

2023 – 2024 Avoca Central School



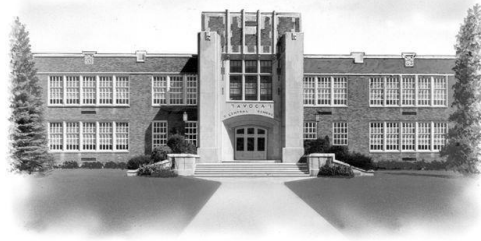
PreK – 5th Grade Student/Parent Handbook

Table of Contents

Welcome	2
Introduction	3
Universal Pre-K Program	3
<u>Daily Schedule</u> <ul style="list-style-type: none">● Arrival/Dismissal Times● Student Pickup at Dismissal● Emergency School Closings● Attendance● Dismissal Changes● Moving● Phone Calls	4 - 5
<u>Meal Program</u> <ul style="list-style-type: none">● Breakfast Program● Lunch Program● Debit Accounts● Cafeteria Rules	6
<u>Health Information</u> <ul style="list-style-type: none">● Medication● Emergency Care for Illness or Injury● Physicals	6 - 7
<u>Academic Information</u> <ul style="list-style-type: none">● Report Cards and Parent Conferences● Promotion and Retention● Homework● Instrumental Music● Field Trips● Birthdays	7 - 8
<u>Safety</u> <ul style="list-style-type: none">● Evacuation and Emergency Drills● Safety Plan	8 - 9
<u>Support Staff</u> <ul style="list-style-type: none">● Child Study Team● Committee on Special Education● Personnel	9 - 10
<u>Staff Listing</u>	11
<u>Leader In Me</u>	12-14
<u>Code of Conduct</u>	15-21
<u>Questions/Concerns</u>	22-23

WELCOME TO AVOCA CENTRAL SCHOOL

Building Today's Minds for Tomorrow's World



The mission of Avoca Central School is to develop every child as a respectful, responsible person who is motivated and prepared academically, as well as socially, emotionally, and physically to meet life's challenges. We will accomplish this mission by providing a coordinated curriculum implemented by a creative, collaborative staff in a supportive environment.

BOARD OF EDUCATION

Mrs. Megan Hubbard, President
Ms. Elizabeth Peck, Vice President
Mr. Donald Rodbourn
Mr. Terry Belanger
Mr. Sean Turner

District Contacts

Mr. Stephen Saxton	Superintendent	(607) 566-3000 x1110
Mr. Scott Carroll	6-12 Principal	(607) 566-3000 x1125
Mrs. Deanna Wilkinson	Pre-K-5 Principal	(607) 566-3000 x1121
Mrs. Laura McGraw	Director of Special Education	(607) 566-3000 x1111
Mr. Matthew Pfleegor	Business Administrator	(607) 566-3000 x1114
Mr. Michael Abbott	Transportation Supervisor	(607) 566-3000 x3300
Mr. Robert Hyer	Director of Facilities & Operations	(607) 566-3000 x1126
Mrs. Sheri Frail	Food Service Manager	(607) 566-3000 x1145
Mrs. Paula Pimm	K-6 Guidance Counselor	(607) 566-3000 x1113
Ms. Emily Luckenbach	Social Worker	(607) 566-3000 x1115
Mrs. Heather Hammond	School Nurse	(607) 566-3000 x1124

Introduction

This handbook is intended to be a guide for families as we navigate through this upcoming school year together. Regardless of the challenges that surround us, we remain committed to academic excellence and student success. In the following pages you will find an explanation of school hours, processes and procedures, and program and personnel information. A summary of the Avoca CSD Code of Conduct is included at the end of this document.

If you have any questions, please feel free to call the Elementary Office at 566-3000 Ext. 1121 for assistance.

Universal Pre-K Program/Head Start Program

The preschool program is a collaborative effort between Pro Action and the Avoca Central School District.

It is the intent of this program to offer a wide range of social and educational experiences for children and their families to help prepare the students for a successful transition into kindergarten. In order for the children to develop fully and to achieve social competence, the preschool children and their families will experience a comprehensive, interdisciplinary approach to services including education, health, nutrition, social services and parent involvement.

The Head Start/UPK classroom focuses on children's individual temperament, experiences, developmental needs and learning styles as the basis for curriculum planning. Staff recognizes that routines, schedules, room arrangement and activities must reflect these individual needs.

The classroom environment is set up to accommodate both large and small group activities as well as providing space for children to work independently. Educational centers that reflect the programs' eight domains of early childhood education are the basis for small group work. These centers provide children with the opportunity to explore and develop their skills and knowledge. Centers are equipped with materials reflective of existing skills as well as developing skills. Through observations, teachers identify skill needs and child interest, adapting the centers as needed.

The Avoca Central School Administration and Board of Education are pleased to be offering this opportunity to our preschool aged students and are convinced this will benefit our children's educational future. If you would like further information about the program please call the Pro-Action office at 607-776-2125.

Arrival/Dismissal Times

7:55	Teachers are on Duty. Doors open and students enter the building to go to their classrooms.
8:05	School day starts at this time. Students will be marked tardy after 8:05 am.
2:47	PreK-5 th Grade students are dismissed.
3:00	Buses depart.

Student Pick Up at Dismissal

When picking your child (Kindergarten through 3rd Grades) up from school at the regular dismissal time, enter the building at the cafeteria entrance on East Ave. to gather your child and to sign her/him out. Students will not be permitted to leave with an adult not listed on the Approved Pick-up and Emergency Contact List in the main office. Please have photo identification ready to present to the adults in the cafeteria.

Kindergarten through 3rd Grade students that are being picked up from school should be signed out in the cafeteria by a parent approved adult (All approved pickups should be documented in the main office prior to the pick up date.)

4th and 5th grade students should sign themselves out in the cafeteria before leaving to walk home.

Emergency School Closings

In the event of severe inclement weather or other emergency situations, school may be closed or the starting time delayed. The same conditions may also necessitate early dismissal. School closing, delayed starting time, or early dismissal will be reported to the following TV and radio stations: WKPQ, WLEA, WCKR, WVIN, WARM, WINK, Ch YNN, WHEC, WHAM, WETM, and WENY.

Attendance/Excuses

Regular attendance is a major component of academic success. Attendance records become a part of each student's permanent record. NYS Education Law requires that all children in proper physical and mental condition shall attend school while it is in session. A student will be noted as having an "excused absence" for the following reasons only:

- Sickness
- Religious observance
- Attendance at health clinics
- Medical, dental and/or health related treatments
- Impassable roads or weather making travel unsafe
- Sickness or death in the family
- Quarantine
- Approved school-sponsored trips

When it is necessary for your child to be absent, please notify the Health Office at 566-3000 Ext. 1124. As required by law, a written excuse must be provided by the parent upon their child's return to school. The following is an example of an appropriate excuse:

May 5, 20__ (Date excuse was written)	Mr. Smith, (Name of teacher)
Mary was absent from school on Friday, May 2, 2001 because she had a cold. (Student)	(Date of absence) (reason)
_____ (Parent/Guardian Signature)	

Dismissal Changes

Notify the Elementary Office, in writing, if your child is to leave school during school hours, has to go to another destination or home with another student, or if your child is to leave school by some other means of transportation than is customary. Without a detailed written request, bus students will be taken to their regular destination.

In the case of an emergency that does not permit time to write a note, the district requests that dismissal changes be made by 1:30pm. Most changes require notifying a variety of people and takes time to activate.

Dismissal change information will only be taken from a parent or legal guardian. We will not accept information from a babysitter, grandparent, step-parent, or any other adult without the consent of the parent or legal guardian.

When picking your child up from school **early**, enter the building at the main entrance to gather your child and to sign her/him out. Students will not be permitted to leave with a relative, boyfriend/girlfriend, or family friend without the expressed permission of their parent or legal guardian

Moving

If you are planning to move, please notify the elementary office as soon as possible so the child's records can be ready to be transferred and all educational materials may be collected. It will be necessary for you to obtain a copy of your child's health records if you are moving out of state.

Phone Calls to School

Avoca Central School uses an automated phone system. If you wish to contact a teacher during normal school hours you will be directed to their voicemail and your call will be returned at the teacher's earliest convenience. If you wish to contact a student, please call the elementary office and a message will be relayed to the student. We ask that you keep phone calls to a minimum.

Breakfast/Lunch Program

Cafeteria Breakfast Program (free to all students)

When students enter the building at 8:00am, they will go directly to their classrooms where breakfast will be served to anyone wishing to eat breakfast at school. Options will be provided daily.

Cafeteria Lunch Program (free to all students)

A well-balanced lunch is offered free of charge to all of our students; however, ala carte items and second entrees must be purchased.

Breakfast PreK-12	<u>\$0</u>	Second Entrée PreK-8:	<u>\$1.50</u>	à La Carte PreK-12:	<u>\$.75-1.00</u>
Lunch PreK-12:	<u>\$0</u>	Second Entrée 9-12:	<u>\$1.65</u>	Second Milk K-12:	<u>\$.85</u>

Debit Accounts

The use of the debit card system that has been in place in previous years will still be available this year for depositing money on your child's account for ala carte and second entrée purchase. This year money must be deposited to the account before any ala carte or second entrée purchase will be allowed. The link for payforit is on the school website and if you need additional information please contact the cafeteria manager.

Cafeteria Rules

Lunchroom management and your fellow students will appreciate your cooperation with the following:

- Remain seated unless returning your tray.
- Return all trays and utensils to the dishwashing area and deposit all lunch litter in the wastebasket. Use the recycle bin when appropriate.
- Leave the table and floor around you in a clean condition for others.
- No food or drink may be taken out of the cafeteria.
- Do not leave the cafeteria without permission.
- Use good manners and respect others.

Health Information

Purpose: To encourage optimal level of health so students may achieve their top levels of educational potential.

A. Medication

Medication may be given at school only if absolutely necessary. Over-the-counter medication is included in these guidelines. The following requirements must be followed:

- The school nurse must have on file a written request form signed by both the family physician and the parent. This order must be received each year.
- **The medication shall be delivered directly to the school nurse by the parent.** Each individual medication must be delivered in a properly labeled container. Classroom teachers or bus drivers are not allowed to administer medication.
- **Children are not permitted to bring medication to school.**

B. Emergency Care for Illness or Injury

- School authorities are responsible to provide emergency care for illness or injuries, which occur while children are under the jurisdiction of the school. Responsibility for providing medical care beyond first aid is strictly the obligation of the parent.
- All pupils are covered by the Pupil Benefits Accident Insurance Plan. This policy is “secondary” coverage while the family’s insurance plan is the “primary” coverage. This means your policy will pay first and then the school policy will be used to cover as much of the remaining expenses as the policy limits allow.
- Parents should plan to assume custody of a sick or injured child at the school and will assume responsibility for the child’s transportation. It is important that your child’s teacher have on record your home phone number, listed or unlisted, and work phone number so that you can be contacted in case of emergency. A back-up emergency phone number must be kept on file as well.
- Please keep the school informed of any changes in the adult or physician whom you wish to be responsible for your child in case you cannot be reached for an emergency.
- Any student who is medically excused from Physical Education classes must present a doctor’s excuse detailing the reasons. In addition, if the child is excused from Physical Education, he/she will not be allowed to participate in recess either.

C. Physicals

Physicals and mandated health appraisals are required for children entering Kindergarten and in grades 1, 3, 7, and 10; any new entrant in our district; students applying for working papers or students requiring physicals for an athletic team. Physical appraisals may be done by the family physician.

Report Cards/Parent Conferences

Report cards will be issued following each ten-week marking period. In addition, parents may receive interim reports at the five week point of each marking period. Interim reports will indicate academic and/or behavior concerns or progress.

<u>Interim Reports</u> will be sent home on the dates below.	<u>Report Cards</u> will be sent home on the dates below.	<u>Parent Teacher Conferences</u>
October 13 December 21 March 8 May 24	November 17 February 2 April 12 June 25	A full day for conferences is scheduled for Nov. 22 and a half day is scheduled for Feb. 16 . Teachers may also schedule conferences during evening hours so that parents have more options for attending.

Final Report Cards

The district asks that all student balances be current and that all damaged text/library books be paid for by the last day of school. Invoices will be sent home detailing what each student owes.

Promotion and Retention

There are several factors to be considered for promotion or retention. These factors may include, but are not limited to the following: a student’s academic progress, ability to meet grade

level standards, behavior, attention span, and the ability to follow directions and work independently. If a student's placement for the following year becomes questionable, the above areas will be considered along with the recommendation of the teacher, School Counselor and School Psychologist. The final decision rests on the building principal.

Homework

The purpose of homework is to reinforce a student's understanding of the material covered in class and to apply and practice new skills. Consistent completion of homework also helps to develop responsibility, self-discipline, and initiative. Parental support of this aspect of a child's education is appreciated.

Instrumental Music

Instrumental Music classes are first offered in fourth grade. The fourth grade students have the opportunity to learn and play a variety of band instruments. Students are taught basic music reading skills and techniques for practicing and performing with their instrument of choice. We use a common lesson book throughout the year for lessons and for our concert. The concert is usually scheduled for the May/June time frame; however, students are encouraged to perform for their family and friends anytime.

There are expenses associated with instrumental music class, such as instrument rental, instrument supplies, and the lesson book. Expenses vary depending on the instrument. Students will receive a rewarding experience in band if they are willing to work hard, practice and most importantly have fun.

Field Trips

A universal field trip permission form is included with the beginning of the year forms found on FamilyID. By signing this form, you are giving your child permission to participate in any school sponsored (and grade appropriate) field trip throughout the year. Prior notification of field trips will be sent home as they occur.

Birthdays

It is customary in the Primary School for students to celebrate their birthday in the classroom. If you wish to provide a special snack for your child's birthday, please contact your child's teacher to make any special arrangements. In addition, if your child wishes to pass out party invitations in school, s/he will not be permitted to do so unless there is one for every student in the class. If only a few students from the class are invited, we ask that these invitations be taken care of outside of the school building. Due to confidentiality reasons, teachers are not allowed to provide home addresses or phone numbers of students in their class.

Evacuation and Emergency Drills

Our number one priority is the safety of our students and staff. In order to prepare for unexpected situations, we participate in at least 12 drills per year. Drills are not limited to but may include evacuation, lockout, medical emergency and shelter in place.

Safety Plan

Avoca Central School has an emergency "Go Home" plan for use in any event requiring students to be released earlier than the normally scheduled time. (An example of this is poor

weather conditions that develop during the school day.) Make sure your child's emergency contact information is up to date at all times. Updates should be made in Parent Portal.

Support Staff

On occasion it becomes necessary to support our students with the opportunity to receive additional instruction to supplement general curriculum instruction. Below is a list of Academic Intervention Service (AIS) providers that work with students in order to assist them in meeting NYS learning standards.

Rtl Response to Intervention and Child Study Team (CST)

Our district utilizes a multi-disciplinary team approach to help identify students for academic success and develop appropriate interventions to be used in the regular classroom. This team was developed to support students and to reduce the needs for formal referrals to the Committee on Special Education. Over the past years, we have found that this preventive approach has allowed many students to be successful in their present programs.

Committee on Special Education (CSE) - Mrs. Laura McGraw, Chairperson

The Committee on Special Education convenes to discuss students identified with disabilities as determined by evaluative criteria and classification as defined by federal and state legislation. The standing members include the CSE chairperson, CSE parent member, School Psychologist, a special education teacher, a general education teacher and the student's parent. Each student identified has in place for him/her an Individualized Educational Plan (IEP). This document helps guide the educational staff in addressing individual student needs. It indicates specific modifications made to a student's program to accommodate the student's area of disability.

School Nurse - Mrs. Heather Hammond

- ★ Can provide updated information pertaining to immunizations and/or physicals needed to satisfy state guidelines
- ★ Administers medication during the school day as prescribed by a doctor
- ★ Can provide information regarding common illnesses or issues facing school age children
- ★ Completes annual vision and hearing screenings for all students
- ★ Works with the district screening team to assess incoming kindergarten students' skills

Speech Language Therapist - Mrs. Shelly O'Rourke

- ★ Provides articulation and language therapy to students in need of support
- ★ Works within classrooms to provide large group language instruction
- ★ Can provide activities for use at home to enhance specific skill areas (e.g. articulation, expressive and receptive language, auditory processing)
- ★ Works with district screening team to assess incoming kindergarten students' skills

Reading Support Teachers - Mrs. Karla Yarka, Mrs. Julie Stewart

- ★ Provide Academic Intervention Services and Response To Intervention (RtI) to students in need of extra support in reading within an individual or small group setting
- ★ Coordinate services with classroom teachers to provide remediation of specific skills

Math Support Teacher - Mr. Jeremy Wheeler

- ★ Provide Academic Intervention Services and Response to Intervention (RtI) to students in need of extra support in math within an individual or small group setting
- ★ Coordinate services with classroom teachers to provide remediation of specific skills

Special Education Teachers

Mrs. Elizabeth Wood (Kindergarten through 1st Grade 12:1+1)

Ms. Kathy Farley (2nd and 3rd Grade 12:1+1)

Mrs. Anna DiRisio – (Inclusion Support K–3rd Grades)

Ms. Caitlin Coleman – (Inclusion Support 4th-6th Grades)

- ★ Provide individual instruction and/or support to students identified with disabilities requiring Special Education services as per their Individual Education Plan (IEP)
- ★ Provide collaborative teaching with general education teachers
- ★ Consult with general education teachers regarding academic or behavioral modifications to be made in the classroom
- ★ Provide testing modifications to students on an individual basis

School Psychologist - *Mrs. Laura McGraw*

- ★ Administers psychological and educational assessments to students needing extra assistance with academic and/or social-emotional issues
- ★ Provides counseling for individuals and small groups dealing with a variety of issues including divorce, anger control, self-esteem, and decision making skills
- ★ Facilitates classroom groups providing K-5 students with information on friendship, self-esteem and character education traits
- ★ Can provide parents with information on a variety of topics including Attention Deficit Hyperactivity Disorder, common behavioral concerns, behavior management, self-esteem, and divorce
- ★ Provides consultation with teachers to develop academic and/or behavioral modifications for students and their programs
- ★ Works with the district screening team to assess incoming kindergarten students' skills
- ★ Participates in Committee on Special Education meetings/facilitates the district Child Study Team (CST)

School Counselor - *Mrs. Paula Pimm*

- ★ Provides counseling for individuals and small groups dealing with a variety of issues including social skills, self-esteem, anger control, divorce (including Banana Splits) and decision making skills.
- ★ Facilitates Career Development in K-6 grades; scheduling presenters for individual classrooms as well as going into the classrooms and facilitating activities related to career development
- ★ Provides consultation with teachers and parents to develop academic and/or behavioral modifications for students and their programs
- ★ Utilizes Pet Therapy to help students relax and open up
- ★ Acts as a resource for parents and students on a variety of topics

AVOCA CENTRAL SCHOOL **Pre-K-5th GRADE STAFF LISTING**

Pre-K-5 Principal.....	Mrs. Deanna Wilksinson
Pre-K-5 Secretary.....	Mrs. Kelliann Abbott
Director of Special Education.....	Mrs. Laura McGraw
Kindergarten.....	Mrs. Sadie Hopkins
Kindergarten.....	Mrs. Kimberly Crane
First Grade.....	Mrs. Bobbi Jo Prusha
First Grade.....	Mrs. Amy Stewart
Second Grade.....	Mrs. Danielle Hyer
Second Grade.....	Mrs. Brandi Williams
Third Grade.....	Miss Hannah Hubbard
Third Grade.....	Mrs. Molly VanDelinder
Fourth Grade.....	Mrs. Gwen Wakefield
Fourth Grade.....	Mrs. Darcy Switzer
Fifth Grade.....	Ms. Megan Aini
Fifth Grade.....	Mrs. Christina Quinlan
Remedial Reading.....	Mrs. Karla Yarka
Remedial Reading.....	Mrs. Julie Stewart
Remedial Math.....	Mr. Jeremy Wheeler
Social Worker.....	Ms. Emily Luckenbach
Special Education K-2 12:1+1.....	Mrs. Elizabeth Wood
Special Education 3-4 12:1+1.....	Mrs. Kathy Farley
Special Education K-3 Inclusion.....	Mrs. Anna DiRisio
Special Education 4-6 Inclusion.....	Ms. Caitlin Coleman
School Psychologist.....	Mrs. Laura McGraw
Speech Therapist.....	Mrs. Shelly O'Rourke
Art.....	Mr. Randy Parker
Music.....	Mr. Ethan Carr/Mr. Steve Zielinski
Librarian.....	Mrs. Theresa Keesey
Elementary Physical Education.....	Ms. Abigail Price/Mr. Kevin Howell
K-6 Guidance Counselor.....	Mrs. Paula Pimm
School Nurse.....	Mrs. Heather Hammond

The Leader in Me

Dear Parents and Caregivers,

Avoca Central School is committed to becoming a Leader in Me school where students are taught and practice the 7 Habits of Highly Effective People. The Leader in Me program empowers young people to make positive, effective, and responsible choices by introducing and reinforcing the 7 Habits, a set of leadership and life skills from Stephen Covey's book *The 7 Habits of Highly Effective People*. We will provide your child with opportunities to learn and practice the 7 Habits in the months to come. We want to invite you to have your child reteach what they are learning about the 7 Habits at school with you and their family at home. This can build a deeper understanding of habits and help to make it a part of their daily living.

Embracing these 7 Habits can improve academic engagement, comprehension, and performance by strengthening individual work habits and improving social interactions. They help improve student performance and support school success by helping to foster the qualities of independence (goal-setting, organization, time management, and planning); interdependence (teamwork, conflict management, creativity, and analytical skills); and renewal (fun, desire to learn, and good health & hygiene).

We are committed to building and supporting these skills in each member of our school community. We like to invite you to be a part of this journey with us. You can be a part of this by discussing the 7 habits at home in your everyday happenings, participating in the activities that we will have throughout the school year, and reading and learning about the 7 habits in your own personal life.

We thank you in advance for your participation and support.

Sincerely,
Deanna Wilkinson
Elementary Principal
Avoca Central School District

The logo for "Leader in Me" features the word "Leader" in red, "in" in green, and "Me" in blue, with a registered trademark symbol (®) to the right.

The 7 Habits of

Happy Kids Adapted



Monitor Your Behavior

Use behavior checklists so students can begin to monitor and be in charge of their behavior and become attuned to how a successful student acts in an academic setting.



Use Our Visual Schedules

Use and reference visual schedules to provide predictability so students can begin each day with a plan and see it through. For example, pictures of each activity the student needs to participate in for the day in the order they will occur.



First / Then (Work First, Then Play)

Make first/then boards. Each board displays a picture of the student's daily activities under "first" and a picture of the reinforcer (preferred item) they are working for or the next activity they need to attend under "then."



Learn to Share and Take Turns

Define what sharing is (sharing time, toys, food, and school items). Offer engaging activities where sharing and social exchanges are needed (partner play, centers rotation, etc.) to create positive, winning outcomes for students.



Follow Directions

Break down exactly why following directions is important and how it will help in daily activities. Use examples, such as cooking or another preferred activity, to engage the children with multiple senses (not just listening).



Work as a Group

Explain what it means to work as a group, using vocabulary from the previous habits. Then, engage students in activities where they work together to determine how to accomplish a task (cleaning up, serving snacks to peers, etc.).



Find New Favorite Things

Spend time using various toys, items, and games to help students find new items they would enjoy engaging with, and working for, to Sharpen the Saw.



Be Happy! Be a Leader!

Once the student has found and integrated a new “favorite thing” from Habit 7, empower them to share it with a friend.

Modeled after the “Adapted 7 Habits” from Bellerive Elementary, Creve Coeur, MO.

© Franklin Covey Co. All rights reserved EDU1928955 Version 1.0.9

Plain Language Summary of the Avoca CSD Code of Conduct

A full version of the code of conduct is available for review on the school website at www.avocacsd.org and in the district office during normal business hours.

Student Rights and Responsibilities

The district is committed to safeguard the rights given to all students under state and federal law. In addition, to promote safe, healthy, orderly and civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all School District policies, rules and regulations pertaining to student conduct.
3. Attend school every day and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Each student at Avoca CSD has the ability to be responsible for his/her behavior. Students who fail to meet the expected degree of responsibility and/or violate school rules are subject to appropriate disciplinary action.

Expectations for other essential partners can be found in the full version of the code of conduct.

Student Dress Code

A student's dress, grooming and appearance, including hair style and color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process;
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and back) and see through garments are not appropriate/allowed;
3. Ensure that shorts and skirts are of an appropriate length;
4. Ensure that underwear is completely covered with outer clothing;
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed;
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability;
7. Not promote or encourage other illegal or violent activities;

8. Outerwear (such as coats) is not to be worn during school hours and should be kept in student lockers during the school day;
9. Bizarre items of attire (“costumes”) will be prohibited based on their disruptive effect on the learning environment.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Failure to do so may result in disciplinary action.

Prohibited Student Conduct

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district, personnel and other members of the school community, and for the care of the school facilities and equipment. Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly.
- B. Engage in conduct that is insubordinate.
- C. Engage in conduct that is disruptive.
- D. Engage in conduct that is violent.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others
- F. Engage in misconduct while on the school bus.
- G. Engage in any form of academic misconduct.

Examples of each of these can be found in the full version in the code of conduct.

DASA / Bullying

The goal of the Dignity Act is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed.

All students have the right to attend school in a safe, welcoming, considerate, and caring environment.

No student shall be subjected to harassment, discrimination, bullying, or fear for personal safety by employees or students on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle or at school-sponsored events based on their: Race (actual or perceived), Color, Weight, National origin, Ethnic group, Religion, Religious practice, Disability, Sexual orientation, Gender, Sex

Types of harassment behaviors include:

- A. Physical: Hitting, punching, tripping, kicking, pushing, scratching, damaging, stealing property
- B. Verbal: Name calling, teasing, taunting, making offensive/discriminating remarks, verbally threatening/intimidating
- C. Social/Emotional/Relational: Excluding or threatening to exclude, spreading rumors, gossiping, ostracizing, alienating, using threatening looks or gestures, or extortion

D. Cyber bullying: Use of internet, cell phone or other technology to harass and intimidate

Bullying is a type of harassment: an intentional act of aggression based on an imbalance of power that is meant to harm a victim either physically or psychologically and usually occurs repeatedly and over time.

Cyber bullying is harassment and bullying through any form of electronic communication that substantially interferes with a student's educational performance or mental, emotional or physical well-being or causes a student to fear for his or her physical safety. Cyber bullying that occurs off school property and creates, or would foreseeably create, a risk of substantial disruption within the school environment or where conduct, threats, intimidation or abuse might reach school property may be reported to school authorities.

Students will receive instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others and dignity.

Reporting Violations

All students are expected to promptly report any violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designees.

Disciplinary Penalties

In determining the appropriate disciplinary action, school personnel will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Students found to have violated the District's code of conduct may be subject to the following penalties, either alone or in combination:

Verbal Warning	Suspension from athletic participation	Short term suspension from school
Written Warning	Suspension from social or extracurricular activities	Long term suspension from school
Written notification to parent	Suspension of other privileges	Permanent suspension from school
Detention	In School suspension	
Suspension from transportation	Removal from classroom	

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with imposition of the penalty.

Minimum Periods of Suspension

1. Students who bring a firearm to school will be subject to suspension from school for at least one calendar year unless otherwise determined by the superintendent.

2. Students who commit violent acts other than bringing a firearm to school shall be subject to suspension from school for at least five days unless otherwise determined by the superintendent.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom will be suspended from school for at least five days. For the purpose of the code of conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom pursuant to Education law 3214(3)(1) and this code on multiple occasions during a semester, or three or more occasions during a trimester.

Referrals

1. Administration/designees shall handle all referrals of students to counseling.

2. Person In Need of Supervision (PINS) Petition may be filed on any student under the age of 18 who demonstrates she/he requires supervision by:

a. Being habitually truant and not attending school as required.

b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

c. Knowingly and unlawfully possessing marijuana in violation of the Penal Law.

3. Juvenile Delinquents and Juvenile Offenders

4. The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before family Court:

a. Any student under the age of 16 who brought a firearm to school

b. Any student 14 or 15 years old who qualifies for juvenile offender status

5. The superintendent is required to refer students age 16 or older to the appropriate law enforcement authorities.

Student Interrogations & Searches

Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student.

School lockers, desks, and other such equipment are not the private property of students but the property of the school district, and as such may be subject to search at any time by school officials, without prior notice to students and without their consent. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter (for example, a dangerous firearm or illegal drugs). Students must be aware that such items are forbidden both on school property and at school related activities.

Student vehicles parked on school property are also subject to search when reasonable suspicion exists that prohibited items or other contraband may be present inside the vehicle.

Visitors to the School

The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to all visitors to the schools:

1. Anyone not a regular staff member or student will be considered a visitor.
2. All visitors must sign the visitor's book at the office. Anyone visiting any student must first secure permission from the Building Principal. All visitors must be issued and must wear a visitor's identification badge. Visitors must sign out and return the badge upon leaving the premises.
3. Visitors attending school functions that are open to the public are not required to sign in.
4. Teachers are not expected to take class time to discuss individual matters with visitors.
5. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police will be contacted if necessary.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Public Conduct on School Property

All persons on Avoca Central School property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so;
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property;
3. Disrupt the orderly conduct of classes, school programs or other school activities;
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability;
6. Enter any portion of the school premises without authorization to remain in any building or facility;
7. Obstruct the free movement of any person in any place to which this code applies;
8. Violate the traffic laws, parking, regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function;
10. Possess or use firearms in or on school property or at a school function;
11. Loiter on or about school property
12. Gamble on school property or at school function;
13. Use profane or lewd language;
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
15. Willfully incite others to commit any of the acts prohibited by this code;
16. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function;
17. Bring any animal onto the property except as part of the educational process and with approval of an administrator.

Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors will have their authorization to remain on school grounds or at the school function revoked and they will be directed to leave the premises. If they refuse to leave, law enforcement will be contacted.
2. Students will be subject to disciplinary action as the facts may warrant.

TRANSPORTATION CODE OF CONDUCT

I. PHILOSOPHY OF TRANSPORTATION

The purpose of the transportation system of the Avoca CSD is to provide safe reliable transportation of school age children to and from school on a regular, consistent basis. Riding buses is a privilege and not a right. Students may be denied the privilege of riding the bus for just cause. Students and parents should understand that the responsibility for seeing that students are at school rests with the parents, regardless of whether or not the student may ride the bus. (See New York State Education Law - Transportation 30:16)

The transportation policies and practices of the Avoca CSD shall be consistent with and governed by the rules and regulations set forth by the Avoca Code of Conduct.

Transportation of students for special events, athletics, field trips, other curricular activities may be subject to review on a case-by-case basis by the School Administrator.

Expectations for Students

Be Safe

Board the bus one at a time
 Respect the danger zone around the bus
 Remain seated until dismissed by the bus driver

Wait for driver signal to walk in front of the bus
 Resolve conflicts in a peaceful manner
 Clear loading/unloading areas as quickly as possible

Be Respectful

Use appropriate and positive language
 Speak in conversational tones
 Respect division property (e.g. bus seats, doors, windows)

Respect the property of others
 Follow the instructions of the bus driver
 Follow the instructions of the bus supervisors

Be Responsible

Be on time for the bus
 Remain seated in assigned seats
 Eat or drink before or after the bus ride

Keep books and or bags on your lap
 Keep aisles clear
 Ask the driver's permission to open a window

Be Positive

Help the bus driver do a good job
 Help other students
 Model safe, responsible and respectful behavior

When a student violates a rule, he/she will be dealt with directly by the bus driver and reported to the administrator of his/her school. The administrator will determine whether the violation is Level 1-3 and take the appropriate action based on that determination. Consideration may be given to age, disability status and developmentally appropriate behavior.

The school principal/designee will have authority to suspend the riding privileges of students and/or take other reasonable disciplinary actions for students who exhibit improper behavior on the bus. School Administrators will determine the disciplinary action based on severity and frequency of referrals.

Below you will find a list of violations that are categorized as minor (Level 1), serious (Level 2) or severe (Level 3). Please note that some infractions are included in more than one list. If so, the administrator will determine which category to use in order to apply the consequence for the infraction. In addition, should a violation not be listed in any category the administration shall determine the category to use when applying the consequence. The listed behaviors are examples of behaviors that may be disruptive or compromise safety on the bus and are not intended to be exhaustive. Suspension of bus riding privileges includes all buses to and from school as determined by the School Administrator. In addition, any violation may be shifted from one category to another if the situation warrants as determined by the School Administrator.

Level 1

Failure to follow directions	Verbal confrontation student to student	Legs in aisle
Pushing and/or shoving	Inappropriate language	Littering on bus
Mischief (horseplay, etc.)	Excessive noise	Disrespect to peers
Showing affection	Lying down in the seat	
Spitting	Not remaining seated	

Level 2

Body parts outside the bus	Fighting
Intentionally riding the wrong bus	Throwing objects on the bus or outside the bus
Insubordination/Disrespectful to authority	Inappropriate actions toward motorists
Getting off at the wrong stop	Use of laser pointer or reflective device
Jumping over seats	Changing clothes on the bus
Abusive language, profanity or obscene gestures	Use of electronic flash
Shooting projectiles	Opening emergency door/window
Bullying	Use of pepper spray
Harassment	Vandalism/writing on bus surfaces
Spraying aerosol	Possession of tobacco products
Possession of matches/lighter	Verbally threatening or posturing a student
Stealing	Interruption of the normal operation of the bus

Level 3

Assault	Severe safety violations
Possession of a firearm	Possession of drugs and/or drug paraphernalia
Use of firecrackers/explosive devices	Distribution of alcohol or drug paraphernalia
Sexual misconduct	Lighting matches/lighter
Use of alcohol/tobacco products	Lighting flammable sprays, liquids, etc.

VIDEO CAMERAS ON SCHOOL BUSES

The Board of Education recognizes its responsibility to ensure the safety and welfare of staff and students on school transportation vehicles. Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Questions about the school transportation program should be directed to the Transportation Supervisor at (607) 566-2221, ext. 3300.

Questions/Concerns

Communications Checklist: In an ongoing effort to increase effective communication among all the “stakeholders” in our students’ education, we have developed a communications checklist that should help you contact the appropriate staff members with your questions and concerns.

In order to handle problems in the most effective way, it is extremely important that the staff member most directly involved with the question or concern is contacted first. In order to facilitate this process, when someone contacts a Board of Education member or administrator before proceeding through this process, you will find that you will be asked if you have contacted the staff member most immediately involved in the issue. If the question is not answered or the issue is not resolved at a given step, then you should proceed to the next step. The Board of Education would become involved, if necessary at the final appeal stage of the process.

ACADEMIC: DIFFICULTIES

- Step 1 - Classroom/Subject Teacher
- Step 2 - Guidance
- Step 3 - Principal
- Step 4 - Superintendent
- Step 5 - Board of Education

ACADEMIC: SCHEDULING

- Step 1 - Guidance
- Step 2 - Principal
- Step 3 - Superintendent

ACADEMIC CURRICULUM

- Step 1 - Classroom/Subject Teacher
- Step 2 - Principal
- Step 3 - Superintendent

BEHAVIOR

- Step 1 - Classroom/Subject Teacher
- Step 2 - School Psychologist/
Guidance
- Step 3 - Principal
- Step 4 - Superintendent
- Step 5 - Board of Education

ATHLETICS

- Step 1 - Coach
- Step 2 - Athletic Director
- Step 3 - High School Principal

- Step 4 - Superintendent
- Step 5 - Board of Education

BUDGET

- Step 1 - Business Office
- Step 2 - Superintendent
- Step 3 - Board of Education

CLASSROOM PROCEDURES

- Step 1 - Classroom/Subject Teacher
- Step 2 - Principal
- Step 3 - Superintendent
- Step 4 - Board of Education

EXTRACURRICULAR ACTIVITIES

- Step 1 - Club Advisor
- Step 2 - High School Principal
- Step 3 - Superintendent
- Step 4 - Board of Education

MEDICAL

- Step 1 - School Nurse
- Step 2 - Principal
- Step 3 - Superintendent
- Step 4 - Board of Education

**BOARD OF EDUCATION
POLICIES**

Step 1 - District Clerk
Step 2 - Superintendent
Step 3 - Board of Education

SPECIAL EDUCATION

Step 1 - Classroom/SE Teacher
Step 2 - CSE Chairperson
Step 3 - Principal
Step 4 - Superintendent
Step 5 - Board of Education

TRANSPORTATION

Step 1 - Driver
Step 2 - Transportation/Supervisor
Step 3 - Principal

Step 4 - Superintendent
Step 4 - Board of Education

BUILDING USE

Step 1 - Superintendent
Step 2 - Board of Education

BUILDING AND GROUNDS

Step 1 - Director of Facilities
Step 2 - Superintendent
Step 3 - Board of Education

TECHNOLOGY

Step 1 - Technology Coordinator
Step 2 - Superintendent
Step 3 - Board of Education