes will we collect? How long can our domino rally be? We look forward to our rally and helping the Foodbank of the Southern Tier!



foodbank
of the Southern Tier



Thank you for donating boxed food for the Foodbank of the Southern Tier!

How We Teach Mathematics at Horseheads

2023-2024

Mathematics has often been associated with computation and speed. Many of us reflect back on our own math education and recall practice with step-by-step processes and memorization of facts and procedures. Over time, math instruction has shifted. Our current thinking is different for students, with a goal of emphasizing the development of students as thinkers. We want our students to have a conceptual understanding of numbers and strategies and skills that allow them to effectively solve problems. At Horseheads, we are dedicated to an educational journey for students that develops their knowledge and skills in math along with opportunities to make meaning of these concepts and apply them to problem solving situations. We are invested in learning what the research has revealed about brain development and effective math instruction to explore the best ways to ensure that all students develop the conceptual understanding and fluency they need in order to apply their learning.

What We're Doing in Math

We are implementing a district curriculum that:

- Aligns to the New York State Next Generation Standards, including the expectations for using visuals, drawings, and explanations of reasoning at each grade level.
- Incorporates the progression of Concrete-Pictorial-Abstract (CPA). For more information, see text box at right.
- Supports the development of flexible number sense, with students shifting place values, counting more efficiently than by ones, and making sense of problems.
- Implements the district models, appropriate to the grade level, based on extensive professional learning and research.

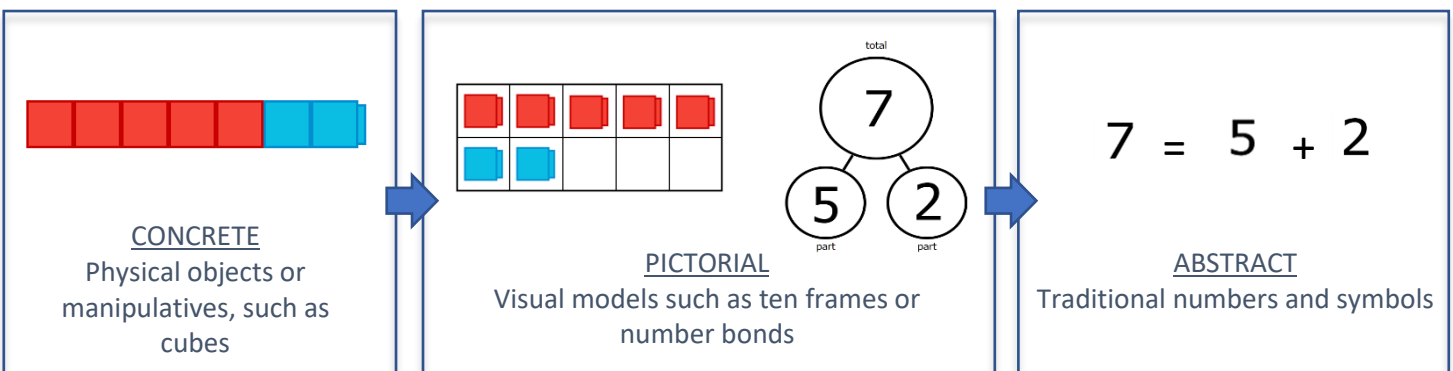
Outlined below are areas of math instruction that students will experience as we align to the research and expectations of the New York State standards.


A progression from concrete models to pictorial representations to abstract symbols. An analysis of hundreds of research studies on CPA shows significant results in favor of the use of manipulatives with teachers playing an essential role in helping students transition from concrete representations to more abstract symbols. This means that students will explore a topic using concrete manipulatives (such as cubes) and pictorial representations (such as ten frames and number bonds) to develop conceptual understanding before working with the traditional abstract representations that use numbers and symbols.

CONCRETE-PICTORIAL-ABSTRACT (CPA)

This instructional sequence begins at a concrete level, with students physically manipulating blocks and other hands on tools. They then work with the same concept using a visual or pictorial representation, before finally connecting this work to abstract math symbols.

This progression has been proven to be an effective approach in supporting elementary students' mathematics learning (Hinton & Flores, 2019) across various topics, such as algebra, place value, basic arithmetic operations, fractions, area and perimeter, as well as word problems (Flores, 2010).






Below is a continuation of the areas of math instruction that students will experience as we align to the research and expectations of the New York State standards.

Mathematical rigor. Rigor is defined as a combination of conceptual understanding, fluency, and application. Students are working toward comfort and mastery with traditional algorithms and math skills. However, they reach this point following practice with understanding the why and how of math relationships. They work with concrete and visual experiences to develop *conceptual understanding* and then connect these to the abstract math symbols. As they develop *fluency* with repeated practice, this fluency is built on a foundation of understanding. Students have a mental picture of the concrete and pictorial work they have done, rather than relying on a set of rules and procedures that do not have context or meaning for students. Along with fluency, students will also practice *application*. They will consider various situations when they might apply these skills to solve problems. Each math unit includes a performance task which is an opportunity for students to apply their math learning in a meaningful and engaging way.

A focus on number sense and place value. Students practice reasoning about numbers and consider how they can break numbers apart in ways that are helpful based on the problem being solved. There is not a single right way to approach a problem, but rather students are given tools and strategies to be able to solve multiple types of problems. These strategies are often based on our base ten number system and place value.

Sense-making versus rule following. Rather than relying on rules and procedures, students will develop math number sense. This means that if students forget a procedure, they have visuals and manipulatives they can revisit, rather than having rules to memorize that are devoid of context. When students are asked to learn and practice a set of rules without the CPA experience, they do not know when or why the rules work, and as a result they tend to forget, overapply or misuse the rules. Where rules and procedures have been our standard approach, we are learning alternatives that are based on sense-making instead.

Fluency in every grade. When we use the word *fluently* in math, we mean quickly and accurately. It means more or less the same as when someone is said to be fluent in a foreign language or a fluent reader. To be fluent is to flow: Fluent isn't halting, stumbling, or reversing oneself. There is a distinction between fact fluency, procedural fluency, and knowing facts from memory.

- **Fluency with facts:** Fluency means they can find the result reasonably quickly and say it or write it. Fluency means students are fast, accurate, flexible, and have understanding. They use strategies efficiently. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.
 - **Fluency versus knowing from memory:** The standards intentionally distinguish between asking for fluency and asking students to know from memory. By the end of the K–2 grade span, students have sufficient experience with strategies to know from memory all single-digit sums. By the end of grade 3, students have sufficient experience with strategies to know from memory all single-digit products.
 - **Fluency with procedures:** Fluency with procedures (procedural fluency) means students are accurate, efficient, flexible, and know when and how to use them appropriately. Developing fluency requires understanding why and how a procedure works. Understanding makes learning the procedures easier, less susceptible to common errors, less prone to forgetting, and easier to apply in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure.
- 

Fluency Expectations by Grade Level

Grade	Fluency
Kindergarten	Add and subtract within 5
Grade 1	Add and subtract within 10
Grade 2	Add and subtract within 20 Know from memory all sums within 20 of two one-digit numbers Add and subtract within 100 using strategies
Grade 3	Multiply and divide within 100 using strategies Know from memory all products of two one-digit numbers Add and subtract within 1000 using strategies and a range of algorithms (step by step processes)
Grade 4	Add and subtract within 1,000,000 using the standard algorithm
Grade 5	Multi-digit whole number multiplication using the standard algorithm
Grade 6	Multi-digit division using standard algorithm Multi-digit decimal operations using standard algorithm

Helping Your Student

We encourage caregivers to assist students by asking questions to engage student thinking. Consider questions such as:

- Can you show your thinking by building or drawing something?
- Is there a model you could use to show the problem?
- What information do you know and what are you being asked to find out?

Please note that the methods and models may be different than that in which you are familiar. This is part of the journey for students as they move from concrete toward traditional abstract representations. Reach out to your child's teacher for additional information, examples, and possible suggestions for ways to support student learning.

As we align our math instruction to the New York State Next Generation Math Standards and the research, we are excited to support students in the CPA progression and develop their skills in conceptual understanding, fluency, and application of learning. We are committed to moving away from outdated practices and being grounded in developing strong number sense and mathematical understanding. We appreciate your support and partnership in this important endeavor!

2023 - 2024 School Year

HOW WE TEACH READING AT HORSEHEADS



At Horseheads Central School District, we are deeply committed to delivering on the promise of education and equipping every child with the ability to read -- and read well! Learning to read is such an essential skill to not only find success in school and to thrive in society, but to also experience the joy that reading brings to life. We want every child to be successful in reading! We are learning more about what research says about how children learn to read, how to make sure every student learns to read, and what to do when a child encounters difficulty in learning to read. The research that we're learning about and implementing is called the Science of Reading.

When We Know Better, We Do Better!

The reading scores of American children have remained somewhat stagnant for over 40 years! Each year, the data shows that only about 35% of 4th graders (measured on the NAEP) are proficient in reading! While the nationwide trend has been to accept that that is the way it is; we at HCSD want more for our kids. Horsehead's annual data fares much better than the national average however we always strive for more. The research is telling us that while reading is more challenging for some students than others, with evidence-based reading instruction, nearly every child can become proficient by the end of 3rd grade.

Decades of research have determined that reading occurs in a specific way in the brain in all people. It does not occur naturally the way that speech does. The process must be taught. It is a process of building neuro-pathways in the brain that link sounds of speech to written symbols or letters. The strings of letters are attached to meaning, and then those 'letter strings with meaning' are stored in the brain's "letterbox" for later retrieval that is instantaneous and effortless. This process is called orthographic mapping and it is our goal to help our students build a giant 'letterbox' of instantly retrievable words. That translates into fluent reading and subsequent comprehension. Guessing at words based on context does not aid in orthographic mapping, phonic decoding does.

The Science of Reading

"The body of work referred to as the "science of reading" is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don't learn, and what kind of instruction is most likely to work the best for the most students."
- Dr. Louisa Moats

A New Path at Horseheads

If your family has been a part of HCSD for some time, you'll notice some changes in how we teach reading; if you're new to HCSD, jump on board, it's going to be a fantastic journey! It's an exciting time to be in education as we align our instruction with the Science of Reading!

Listed below are some points of research that we will be addressing as we embark on a new school year at Horseheads Central School District.

Code Emphasis in Primary Grades. This means that grades K-2 especially will focus on acquiring the skills to crack the code of our alphabet to the speech sounds in English. (There are 44 speech sounds in English and 150 ways to read and spell them!) Kids must first learn to decode/sound-out words before they can understand the meaning of text, therefore, we will emphasize instruction in 'cracking the code' in grades K-2.

Explicit and systematic phonics instruction. We will have an order or continuum of phonics skills, progressing from simple to complex, that will be followed throughout the early grades. Students will progress through the continuum as they master skills. In the intermediate grades (3-5), word study will continue with more grammar and morphology (learning about word parts such as Greek and Latin roots).

Early intervention. If we see any signs that your child may be struggling with the foundational skills of reading, we will not take a 'wait and see' approach; we will immediately implement interventions and monitor their progress. The best solution to the problem of reading failure is early identification and intervention.

Phonemic awareness. This is the ability to get to the individual sounds in words by listening and to identify and manipulate those sounds orally. While this skill will be emphasized in grades K-2, we will make sure all students at HCSD have this necessary foundation. Students in the intermediate grades may need to practice these skills until they have firmed up this foundation of reading. Don't be surprised if you have a 3rd - 5th grader who will be working on phonemic awareness! This is an area that the research has indicated is hugely important!

Decodable Readers. Our early readers will be working with decodable readers. These are books or passages that only include words that the students can 'decode' (sound-out) according to the skills they have been taught thus far. Our kids need practice with the phonics skills they are learning and these books and passages provide that practice. So be aware that at times, your primary students may be bringing home a sheet of paper with a passage for practice rather than a book.

Assessments. Your child will not be assigned a Fountas & Pinnell reading level, such as A, or M, or R (any level A-Z) as in the past. Students will be assessed on the Oral Reading Fluency rate for their grade level. These nationally normed one-minute assessments, given as part of AIMSWeb testing done 3 times a year, give us a good indication of how easy or difficult reading is for your child. From there, we can give diagnostic assessments in word reading and nonsense word reading to find out which areas in the continuum of phonics skills they need help with. They will be given a Spelling Survey that will show which phonics patterns they are able to apply in their writing and they will also be assessed on Phonemic Awareness so we can make sure they have those crucial foundational skills. As students become proficient word readers, comprehension is a natural outcome. Comprehension will also be checked with AIMSWeb as well as on classroom assessments. If your child shows an area in need of growth, they will be progress monitored and given interventions to help them become stronger.

Leveled Readers. Your child will not be assigned a reading level that corresponds to a letter of the alphabet. They will work with a variety of text. Some text may address specific phonics needs, some may be grade level text to build knowledge that is pertinent to their grade level, some may be interest-based, some will be at a determined level for fluency practice, but they will not be confined to a certain 'level.' Kindergarten and first grade students will not bring home books with patterned sentences that are easily memorized.

Three-cueing system. This is the practice of teaching kids to identify words by using strategies other than decoding. In the three-cueing system, students are taught that they can identify a word by deciding if it makes sense, if it would structurally/grammatically 'fit' in a sentence, or if it looks right rather than closely examining the phonics patterns in the word and sounding it out. This is a practice that the research has indicated that we must abandon. Your child will not be taught to check pictures to identify words or make guesses based on the first letter they see. We want our students to look at every letter in the words, apply phonics knowledge, and sound words out!

Guided Reading. We have a very effective structure in place allowing us to work with small groups of students. Although we are still guiding students through reading lessons, we are choosing to distance ourselves from the term 'Guided Reading' because that term is connected closely with the teaching of the Three-Cueing system which has been debunked by research. Students will be grouped according to various reasons: needs in phonemic awareness, phonics, fluency, writing projects or knowledge building/interest, but they will not be grouped based on a reading level.

Knowledge Building and Vocabulary. Research has indicated that reading comprehension is closely connected to the background knowledge we have on a topic we're reading about and by understanding the vocabulary contained in the text. HCSD has written comprehensive ELA units for students in all grades. Our students will have the opportunity to build a broad knowledge base of history/social studies, science, and the arts. Kids will have access to complex text in our ELA units, sometimes read aloud by their teacher, and in the process, gain more complex vocabulary. The research tells us that building knowledge and vocabulary contributes significantly to their reading comprehension and should be taught beginning in the earliest grades.

Comprehension. The ultimate goal of all reading instruction is for students to understand what they read. The model of [The Simple View of Reading](#) demonstrates that reading comprehension occurs only when students have both [Decoding/Word Recognition Skills](#) and [Language Comprehension Skills](#). Children need the essential skills to get the words off the page as well as knowledge, vocabulary, and a good understanding of how our language works in order to comprehend what they read. We must provide instruction that will help students achieve these goals.

The Simple View of Reading

$$\begin{array}{ccccc} \text{Word} & & \text{Language} & & \text{Reading} \\ \text{Recognition} & \times & \text{Comprehension} & = & \text{Comprehension} \end{array}$$

Helping Your Student.

- When reading with your student at home, encourage your student to sound out the word.
- If the word is a larger word, encourage your student to look for a base and any prefixes and/or suffixes
- Reach out to your student's teacher for other suggestions

We now know a great deal about how the brain develops as we learn to read and what instructional practices are most effective for all children. We are committed to stop doing what doesn't work and be guided by scientific research to ensure that we deliver on the promise of literacy for every HCSD student. Again, it's an exciting time to be in education and we need you parents as our partners!



NYS Digital Resources Family Questionnaire

SchoolTool Parent Portal Instructions

Dear Horseheads Central School District Parents and Guardians:

The New York State Education Department (NYSED) requires that districts send a digital resources questionnaire to parents and guardians. This information is meant to assist the state and districts in providing resources to students and families. NYSED asks that you complete a questionnaire for each student in grades K-12 in your family. You can access the questionnaire by logging in to the Parent Portal at <http://gst1.schooltool.com/horseheads> and following the instructions below. If you do not yet have a Parent Portal account, you can request one using this form: <https://forms.office.com/r/zmB1NAWB8u>. If you have questions, please contact your school office. Thank you.

Click on student's name.

Click on User Defined tab.

If using the mobile app (<http://gst1.schooltool.com/horseheads>): After logging in, tap FORMS at the top of the screen.

Student

NYS Digital Resources Family Questionnaire + Add Help

- From drop-down menu, select NYS Digital Resources Family Questionnaire.
- Click on the green plus icon to open the survey.

- Leave Start Date set to current date.
- Select appropriate response from drop-down menu next to each question.
- Click on the green save disk to save and submit your responses.
- Return to Home Screen, complete Survey for all students in the household.

Student

NYS Digital Resources Family Questionnaire Save Cancel Help

Start Date: 9/27/2022 End Date: 9/27/2022

Collecting accurate data regarding digital resource access for our New York students will greatly help educators to better serve their students and families. In order to accomplish this, the New York State Education Department is asking parents or guardians to complete a Digital Equity survey (for each student in the family) in grades Kindergarten – Grade 12. This survey will provide information on student access to devices and internet access in their places of residence. To assist us in this process, please answer each question below to the best of your ability and follow any additional instructions provided for submitting or returning the survey.

Thank you for your time and cooperation.

NOTE: You must answer at least one question for this survey to be valid.

Did the school district issue your child a dedicated school or district-owned device for their use during the school year?:
 None

What is the device your child uses most often to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)
 None

Who is the provider of the primary learning device identified in Question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)
 None

Is the primary learning device (identified in Question 2) shared with anyone else in the household?:
 None

Is the primary learning device (identified in Question 2) sufficient for your child to fully participate in all learning activities away from school?:
 None

Is your child able to access the internet in their primary place of residence?:
 None

What is the primary type of internet service used in your child's primary place of residence?:
 None

In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment upload, without interruptions caused by slow or poor internet performance?:
 None

What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?:
 None

December 2023

Gardner Road Elementary School



Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>CARING—Character Education Ideas for Home</u></p> <ul style="list-style-type: none"> --Help a neighbor --Talk about how characters in a book represent caring --Discuss with your kids what/who they care about & why --Donate time/items to a favorite charity --Make a card/ write a letter to a friend/relative you care about 				<p>1 Day 4</p> <p>Gardner Road Spirit Day Wear Blue & Gold</p>
<p>4 Day 5</p>	<p>5 Day 6</p>	<p>6 Day 1</p>	<p>7 Day 2</p> <p>4th Grade Winter Concert 1:20 and 7:00 (HS Aud)</p>	<p>8 Day 3</p> <p>Lockdown Drill #2</p> <p>GRPTO Santa Read Aloud & Movie Night IS Café 5:30</p>
<p>11 Day 4</p> <p>Scripps Bee Qualifying Library (Gr 2 - 4)</p>	<p>12 Day 5</p>	<p>13 Day 6</p>	<p>14 Day 1</p> <p>BOE Meeting IS MMC 6:00</p>	<p>15 Day 2</p>
<p>18 Day 3</p> <p>Spirit Day: Elf Yourself</p>	<p>19 Day 4</p> <p>Spirit Day: Candy Cane Day</p>	<p>20 Day 5</p> <p>Spirit Day: Pajama Day</p>	<p>21 Day 6</p> <p>Winter Sing Along</p> <p>Spirit Day: Holiday Sweater</p>	<p>22 No School</p>

December 2023



HORSEHEADS ELEMENTARY GRADES PK-4TH

Monday	Tuesday	Wednesday	Thursday	Friday
 <p>Make Online Payments at Payschoolcentral.com!</p>		<p>JOIN US FOR NY MENU DAY! See menu for details</p>		<p>1 Buffalo Wing Pizza Pepperoni Pizza Crispy Fish Filet Sandwich Sliced Carrots</p>
<p>4 Philly Cheese Steak Sub Baked Crispy Chicken Sandwich Green Beans Oven Fries</p>	<p>5 Toasted Cheese Sandwich Chicken Ranch Wrap Hot Tomato Soup Sliced Carrots</p>	<p>6 NY MENU DAY! Pasta Bake w/NY Beef and Cheese Warm Dinner Roll NY Green Beans Fresh NY Mixed Salad Greens! Fresh NY Apples NY Juice!</p>	<p>7 Beef or Bean Nacho Grande w/Rice Chicken Caesar Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>8 Pizza Dunkers w/Marinara Sauce Tuna Salad Sub Sliced Carrots</p>
<p>11 Baked Mozzarella Sticks w/Pasta & Sauce Breaded Chicken Drumstick w/Breadstick Sliced Carrots</p>	<p>12 Sesame Chicken w/Rice NY Hot Dog on a Roll Steamed Broccoli</p>	<p>13 Homemade NY Macaroni & Cheese w/Bread Italian Meatball Sub Green Beans Fresh Green Pepper Strips! Homemade Fruit Crisp</p>	<p>14 Chicken Soft Taco w/Rice Bean Taco w/Rice Chicken BLT Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>15 Cheese Pizza Crunchers w/Marinara Sauce Crispy Fish Filet Sandwich Sliced Carrots</p>
<p>18 Chicken Philly Sub Ultimate Cheese Breadstick w/Marinara Sauce Sliced Carrots Oven Fries</p>	<p>19 Turkey & Gravy w/Bread Ham & Cheese Deli Wrap Mashed Potatoes w/Gravy Green Beans</p>	<p>20 Cheese Ravioli & Marinara Sauce w/Bread Authentic Pulled Pork Sandwich Steamed Broccoli Fresh Cucumber Slices! Cinnamon Applesauce Jello</p>	<p>21 Beef or Bean Soft Taco w/Rice Chicken Caesar Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>22 NO SCHOOL</p> 
<p>25</p> 	<p>26</p> 	<p>27</p>	<p>28</p>	<p>29</p> <p>SEE YOU NEXT YEAR! Students Return: January 3rd, 2024</p>
<p>WINTER BREAK</p> <p>DEC 22nd - Jan 2nd</p> 				

Available Daily Entrees

- PBJ Sandwich
- Meat Chef Salad w/ Bread Choice
- Vegetarian Chef Salad w/Bread Choice
- NY Cheese Stick & Yogurt w/Bread Choice**
- Turkey & Cheese Sandwich
- Ham & Cheese Sandwich
- M/W/F:** Baked Chicken Nuggets w/Bread
- T/TH:** Cheese Pizza

Available Daily Sides

- Fresh Vegetables
- Fresh Tossed Salad
- Assorted Fruit
- NY Chilled Milk**
- 100% Fruit Juice
- *Bread Choice = Soft Pretzel or Breadstick**

PRICING:

- Breakfast & Lunch: \$0.00
- Milk/Ala Carte Side: \$0.75
- Snacks: \$0.75-\$1.50

NOTE: Every student receives 1 breakfast and 1 lunch at no charge per school day. Each breakfast & lunch must be a COMPLETE MEAL, or student will be charged ala carte for each item on their tray.

Breakfast Menu

- Monday:** Breakfast on a Stick
- Tuesday:** Cinnamon Roll
- Wednesday:** Breakfast Sandwich
- Thursday:** French Toast Sticks
- Friday:** Mini Pancakes
- Daily Options:** Bagel, Asst. Cereal, Goldfish Graham, Asst. Oatmeal, Muffin Top, Breakfast Oatmeal Bar, **NY Yogurt**, Asst. Fruit, 100% Fruit Juice & **Chilled NY Milk**

Contact the Food Service Office at (607) 739-5601 (ext. 3671 or ext. 3674) or go to the School District Website Food Service Page & click on the Contact Us button to fill in and submit your info. **If you have a food allergy or need allergy info, please notify us.**

This institution is an equal opportunity employer &

This menu is subject to change with out advance notice.