

**ANDOVER CENTRAL SCHOOL
BOARD OF EDUCATION AGENDA
July 23, 2018
Meeting – Regular 6:30 PM**

I. CALL TO ORDER - Board President _____ PM

CALENDAR ITEMS:

**August 13 – Mandatory Sports Meeting for Parents &
Athletes in the large gym – 6:00 PM
August 13 – Board of Education Meeting – 6:30 PM**

II. Public Comments

III. Presentations

1. Jon Morris – Updates to Student Handbook, Athletic Code of Conduct, AIS Policy, and Bus Rider Handbook. Information on HMH American History Books
2. Kathryn Slavinski – iReady data & Regents scores 2016 - 2018

IV. Board Information

1. First Reading – Updated Policy #7510 Student Physicals

V. Board Dialogue

VI. Board Action

1. Consideration of a motion to accept the **Agenda** dated July 23, 2018. Motion made by _____ and seconded by _____. ____ Yes ____ No
2. Consideration of a motion to accept the **Minutes** of the Reorganizational and Regular Board of Education meeting dated July 9, 2018. Motion made by _____ and seconded by _____. ____ Yes ____ No
3. Consideration of a motion to accept the **Warrant** dated June 29 – 30, 2018. Motion made by _____ and seconded by _____. ____ Yes ____ No
4. Consideration of a motion to accept and implement the recommendations of the **CSE Committee** dated June 26, 2018. Motion made by _____ and seconded by _____. ____ Yes ____ No

5. Consideration of a motion to authorizing the Superintendent to sign a **Renewal Agreement between the Andover Central School District and Chautauqua Transportation Services, Inc.** for support services provided for bus fleet operations for the 2018 – 2019 school year. Motion made by _____ and seconded by _____. ____ Yes ____ No
6. Upon the recommendation of the Superintendent and on a consideration of a motion made by _____ and seconded by _____, **Amanda Ballam**, who holds a Permanent New York State Teaching Certificate permitting her to teach in the Special Education certification area, is hereby **conditionally appointed to the position of full-time Special Education Teacher** in the tenure area of Special Education for a probationary period of three (3) years, to commence **September 1, 2018, and to end on September 1, 2021**. Eligibility for tenure at the end of the probationary period is dependent upon Amanda Ballam receiving APPR ratings of Effective or Highly Effective in 2 of 3 preceding years and no Ineffective composite or overall rating in the final year. The salary during the first year of this appointment will be paid at Step 12 in accordance with the current Andover Teacher's Association Collective Bargaining Agreement. ____ Yes ____ No
7. Upon the recommendation of the Superintendent and on a consideration of a motion made by _____ and seconded by _____, **Ashley Carter**, who holds Permanent New York State Teaching Certificates permitting her to teach in the Early Childhood Education (Birth - Grade 2) and Childhood Education (Grades 1-6) certification areas, is hereby **conditionally appointed to the position of full-time Elementary Teacher** in the tenure area of Elementary Education for a probationary period of four (4) years, to commence **September 1, 2018, and to end on September 1, 2022**. Eligibility for tenure at the end of the probationary period is dependent upon Ashley Carter receiving APPR ratings of Effective or Highly Effective in 3 of 4 preceding years and no Ineffective composite or overall rating in the final year. The salary during the first year of this appointment will be paid at Step 1 in accordance with the current Andover Teacher's Association Collective Bargaining Agreement. ____ Yes ____ No
8. Upon the recommendation of the Superintendent and on a consideration of a motion made by _____ and seconded by _____, **Doris Dunham**, who holds Initial New York State Teaching Certificates permitting her to teach in the Early Childhood Education (Birth - Grade 2) and Childhood Education (Grades 1-6) certification areas, is hereby **conditionally appointed to the position of full-time Elementary Teacher** in the tenure area of Elementary Education for a probationary period of four (4) years, to commence **September 1, 2018, and to end on September 1, 2022**. Eligibility for tenure at the end of the probationary period is dependent upon Doris Dunham receiving APPR ratings of Effective or Highly Effective in 3 of 4 preceding years and no Ineffective composite or overall rating in the final year. The salary during the first year of this appointment will be paid at Step 1 in accordance with the current Andover Teacher's Association Collective Bargaining Agreement. ____ Yes ____ No

9. Upon the recommendation of the Superintendent and on a consideration of a motion made by _____ and seconded by _____, **Stephanie Harrington**, who holds an Initial New York State Teaching Certificate permitting her to teach in the English Language Arts certification area, is hereby **conditionally appointed to the position of full-time English Teacher** in the tenure area of English for a probationary period of four (4) years, to commence **September 1, 2018, and to end on September 1, 2022**. Eligibility for tenure at the end of the probationary period is dependent upon Stephanie Harrington receiving APPR ratings of Effective or Highly Effective in 3 of 4 preceding years and no Ineffective composite or overall rating in the final year. The salary during the first year of this appointment will be paid at Step 1 in accordance with the current Andover Teacher's Association Collective Bargaining Agreement. ____ Yes ____ No
10. Consideration of a motion to approve the **2018 – 2019 Student Handbook**. Motion made by _____ and seconded by _____. ____ Yes ____ No
11. Consideration of a motion to approve the **2018 – 2019 Athletic Code of Conduct**. Motion made by _____ and seconded by _____. ____ Yes ____ No
12. Consideration of a motion to approve the **2018 – 2019 Bus Rider Handbook**. Motion made by _____ and seconded by _____. ____ Yes ____ No
13. Consideration of a motion to approve the **2018 – 2019 AIS Policy**. Motion made by _____ and seconded by _____. ____ Yes ____ No
14. Consideration of a motion to approve the **purchase of thirty new HMH American History textbooks** as presented by Jon Morris. Motion made by _____ and seconded by _____. ____ Yes ____ No
15. Consideration of a motion to declare the following **equipment as excess and to be offered for sale by bid**:
 1. 2006 IC Bus (#60) – Diesel Fuel – 30 Passenger
 2. 2007 Chevrolet Van (#65) – Gasoline Fuel – 6 Passenger
 3. PowerMatic Planer

Motion made by _____ and seconded by _____. ____ Yes ____ No
16. Consideration of a motion to declare **200 student desks as obsolete**. Motion made by _____ and seconded by _____. ____ Yes ____ No
17. Consideration of a motion to **appoint Alyssa Raykovitz as Co-Coach for the 2018 – 2019 Boys Modified Soccer Team**. Motion made by _____ and seconded by _____. ____ Yes ____ No
18. Consideration of a motion to **appoint Richard Gill as Co-Coach for the 2018 – 2019 Boys Modified Soccer Team**. Motion made by _____ and seconded by _____. ____ Yes ____ No

19. Consideration of a motion upon the recommendation of the Superintendent to grant **transportation for Leila Peckham to the Wellsville Immaculate Conception School for the 2018 – 2019 school year**. Motion made by _____ and seconded by _____. ____ Yes ____ No

20. Consideration of a motion to **Adjourn** at _____. Motion made by _____ and seconded by _____. ____ Yes ____ No



ANDOVER CENTRAL SCHOOL

2018 – 2019

STUDENT HANDBOOK

TABLE OF CONTENTS

Academics	17
Accidents	31
Activity Schedule	2
Administration	1
Administrative Support Personnel	6
After School	11
Alma Mater	1
Articles Prohibited in School	15
Assemblies	23
Board of Education	1
Breakfast Program	14
Cafeteria	13
Cafeteria Personnel	7
Calendar	4
Cell Phones and Pagers	37
Class Activity Schedule	2
Class Meetings	3
Code of Conduct Chart, Grades PreK - 4	48
Code of Conduct Chart, Grades 5 - 8	53
Code of Conduct Chart, Grades 9 - 12	58
College Testing Calendar	5
Computer and Internet Acceptable Use Policy	26
Custodial Personnel	7
Dances	34
Dangerous Weapons in School	44
Distribution of Literature	39
District Goals	1
Doors/Entrance Areas	11
Drug-Free Workplace	43
Electronic Devices	37
Elementary Faculty	6
Emergency Closing	3
Extra-Curricular Activities	31
Faculty and Staff List	6
Faculty Room - Student Access	15
Fire Drills	29
Health Services	30
High School Attendance Policy	8
High School Faculty	6
Late Detention	37
Library	24

Lock Down	29
Lockers	15
Lunch Detention with Teacher	14
Lunch Schedule	2
Lunch Time	14
Money/Equipment Owed to School, Clubs or Classes	36
Music Policy	37
National Honor Society Selection	34
NEED HELP WITH . . .	47
Parent Conferences	26
Parents Picking Up Students	12
Pets & Classroom Animals	37
Posters/Signs	39
Public Display of Affection	38
Role of the Building Principal	42
Role of the Parent	40
Role of the Staff	41
Role of the Student	40
Role of the Superintendent and Board of Education	42
Role of the Teacher	41
Severe Weather Relocation	30
Sexual Harassment of Students	43
Special Area Faculty	7
Special Education and 504	25
Student Appearance	16
Student Bicycles, Skateboards, Roller Blades, and Scooters	38
Student Code of Conduct and Discipline	44
Student Council	36
Student Support Personnel	6
Students Leaving School	12
Students' Rights and Responsibilities	39
Study Hall Procedures	23
Support Services	24
Surveillance Cameras	15
Teacher Assistant / Aides / Para Professional	7
Telephone	38
Textbooks	23
Title IX	26
Tobacco	38
Transportation	12
Transportation Personnel	7
Vandalism	38
Vision Statement	1
Visitors	11

ANDOVER CENTRAL SCHOOL ANDOVER, NEW YORK

BOARD OF EDUCATION

Cindy Baker, President
Michele Calladine, Vice-President
Patrick Howland, Jr., Dawn Niedermaier, Brian Perkins

ADMINISTRATION

Lawrence E. Spangenburg, Superintendent
Jon E. Morris, Building Principal
Jennifer Joyce, District Treasurer/Business Administrator
Kathryn Slavinski, Director of Curriculum Instruction and Staff Development

VISION STATEMENT

THE ANDOVER CENTRAL SCHOOL DISTRICT
TAKES EVERY DAY TO MAXIMIZE
THE OPPORTUNITIES AND FULL POTENTIAL
OF EVERY CHILD.

DISTRICT GOALS

- **Increase standards, expectations, and performance for all.**
- **Provide successful experiences for all.**
- **Graduate students who are learning ready.**
- **Graduate students who are responsible citizens.**

ALMA MATER

Let's give a cheer for Andover High School
And let us pledge to her aright
Others may like black or crimson,
But for us it's purple and white.
Let all our troubles be forgotten,
Let high school spirits rule.
We'll join and give a royal effort
For the good of our old school.
Andover High School! Andover High School!
The pride of every student here.

Come on you old grads,
Join with us young lads.
Andover High School, now we cheer
Rah! Rah!
Now is the time, boys,
To make a big noise,
No matter what the people say.
For there is naught to fear,
The gang's all here.
So Hail, Andover High School, Hail!

Activity Schedule

2018 - 2019

Class Schedule

Doors open	7:15 AM
Period 1	7:50 - 8:35
Period 2	8:38 - 9:18
Period 3	9:21 - 10:01
Period 4	10:04 - 10:44
Period 5a	10:47 - 11:27
Lunch, Gr. 9 - 12	10:47 - 11:17
Period 5b	11:17 - 11:58
Lunch, Gr. 7 - 8	11:27 - 11:59
Period 6	12:01 - 12:41
Period 7	12:44 - 1:24
Period 8	1:27 - 2:07
Period 9	2:10 - 3:00
Dismissal	3:00 PM

Pre-K Schedule:

Morning: 7:50-11:00 Afternoon: 11:50-3:00

The cafeteria is open at 7:20 to 7:40 for those students who want to eat breakfast in the cafeteria.

Parents are asked to depart from the building by the beginning of first period. (7:50).

Elementary Lunch Schedule

Kindergarten	11:00 AM - 11:30 AM
Gr. 1	11:10 AM - 11:40 AM
Gr. 2	11:40 AM - 12:10 PM
Gr. 3	11:20 AM - 11:50 PM
Gr. 4	11:35 AM - 12:05 PM
Gr. 5	11:47 PM - 12:17 PM
Gr. 6	11:30 AM - 12:00 PM
Elementary 12:1:1	11:20 AM - 11:50PM
High School 12:1:1	10:47 AM - 11:17PM

Emergency School Closing

If the school is closed due to an emergency, such as severe weather, the announcement will be made over WLSV (790 AM), WJQZ (103.5 FM), and WZKZ (101.9 FM) (Wellsville radio stations), as well as Olean and Hornell stations. It will also be announced on the Buffalo TV stations Channel 2, 4 and 7. In the event school is delayed, the following schedule will be used:

Period	1 Hour Delay	Period	2 Hour Delay
1	8:50 - 9:27	1	9:50 - 10:21
2	9:30 - 10:04	2	10:24 - 10:52
3	10:07 - 10:41	3	10:55 - 11:23
4	10:44 - 11:18	4	11:26 - 11:54
5a	11:21 - 11:55	5a	11:57 - 12:25
Lunch, Gr. 9 - 12	11:21 - 11:55	Lunch, Gr. 9 - 12	11:57 - 12:25
5b	11:58 - 12:32	5b	12:28 - 12:56
Lunch, Gr. 7 - 8	11:58 - 12:32	Lunch, Gr. 7 - 8	12:28 - 12:56
6	12:35 - 1:08	6	12:59 - 1:27
7	1:11 - 1:45	7	1:30 - 1:58
8	1:48 - 2:22	8	2:01 - 2:29
9	2:25 - 3:00	9	2:32 - 3:00

Pre-K Schedule for 1 Hour Delay:

Morning: 8:50 - 10:50

Afternoon: 11:45 - 3:00

Pre-K Schedule for 2 Hour Delay:

Morning: 9:50 - 11:45

Afternoon: 12:45 - 3:00

Note: No breakfast will be served on days school is delayed.

Class Meetings **Grades 7 - 12**

Class meetings will occur on the 1st Friday of the month at various class times, to be announced. Class meetings may be cancelled, changed or added as necessary. The principal must be made aware of any such changes.

ANDOVER CENTRAL SCHOOL

2018 - 2019 Calendar

The Andover Central School District takes every day to maximize the opportunities and full potential of every child.

Wed., Aug. 29 – Thurs., Aug. 30 Thurs., Aug. 30	Superintendent's Conference Day (SCD) NO STUDENTS ☼ Open house, 6:30 - 8:00 PM
Mon., Sept. 3 Tues., Sept. 4	Labor Day ☼ First day for students
Mon., Oct. 8	Columbus Day ☼
Fri., Nov. 9 Mon., Nov. 12 Wed., Nov. 21- Fri., Nov. 23	End of 1 st marking period Veteran's Day ☼ Thanksgiving recess ☼
Mon., Dec. 3 Mon., Dec. 24 -Fri., Jan. 4	SCD and Parent-teacher Conf., 1 - 8 PM NO STUDENTS ☼ Christmas recess ☼
Mon., Jan. 21 Tues., Jan. 22 - Fri., Jan. 25 Fri., Jan. 25	Martin Luther King Day ☼ Regents exams End of 2 nd marking period & end of 1st semester
Mon., Feb. 4 Mon., Feb. 18 Tues., Feb. 19 - Fri., Feb. 22	SCD and Parent-teacher Conf., 1 - 8 PM NO STUDENTS ☼ Presidents' Day ☼ Winter recess ☼
Tues., Apr. 2 – Thurs., Apr. 4 Fri., Apr. 12 Fri., Apr. 19 Mon., Apr. 22 – Fri., Apr. 26	NYS ELA Exams, Gr. 3 – 8 End of 3 rd marking period Good Friday ☼ Spring recess ☼
Wed., May 1 – Fri., May 3 Wed., May 22 – Fri., May 31 Fri., May 24 - Mon., May 27	NYS Math Exams, Gr. 3 - 8 NYS Science Gr. 4 & 8 Memorial Day break ☼
Mon., June 3 Mon., June 3 Mon., June 17 Tues., June 18 - Wed., June 26 Tues., June 25 Wed, June 26 Fri, June 28	NYS Science Written Exam Gr. 4 & 8 Regents Exams Last day for 7 - 12 Regents Exams Last day of Pre K – 6 classes, 11:30 dismissal End of 4 th marking period Graduation

2018 – 2019 COLLEGE TESTING CALENDAR

Andover Central School
High School Code # 3301885

SAT Tests

Test Date	Regular Registration Postmark Deadline	Late Registration Postmark Deadline
October 6, 2018*	September 7, 2018	September 18, 2018
October 10, 2018 (SCHOOL TEST DATE)	Register with Miss Raykovitz	No late registration
November 3, 2018*	October 5, 2018	October 16, 2018
December 1, 2018*	November 2, 2018	November 13, 2018
March 9, 2019 **	February 8, 2019	February 27, 2019
May 4, 2019*	April 5, 2019	April 16, 2019
June 1, 2018 *	May 3, 2019	May 14, 2019

* SAT and Subject Tests

** SAT only

Notes: Sunday administrations usually occur the day after each Saturday test date, for students who cannot test on Saturday due to religious observance.

ACT Assessment

Test Date	Regular Registration Postmark Deadline (regular fee)	Late Registration Post Mark Deadline (regular fee + late fee)
September 8, 2018	August 10, 2018	August 11-26, 2018
October 27, 2018	September 28, 2018	September 29 – October 14, 2018
December 8, 2018	November 2, 2018	November 3 – 19, 2018
February 9, 2019*	January 11, 2019	January 12 – 18, 2019
March 12, 2019 (SCHOOL TEST DATE)	Register with Miss Raykovitz	No late registration
April 13, 2019	March 8, 2019	March 9-25, 2019
June 8, 2019	May 3, 2019	May 4-20, 2019
July 13, 2019*	June 14, 2019	June 15-24, 2019

* No test centers are scheduled in New York for the February test date.
Visit ACT's website at www.act.org.

Student Support Services

Alyssa Raykovitz	Guidance Counselor
Sheryl Dougherty	Psychologist
Jennifer Smith	Speech Pathologist
Beth Klein	School Nurse
Susan Scott	Social Worker

Administrative Support

Candace Cornell	Secretary to Superintendent
Jamie Coyle	District Clerk
Michele Brown	Tax Collector, Business Office
Jamie Coyle	Senior Account Clerk Typist, Business Office
Christine Burton	Senior Clerk Typist, Guidance Office
Lynne Roeske	Senior Clerk Typist, Principal's Office
Bruce Blank	Microcomputer Technician
Michael Chaffee	Technology Coordinator

Elementary Faculty:

-----	Prekindergarten/Remedial Reading
Denise Burrows	Kindergarten
Laura Cone	Grade 1
Molly Mattison	Grade 2
Audrey Watson	Grade 3
-----	Grade 4
Maci Lloyd	Grade 5
Brittany Streed	Grade 6
-----	STEM Teacher, Grade K-6

High School Faculty:

Jarrold Shafer	Math
Sean Reilly	Math
Tim Demster	Science/Physics
Aaron Brubaker	Science
Michael Chaffee	History
Will Brown	History
Lisa Kent	English
-----	English
Jeff Warner	Spanish
Zachary Owen	Technology

Special Area Faculty

-----	CSE/CPSE Chairperson
Faye Shay	AIS Teacher
Linda Shaner	Business Education Teacher
Cheri Drake	Remedial Math
Doreen Taylor	Remedial Math
Cortney Andrus	Remedial Reading
Matthew Bosworth	Special Education
-----	Special Education
Thomas Franclemont	Special Education
Angela Brewster	Special Education
Kathy McCutcheon	Special Education
Katie Houy	Librarian, Library Skills, Media Specialist
Jacob Bannerman	Physical Education
Bridget Bannerman	Physical Education, Health, Home and Careers
Erica Jacobs	Art
Melissa Harrison	Instrumental Music
Kendra Mikols	Vocal Music

Cafeteria Personnel

Carol Richmond	Manager
Cheryl Briggs	Food Service Helper
Amber Madison	Food Service Helper
Jessica Wieszczyk	Food Service Helper
Lori Clarke	Lunch Monitor

Teacher's Assistant / Aide / Para-Professionals

Rich Gill	Teacher Assistant, <i>Athletic Director</i>
Molly Carlin	Aide
Colleen Shoales	Aide
Nancy Steffenhagen	Aide
Carol VanBuskirk	Aide
Melanie Zengerle	Aide
-----	Aide

Custodial Personnel

Dan Allen
Connie Clark
Norma Gaylord
Les Hahn
Don Lewis

Transportation Personnel

Brian Ennis
Sam Clarke
Kelly Clemons
Harriet Gaylord
Valarie Gregory
Kheland Volk

Michael Hulse – Supervisor Of Building, Grounds & Transportation

ATTENDANCE POLICY

School attendance is both a right and a responsibility. Regular school attendance plays a large role in determining the quality of a student's academic performance. Andover Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Absence from school has an adverse effect on the quality of a student's work. Because the school district recognizes that consistent school attendance, academic success and school completion have a positive correlation; the school district will set the following objectives:

1. To increase the number of students completing school
2. To raise student achievement and close gaps in student performance
3. To identify attendance patterns in order to design attendance improvement efforts
4. To know the whereabouts of every student for safety and other reasons
5. To verify that individual students are complying with education laws relating to compulsory attendance
6. To determine the district's average daily attendance for state aid purposes

Determination of excused and unexcused absences, tardiness, and early departures: Based upon our district's education and community needs, values and priorities, the school district has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. Whenever a child is absent, a written explanation signed by a parent/person in parental relation is required within **3 days** of return to school or the student may face disciplinary consequences (see page 10.)

Excused absence: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

Unexcused absence: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g. family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping.)

Class attendance is part of the grading procedure. Students may lose course credit after 21 absences from a 1 credit course or 11 absences from a 1/2 credit course. Parents of all students in Grades 9 - 12 will be notified after the 10th, 15th and 21st absences in a 1 credit course and after the 5th and 11th absences in a 1/2 credit course. In the case of students with disabilities the CSE chairperson and the Guidance Office will also be informed. There will be a form that will be signed by the principal, and then sent to the superintendent, to verify whether the student will or will not receive credit for the course when they have missed 22 days for a full course or 12 days for a 1/2 course. An appeal must be held within ten school days with the superintendent. Transfer students

and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment. Excessive absences may result in elimination from attending summer school if the student is failing a course.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction, which was missed, shall be counted as the equivalent of regular attendance in class.

Upon returning to school following an absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Students will be considered in attendance if the student is:

1. Physically present in the classroom or working under the direction of school personnel during the class scheduled meeting time, or
2. Working pursuant to an approved independent study program, or
3. Receiving approved alternative instruction

Appeal Process: Parents or students who believe there are extenuating circumstances related to attendance may appeal to the Principal. The appeal must be made within 10 school days. A committee comprised of the Principal, Guidance Counselor, School Nurse, and all involved teachers will make the final decision.

Disciplinary Consequences: Unexcused absences, tardiness and early departures will result in disciplinary sanctions described in the district's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated district personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

Intervention Strategy Process: In order to effectively intervene when unexcused absences, tardiness or early departures become excessive, the guidance counselor and the Principal's Office will attempt to pursue the following:

1. Identify specific element(s) of repeated infractions (e.g., grade level, time frame, type of unexcused absences, tardiness or early departures)
2. Contact the district staff most closely associated with the element; in specific cases where the pattern involves an individual student, the student and person(s) in parental relation will be contacted

3. Discuss strategies to directly intervene with specific element
4. Recommend intervention to superintendent or his/her designee if it relates to change in district policy or procedure
5. Implement changes, as approved by appropriate administration
6. Utilize appropriate district and/or community resources to address and help remediate student's unexcused absences, tardiness or early departure
7. Monitor and report effects of intervention

Steps to follow when absent from school:

1. When a student is absent, parents should call the school by 9:00 AM. A note must follow within three days.
2. If a student does not return to school after an appointment, the parents should notify the school.
3. Students cannot leave the campus for any reason without clearing through the Principal's Office or the Nurse's Office. Students will also check into school through the Principal's Office when entering late. All students entering late will be counted tardy. If a student is not in class for 20 minutes or longer, he/she will be counted as absent.
4. Tardy slips will be issued by the Principal's Office unless a student is detained by a teacher. The student must request a tardy slip from the detaining teacher.
5. Students entering late during any part of the day should bring a note from a parent to the Principal's Office stating the reason for entering late. Students exiting school early must bring a note to the office before school to receive their "early exit" slip.
6. Failure to follow the above procedures will result in the absence being recorded as unexcused and disciplinary action will be taken.

Tardiness: Tardiness means being late to homeroom or any class for any reason. Upon entering the building late for any reason, all students must report to the Principal's Office to obtain a pass to class. Students are responsible for making up any and all missed class work.

Passes: Passes must be used during the school day whenever the student requests or is required to leave class or study hall. Students are directed to report immediately to their destination. Loitering in the halls or traveling without a pass will not be tolerated and is subject to disciplinary action. Passes are also required to board the late bus. Students must obtain a pass from a teacher if they are required to stay after school for any reason. Students without a pass will NOT be allowed to board the bus.

Perfect Attendance: A student must be in attendance every scheduled school day. They may have an excused tardy, or they may have an excused early release.

Doors/Entrance Areas

Students shall enter the building in the morning and after lunch through the main doors near the Principal's Office where the buses unload. After 7:50 AM all doors will be locked. All locked doors are to remain closed to maintain building security. Students exiting the building are reminded to close those doors as they leave. At 3:00 PM, all students will exit through the doors near the big playground, by the east end of the building. Students shall enter the building quietly, orderly, and without hats on their heads. Students should remain in the main foyer until 7:15 AM. At this time students interested in breakfast may report to the cafeteria. All other students shall remain in the main foyer until the bell rings at 7:40 AM.

Visitors

Students: It is generally recognized that school is a place for work and study; therefore, students are urged not to bring guests to school with them. A houseguest may accompany a student to school provided he/she observes the same rules and regulations as students and is approved by the principal. *No guests will be allowed during test weeks.* Advance arrangements are required and include:

- 2-day notice
- Approval of teachers
- Approval of principal

Adults: Adults must report immediately to principal's secretary to register. After registering, a visitor's pass will be issued. It must be displayed clearly and worn at all times while on school grounds. Adults will return the visitor's pass to the office upon their exit of the building.

Parents/guardians: Parents and guardians who wish to visit a classroom are expected to make prior arrangements with their child's teacher. Those who need to drop off materials such as swimsuits, homework, lunchboxes, etc., should leave them in the Principal's Office or the Guidance Office if the school day has started. Teachers will be contacted promptly with notification of an unplanned visit or the arrival of an item.

After School

All students are to leave the building when dismissed unless staying for a scheduled supervised activity or at the request of a teacher or the principal. A student waiting for the beginning of the event should stay in the lobby (near the principal's office) and not wander around the school unsupervised.

Any student who has been assigned late detention must report at the assigned time. If a student who does not attend, detention will be reassigned or adjusted according to the code of conduct. If

a student refuses to attend detention this is considered to be insubordinate. Insubordination may bring with it a suspension from school unless a penalty is served.

Parents Picking Up Students

Parents who come for their children during the school day, or who have been called by the school to pick up their child due to illness, etc., **must report to the principal's secretary before the student will be released.** Parents who wish children picked up by someone other than themselves must provide *written permission* before the student will be released; and that person should be listed on the student's "Emergency Authorization" card as having authority to pick up the student. Parents should drop-off and pick-up their children in the front of the building. Parents should park in the appropriate parking spaces when dropping off or picking up their children. The access road to the rear of the building should be used only in an emergency. There will be no access to the rear of the building after 3:00 PM. **Parents arriving at pickup time are not allowed to walk through school until the end of the day.**

Students Leaving School

All students must notify the principal's secretary or Nurse's Office before leaving the building, and the office must have verification of parent permission for the student to be excused. Seniors and National Honor Society students, who have sign-out privileges, must sign out with their assigned study hall teacher and on the log maintained in the Guidance Office if they leave the building during their sign-out. Students must include time of departure and arrival in the Guidance Office log. Failure to do so may result in disciplinary action.

Transportation

Bus transportation is provided for students. Our principle concern is for the welfare and safety of students. The bus driver and/or chaperone have complete authority. A student who does not obey instructions may lose bus privileges. This also applies to any/all extra-curricular activities/trips. The following rules and regulations of safety are in effect:

1. Be ready and at the proper stop when the bus arrives; stand at least 15 feet back from the road until the bus comes to a complete stop.
2. Enter or leave bus only when it is not in motion.
3. Place lunch pails, book bag, and other materials on lap.
4. Use no vile or unbecoming language.
5. Do not quarrel, fight, or provoke rough play.
6. Be courteous to fellow pupils and bus drivers.
7. Yelling is not permitted.

8. Remain seated until the bus comes to a complete stop at your destination.
9. Help keep your bus neat. Eating is **not** allowed. Throwing material objects about, in or out of the buses, will not be permitted.
10. Pass in front of bus upon leaving or entering and cross road only when signaled by the driver.
11. Observe and practice all bus safety precautions.
12. Only regularly scheduled students are to ride the school buses. If a student is to ride a bus to which he/she has not been assigned, the student must have written permission to do so.
13. Bus students are to go to the buses as soon as they are dismissed.
14. No tobacco products, aerosol cans, glass bottles, or glass containers permitted on the bus.
15. The last seats at the rear of the bus may be occupied when no other seat is available.
16. Buses will not stop on Main Street. Buses will not stop for students who miss the bus.
17. Follow riding rules as posted on each bus and in School Bus Rider's Handbook.

Bus drivers will ENFORCE the rules and regulations in keeping with the bus safety program. Bus drivers will report any irregularity to the principal by use of the bus conduct form. *RIDING THE SCHOOL BUS IS A PRIVILEGE. IMPROPER CONDUCT ON THE BUSES WILL RESULT IN THAT PRIVILEGE BEING DENIED.*

Cafeteria

Students should observe the following rules of courteous cafeteria behavior during breakfast and lunch times:

1. Leave the table and surrounding area clean and orderly
2. Replace chairs, put trash in proper containers
3. Do not leave the cafeteria while eating. Food may be transported with permission from a teacher. Food and drink may not be consumed in the halls. Food and drink may be consumed in the classroom only at the teachers' discretion. Food and/or drink consumed in the hallways will be confiscated and disciplinary action for repeat offenses will result.
4. During lunchtime, students are to remain in the cafeteria until dismissed or released by a teacher/cafeeteria monitor.
5. Students are expected to be quiet and not disruptive.

6. Students may not be released from class to come to the cafeteria for food other than for their scheduled lunch time.

Breakfast Program

Breakfast is served from 7:20 AM – 7:40 AM. Students who are currently eligible for free/reduced lunch are also eligible for free/reduced breakfast. A la carte items will be available. Fruit juice from the machine will be available during breakfast and lunch.

Lunch Time

Lunches may be brought from home or a complete lunch purchased. Each student buying a school lunch is assured of a well-balanced noon-day meal.

Walkers in grades 7 - 12 may go home for lunch if parents complete a parent permission form. All other students must remain in the cafeteria. Students who have been given permission to go home for lunch and who are found to be downtown for lunch will have their privileges revoked. Students in Grade 12 and/or National Honor Society are permitted to go downtown during the lunch period if a parent permission form is completed.

No student without permission is permitted downtown during the lunch period. This privilege is subject to suspension should a student behave inappropriately in school or downtown. Any students on the academic ineligibility list may not leave the building at lunch time (see page 33.)

Lunch Detention with Teacher

Lunch detention is arranged with the teacher. The student will report to the classroom with the teacher who issued the lunch detention.

Articles Prohibited in the School

The following articles are hazardous to safety or disruptive to classes, and are prohibited in the school. **Prohibited articles that are confiscated will not be returned to the student.**

1. Tobacco products (cigarettes, cigars, smokeless tobacco (snuff), chewing tobacco, vapes, etc.)
2. Water pistols
3. Sling shots
4. Weapons
5. Firecrackers, smoke bombs, rockets, etc.
6. Horns and other noisemakers
7. Cap guns
8. Drug paraphernalia and literature
9. Pornographic or sexually explicit material
10. Laser pointers
11. Jewelry with spikes or drug symbols
12. Alcohol
13. Lighters and matches

Faculty Room - Student Access

Students are not permitted in the faculty room at any time.

Surveillance Cameras in the School District

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras when necessary in its schools, its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is not "reasonable expectation of privacy." Audio recordings shall be used on the buses only. This does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

A copy of the entire policy is available in the Superintendent's Office.

Lockers

Lockers are not the exclusive property of the individual student, but are loaned for student use and convenience. Lockers should be kept neat and clean. Damages caused will be charged to the student responsible. Combinations should be kept secret to avoid theft or damage. Lockers should be kept **LOCKED AT ALL TIMES**. The school is not responsible for replacement of, or payment for, materials stolen from lockers. Students are cautioned not to keep money or other valuables in their lockers. Turn in such items to the office for safekeeping. Any problems involving individual lockers should be reported to the Principal's Office immediately. Students

should limit visits to lockers to those times when they can do so without being tardy to class, before first period for morning materials, at lunch time and after school. The following locker rules must be observed:

1. Do not deface the inside or outside of the locker
2. Do not store combustible material within
3. Do not store food or drink in the locker overnight
4. Do not overload the locker, necessitating forcing the door closed
5. Do not hang posters of lewd pictures, illegal substances, or materials considered to be in poor taste

Lockers are to be cleaned out at the end of the year. **LOCKERS MAY BE OPENED AND INSPECTED BY SCHOOL OFFICIALS AT ANY TIME.**

Student Appearance

Students and their parents have the primary responsibility for acceptable student dress and appearance. Students shall dress in a manner appropriate for school that promotes the best learning atmosphere. Their dress shall NOT present a clear and present danger to the student's health or safety, or in a manner which causes an interference with school-work or which creates a classroom or school disruption. Students should dress in a modest manner. The dress code is formulated to allow the individual the greatest possible amount of freedom in choosing his/her own appearance, at the same time observing common rules of neatness and cleanliness.

Clothing and Accessory Guidelines:

1. Shorts, skirts, skorts, or dresses will have a bottom edge at least to the student's finger tips. Jeans, pants, and other items listed previously will not have holes, slits, or tears the same distance. Additionally, no garment should be loose enough to be considered a safety issue.
2. Clothing must cover all undergarments.
3. Only shirts and blouses with a body length which will cover the waist and complete torso will be allowed.
4. Recognize that extremely brief garments, such as tube, net, and halter tops, plunging necklines (front or back), and see-through garments are not allowed.
5. Clothing with vulgar, obscene, suggestive/sexual or offensive messages or which advertise or support drugs, alcohol, or tobacco will NOT be allowed.
6. Caps, hats, sunglasses, hairnets, bandannas or any other head coverings are NOT permitted to be worn in the building during school hours (7:20 AM - 3:00 PM) or during academics, detention, and during extracurricular activities other than sporting events. Students should

place such material in their lockers in the morning, not to be removed until they return to their locker and leave school grounds for the remainder of the day or go out to lunch.

7. Jewelry depicting drugs or other inappropriate symbols will not be allowed.
8. Footwear will be worn at all times and cleats are not to be worn within the school building.

School personnel will have the authority to send students who violate the dress code to the principal's office. For each violation, parents will be contacted. Students will be directed to change their appearance into appropriate attire through a variety of options, including clothes provided by the school. Any student who refuses to do so shall be subject to disciplinary action, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

Academics

Academic Intervention Services (AIS). AIS services are provided to students in need of extra assistance to meet state standards. Students are identified for AIS by a combination of teacher recommendations, classroom performance, and assessment results. Services available include, but are not limited to: additional academic support, study skills, and guidance services. Parents are notified if their child is referred for AIS, and of their progress quarterly.

Schedule Changes. Students will be allowed to drop or add a course during the first four weeks for a full year course and two weeks for a half year course. Only under extenuating circumstances may an exception occur after that time. This will be granted only after consultation between the teacher, students, parents and administration. **After the grace period mentioned above, withdrawal from a class will result with a "withdrawal-pass" or a "withdrawal-failure" on that student's final transcript. Students will not be allowed to drop a class after 10 weeks for a semester class, or after 20 weeks for a full-year class.**

College Level Courses. If a student is interested in taking a college level course, he/she needs to make arrangements with the guidance counselor. College courses earn both college and high school credit. If the college professor provides a numeric grade, that score will be recorded. The chart on the right will be used will be used to convert the letter to a numeric grade. The formula below will be used to convert student grades from a percent to a 4.0 scale.

Converting grades to a 4.0 scale:

GPA is 82.6×4 divide by $100 = 3.3$

Letter Grade	Numerical Grade
A+	100 - 97
A	96 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 68
D	67
D-	66 - 65

BOCES Regulations

1. Students register for BOCES programs during their sophomore year.
2. Students spend one half day at BOCES in programs for their junior and senior years. The other half day is spent at Andover, fulfilling graduation requirements and taking other classes they might want.
3. The student is an Andover student and is subject to all Andover School policies during BOCES attendance.
4. The BOCES programs are two years in length, 1,000 hours of classroom and laboratory instruction. The student receives 6 units of credit toward graduation and a sequence in the area studied.
5. Students taking a career and technical education course will also be working towards .5 credit of math and .5 credit of science in their junior and senior years, both with the possibility of earning 1 credit of technical math and 1 credit of technical science.

Vehicles: Students driving to BOCES must have proper papers signed and approval given before driving to BOCES. He/she must pick up a permit from BOCES, have it signed FIRST by parents and then by the principal. No passengers are allowed in these instances unless approved by both the principal and the BOCES administrator.

7th & 8th Grade Promotion Requirements: A committee comprised of teachers who worked with 7th and 8th grade students during the year, the guidance counselor, and the principal will decide the educational program of each student under discussion.

1. Any student failing two core (English, social studies, science, mathematics) subjects, or 1 core and any 2 other courses, will repeat the grade unless the committee recommends passing in special cases based on attendance and effort. The outcome of such cases will be determined by the administration.

2. Any student who has failed two core subjects and who attends and passes summer school will be promoted in keeping with the attendance policy. (See Summer School Grading Policy.)
3. A student must participate in all courses, for the full duration of that course (e.g. 10 weeks, 1 semester, full year) to be considered for promotion either from the 7th to 8th grade or from the 8th to 9th grade.
4. The State of New York requires students to have completed the following by the end of grade 8:

English	2	units of study
Social studies	2	units of study
Science	2	units of study
Mathematics	2	units of study
Technology education	1	unit of study
Second language	2	units of study
Home & career skills	3/4	unit of study
Health education	1/2	unit of study
Art	1/2	unit of study
Music	1/2	unit of study
Physical education	1	unit of study

High School Graduation Requirements:

Regents Diploma

Required Courses:

English	4
Social studies	4
Math	3
Science	3
Foreign language	1
Art / music	1
Health	0.5
Physical education	2
Sequence/electives	4.5
Intro. to occupations**	0.5
Computers**	0.5

Advanced Designation Regents

Diploma Required Courses:

English	4
Social studies	4
Math	3
Science	3
Foreign language	3 *
Art / music	1
Health	0.5
Physical education	2
Electives	1.5 *
Intro. to occupations**	0.5
Computers**	0.5

** This is a local requirement – not a state requirement for graduation.

Regents Diploma Exam Requirements:

Regents Diploma

**Required State Exams: (Passing
score is 65 or above)**

English language arts

1 Math

1 Science

US History

(Plus 1 More Regents exam:

Global, math, science, or CTE)

Advanced Regents Diploma

**Required State Exams: (Passing
score is 65 or above)**

English Language Arts

Integrated Algebra, geometry,

Algebra 2/trigonometry

Global Studies

US History

Science (2)

Foreign Language

For a complete list of NYS approved diploma options, contact the Guidance Office.

* Students may complete 1 credit of foreign language and 5 credits in the area of art, music, technology, vocational education or fine arts, and earn an advanced regents diploma.

Andover Central School students are required to take a minimum equal of 7.0 credits of academic assignments during their freshman year, and a minimum equal of 7.5 credits of academic assignments during their sophomore, junior and senior years. The number of high school credits a student has earned determines what grade level he/she is in. The following is the minimum amount of earned credits a student must have to be a:

- Sophomore - five (5) credits
- Junior - eleven (11) credits
- Senior - seventeen (17) credits

Ranking Procedure: Student rank is normally computed at the end of the student's junior year at Andover Central School. Averages are computed in the following way:

1. All numerical high school grades, along with summer school grades, are used for ranking. If the subject has been repeated, the highest grade is used. Eighth grade subjects taken for credit are included. ("P" or "F" grades are not used.) Band and choir at the junior high level are NOT included.
2. Averages are computed using the amount of credit per class.

Example: 95% grade for 1/4 credit = 22.75 (number used)
 95% grade for 1/2 credit = 47.50 (number used)
 95% grade for 1 credit = 95.00 (number used)

3. In addition, a weighting system is used for determining GPA. Any class in which a regents exam is given receives 1.02; AP and College classes receive 1.03.

Example: English 11.....grade 84 x 1.02 = 85.68 (number used)
 English 12.....grade 84 x 1.00 = 84.00 (number used)
 ACE English.....grade 84 x 1.03 = 86.52 (number used)

4. Add all high school grades. Add all high school credits. Divide grade total by credit total for average; carry three (3) decimal places to split ties.

Example: 95.69302 - 3-yr. average
 Credit total - 21.5
 2057.50 - grand total

5. After all averages are totaled and figured, they are ranked from highest to lowest, by the total number of students in the class at that time (excluding non-diploma candidates).

Grading: Final marks are determined as follows: Add total average for the four marking periods, plus final exam grade or equivalent, and divide by five for final mark. In a one-semester course, each of the two ten-week marking period grades will be added twice with the final exam grade, and divided by five for final mark.

Once per course a teacher, with principal approval, may issue a student a circled 55. This mark reflects that the student earned an actual grade lower than 55, but their grade for one quarter has been elevated to 55. This circled grade may be moved depending on which quarter is the lowest.

Exams: Any student having a cumulative average for four quarters of 90% or higher may be exempted from a final exam in that course. This applies only to local exams and is *at the discretion of the teacher*. *Only a written doctor's excuse will be accepted for missing an exam*. The excuse is to indicate that the student was seen by the physician and was unable to take the specific exam as scheduled. Regents exams cannot be re-scheduled. The guidance counselor and teacher should be notified if a student is unable to take an exam. Final exam grades will not be released until the last regents exam is completed.

Re-taking a Regents Exam: If a student re-takes a Regents Exam and scores higher than the previous Regents Exam, their new score will be figured into their final average for that course. Students currently enrolled who need to re-take a Regents Exam because of failure of the previous test, must also re-take the corresponding regents course before re-taking the Regents exam, including summer school, if needed.

Repeating a Course: Students in grades 9 - 12 who are repeating a course may take a final exam in that course and, if they pass, will not have to finish class work. The following conditions/terms apply.

1. The student must spend one semester of the following year in that same course. The repeated course must be in addition to the required courses and fit into the established schedule.
2. The student must request this test option in writing to the subject teacher and the Guidance Office.
3. The instructor will develop the final exam.
4. The final exam must cover the entire course's work.
5. The student will make arrangements with the instructor as to the time and place of the exam – by the end of the marking period.

6. Passing or failure will be determined by adding each of the two ten-week marking period grades twice with the final exam grade and dividing by five (5) to determine the final grade. Only a final grade of 65 or better is considered passing.

Doubling Up: Doubling up will be considered taking more than one course in a subject area that is required for graduation (ie. taking both English 11 and 12,) Doubling up can also be defined as taking 2 years' courses in the same year in an attempt to graduate early. Doubling up will be determined on a case-by-case basis. Students wishing to double up will need to make arrangements with the Guidance Office. Teacher input will be considered in granting permission to students to double courses. Administrative approval is required.

Summer School Grading Policy: If a student fails a course, and it is offered in summer school at BOCES closest to Andover, transportation will be provided by the school. The final grade for the course will be determined by combining the final course grade from Andover with the summer school grade in a 2 to 1 ratio. In order to receive credit, the resulting number must be 65 or higher. If the student fails the summer school course/courses, they will be billed for the cost of the course.

Example: Final grade @ Andover: 60
Final grade @ summer school: 75
 $(60+60+75=195)/3 = 65\%$, Passing Will receive credit

Final grade @ summer school: 65
 $(60+60+65=185)/3= 62\%$, Failing Will not receive credit

Report Cards: Report cards will be marked at 10-week intervals, for a total of four marking periods. Students/parents will be informed via report card of the subject, teacher, and mark for that marking period. Report cards for grades 7-12 will be mailed to students. Final report cards may be held until the year's obligations (financial, library books, etc.) are met.

Incomplete Course Work: To receive credit all class work must be completed and turned in before the last class of each marking period. A student may request an incomplete from the classroom teacher. No incomplete will be granted without consultation between the teacher, guidance counselor, student, and parents. Each student will develop a plan for completing the work. The teacher will share with the student and parent the procedure for grading and when work is due. Other than above, grades marked at the end of a grading period are final.

Final Marks: Final marks are determined as follows: Add total averages for the four marking periods plus final exam grade and divide by five for final mark. In a one-semester course each of the two ten-week marking period grades will be added twice with the final exam grade and divided by five for final mark.

Cheating and plagiarism: Whenever a student is guilty of academic misconduct, the teacher will collect the student's paper, mark a zero for the work, and notify the parent and the Principal's Office immediately.

Homework: Students will receive a written copy of homework procedures from each teacher.

Progress Reports: A progress report will be sent home at the end of the 5th week of every marking period in grades 7-12.

Honor/Merit Rolls:

- Merit Roll: Students must maintain an overall average of 85 or above.
- Honor Roll: Students must maintain an overall average of 90 or above. To determine the average, the 10-week grades are added together and divided by the number of subjects taken. Honor/merit roll status will be indicated on the students' report card each quarter. Honor/merit roll lists will be publicized.

Students who have a failing grade for one or more classes at the end of a marking period will not qualify for merit or honor roll.

Textbooks

Textbooks and other necessary learning materials are loaned by the school district. Students must care for these materials. Failure to do so will result in a fine to cover the cost of a damaged/lost book. Academic ineligibility may result for any fines not paid at the start of the new year.

Assemblies

Students are required to attend all assemblies unless specified by the administration or **teachers**.

BOCES students will not miss instruction at BOCES for assemblies unless approved by the principal. Students are expected to arrive at all assemblies on time, find a seat quickly, and cease talking when the program begins. Food, drink, and gum are not allowed. Students should be seated in a respectful manner with their feet on the floor and their heads off the back of the chairs. Unexcused absences from an assembly will result in disciplinary action.

Study Hall Procedures

Study hall periods should be valuable time for all students. In order to make the best use of the time available the following rules are necessary:

1. Students should plan work in advance and come to study hall with enough work to take up the whole period. It should not be necessary to go back to the lockers for books, papers, pencils, etc.
2. All students will be in their seats at the beginning of the period for attendance.
3. Study hall teachers will not issue passes. Students may not leave the study hall to go to another classroom if they do not have a pre-signed pass.
4. Only one person will sign out at one time for the restroom nearest the study hall. The student will sign out at the teacher's desk, indicating the time leaving and returning.

5. Students wishing to see the counselor or principal should have a pre-signed pass. In an emergency, the teacher will call the appropriate office for approval.
6. Peer helpers will be released to work with elementary students as approved by the peer helper advisor.

Study hall is a place where a student can work in an orderly quiet environment without disruption of other students. This is your right as a student and it will be enforced.

Library

The library is a reference room. Preference will be given to students doing research and assignments requiring library resources. Recreational reading, obtaining books for book reports, and use of library materials will receive priority when requesting to stay in the library. Regular homework assignments, which can be done in a study hall situation, do not constitute library work and will not be permitted.

Support Services

Guidance: The school guidance counselor is available for scheduling, future planning, maintaining information regarding graduation requirements and student progress towards meeting requirements, career counseling, social-emotional counseling, crisis counseling and intervention, and affective education. The counselor will meet with students throughout the year to check on student progress and to make graduation and post-graduation plans. In addition, the counselor will invite parents in with their child to discuss graduation and student schedules.

Psychological: The school psychologist performs psycho-educational evaluations to identify learning and social-emotional challenges that affect education, and develop interventions to improve academic functioning. In addition, the school psychologist provides social-emotional counseling, crisis counseling and intervention, and affective education.

Agency Support: Various agencies provide services to our school. They offer services to supplement and enhance the education of our students.

- **Allegany Council on Alcoholism and Substance Abuse:** This agency provides drug awareness education, along with prevention programs at the elementary, middle, and high school levels. Educators from the Council will work with students as part of their health education.
- **Project Know:** This agency supplements our school's teen pregnancy prevention and sexuality education. Educators from this program will teach lessons through our school's grades 5, 6, 8, and high school health classes.
- **ARA Counseling:** A Counselor provided by the ARA/Wellsville Counseling Center will be in our school one day each week. This counselor is certified and will be providing counseling services to our students. Written permission will be obtained prior to commencing counseling services.

- Other agencies: Other agencies may provide services within our school throughout the school year. You will be informed either directly or through our school newsletter of their involvement.

Affective Education: The school psychologist and the school guidance counselor will be working with teachers and students to provide affective education through school-wide programs and within the classrooms. Affective education encompasses character education, social skills, and other areas that effect social-emotional functioning.

Classroom Consultation: Both the school psychologist and the school guidance counselor will consult with teachers, administrators, and parents throughout the school year regarding student performance.

Counseling: Individual and group counseling services are available at our school from the school psychologist and school guidance counselor. Counseling provided within the school will focus on school-related issues that affect success within the school setting. Students may periodically be invited to participate in group counseling to work with their peers on improved social skills or to serve as a positive role model.

The school guidance counselor and school psychologist are available to address general student concerns and questions; however, parent permission will be obtained before formal counseling is initiated.

Confidentiality will be maintained between the counselor and the student; however, limits are placed upon confidentiality whenever an issue regarding safety arises.

Rtl Committee/Child Action Team: This is a team of people that meet regularly to discuss students that are struggling and maybe even failing. When a student is referred, the team will meet to discuss strategies to help that student.

Committee on Special Education: This is a district-wide committee that meets regularly to ensure that the needs of students with disabilities are met. Some services that are available are:

- Resource room
- Direct consultant teacher
- In-direct consultant teacher
- Therapies, such as occupational therapy, physical therapy, speech, and counseling

Special Education and 504

Andover Central School is committed to improving educational results for children with disabilities. If a student is suspected of having a disability, parents have the right to request that the school psychologist conduct an individual evaluation of their child to determine if handicapping conditions exist and what services or modifications are needed. If you need any assistance in regards to special education please contact: -----, CSE Chairperson at 607-478-8491, ext. 230 or Jon Morris, Principal, at 607-478-8491, ext. 240.

TITLE IX

It is the policy of Andover Central School not to discriminate on the basis of sex, sexual orientation, age, marital status, military status, political affiliation, race, creed or religion, color, national origin, or use of a recognized guide dog, hearing dog or service dog, or disability in the employment and educational opportunities it offers, including career and technical educational opportunities as required by Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with Title IX may be directed to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. or to Andover Central School Title IX Coordinator, located at Andover Central School, 31-35 Elm Street, Andover, New York. Andover Title IX Coordinators are Jacob Bannerman, Physical Education teacher, and Sheryl Dougherty, School Psychologist, 478-8491.

Parent Conferences

Parent conferences with teachers and administrators are encouraged and welcomed. These may be initiated by the parent or by the school as the situation arises. Close contact between the home and the school will result in a strong learning environment for the student.

Set conference days occur two times a year (once after each of the first and second marking periods). Parents are encouraged to set up a meeting time with the teachers prior to the conference day. Failure to do so may result in the teacher being unavailable to meet with them. Teacher will be directed to take their dinner between 4 and 7 p.m.

Computer and Internet Acceptable Use Policy

As Andover Central School gains access to new technological resources, we also assume new responsibilities. Our goal is to provide access to diverse technology, to support learning and enhance instruction, and to do so in a manner that is both ethical and consistent with promoting educational excellence.

As the parent or guardian of the student, I have read the Acceptable Use Policy established by the Andover Central School. I understand that some materials on the computers or Internet may be objectionable and I will not hold the district responsible for any claims and damages arising from my child's use or misuse of the system. I understand the expectations and consequences of the policy. I also understand that
Student access to the District's computer system will automatically be provided unless the parent/guardian has submitted written notification to the District that such access not be permitted.

I. Purpose of Acceptable Use Policy

This Acceptable Use Policy establishes a set of guidelines for students, teachers, administrators, and all other users of the Andover Central School computer networks and technological equipment. It is designed to reinforce honesty, integrity, respect for the rights of others, and respect for the law. Violations of the Acceptable Use Policy will result in loss of access, as well as other disciplinary or legal actions, if applicable.

II. Terms and Conditions

Andover Central School is now providing access to various computerized information resources through the use of the district's computer system. This may include access to electronic mail, on-line services, and the Internet. Although our school's Internet service is filtered, it is impossible to screen or review all of the available materials. Use of this system is conditioned upon written agreements by both the user and parent/guardian that uses of our system will conform to the requirements of this policy.

It should be noted that use of the ACS computer equipment, Internet accounts, and networks and information is a privilege, not a right. As such, these privileges can be restricted, denied, revoked, or suspended.

All data files stored on district equipment, like school lockers, remain the property of the school district and are subject to control an inspection. Student e-mail is subject to search under Federal law. Any messages transmitted are under school jurisdiction and should not be considered private.

III. Standards of Behavior

- Use of the district computer resources for non-academic reasons will only be allowed with authorization from proper school personnel
- Diskette, paper, cds, etc. are the property of Andover Central School and should not be wasted, treated improperly, or removed from their designated areas.
- Software and hardware are the property of Andover Central School and should not be treated improperly or removed from their designated areas.
- There should be no violation of privacy and personal safety. Do not give out personal information such as age, phone number, address, etc. over the ACS computer network. Violations of the privacy of others will be considered a severe offense.

IV. Lawful Use of Copyrighted Materials

- Unlawful duplication of computer related material or violations of copyright laws is prohibited.
- No person is allowed to install personal software on district computers without proper authorization.
- No person is allowed to install district software without proper authorization.
- Only public domain files (files available for public use) and files in which the author has given expressed written consent may be uploaded to the system. Individuals may download copyrighted material only for their own use following the provisions set forth in the U.S. Copyright law.

V. Illegal and Commercial Uses of the Internet

- Use of ACS computer networks for political, illegal, commercial, obscene, or other inappropriate purposes is not acceptable and will be addressed under the severe clause.
- Do not abuse computer or network hardware.
- Do not fraudulently use another person's name to send or receive messages. Violation will be considered a severe offense.

VI. Accessing Information Inappropriate For Students

Speech and actions that are inappropriate in an education setting and violate current school policy are prohibited. These include:

- Inappropriate Language or Graphics – obscene, offensive, disrespectful, harassing, threatening, prejudicial, false, defamatory, or disrupts the educational process/environment
- Dangerous Information – Information that if acted upon, could cause damage or danger.

VII. Use of Unauthorized Software – It is illegal to knowingly alter or destroy computer data.

- Do not copy or modify server or network system files.
- Do not copy any software or files that are the property of ACS.
- No attempt should be made to infiltrate a computing system or damage or alter the software components or network.

VIII. Unauthorized Access to Files

- All files stored on the district technology systems are the property of Andover Central School and may be viewed by the network administrator and/or school administrators at any time.
- Keep passwords confidential.
- Do not try to learn the passwords of others.
- Do not try to read, modify, or delete files of other individuals.

IX. Disclaimer of Responsibility

Andover Central School will take extreme caution and make every reasonable effort to monitor proper technology use; however, the students and parent/guardian must also accept responsibility. There are areas of the Internet which may contain questionable material and inaccurate information. As a result, Andover Central School disclaims any responsibility for any inappropriate or objectionable materials that a student may obtain through school use of the Internet. Any information furnished by an individual to another user via the Internet is at the user's own risk. Andover Central School specifically denies any responsibility for the accuracy of quality of information obtained through its Internet services. In addition, Andover Central School is not responsible for loss of data caused by the negligence or the user's errors or omissions.

X. Internet Violations

Whenever possible, violations will be dealt with according to the terms of the ACS Code of Conduct. Inappropriate use of the Andover Central School computer information networks may also result in the following:

- Suspension or revocation of computer access
- Suspension or revocation of information network access
- School suspension or expulsion
- Legal action and prosecution by the authorities

Fire Drills

The signal for a fire drill is the ringing of fire alarm bells located throughout the building corridors. Before leaving the room, windows will be closed and lights turned off. Exit directions are posted in each room. Exit will be made in single file from each room. A double file will be formed in the corridor where there are rooms on each side. Students from the left-hand rooms will form the left hand column and students from the right-hand rooms will form the right hand column. Students are to walk, not run; an orderly exit is essential. There will be **NO TALKING** in lines. Outside doors shall be opened and held open by the first two students reaching them. The last two students leaving will close the doors. Classes should be taken a minimum of 50 feet from the building for safety reasons and to allow access for firefighters and equipment. Students will remain outside until the "all-clear" signal is given, then walk in as they walked out. The students shall accompany the teacher and are expected to follow all teacher instructions.

Lock Down

At times a lock down may need to be enacted. An announcement will instruct all persons in the building to follow the procedures for a lock down. All class activities are to stop. Students are to follow instructions from their teachers. They are to remain quiet at all times. No one is to leave a

classroom, for any reason, unless instructed by administration until a second announcement concludes the lock down.

If a student finds him or herself outside a classroom when the announcement is made, they are to enter the nearest classroom and immediately inform the teacher which class they had been released from.

Severe Weather Relocation

There may come a time when severe weather threatens the building during our normal operating hours. An announcement will inform all persons to follow the severe weather procedures. Students are to quietly follow their teacher's instructions to relocate to an interior section of the building, on the first floor if possible. Once relocated, students are to stay with their teacher and sit in a prescribed manner to reduce potential harm. An announcement from administration will end the procedure. Students are to return with their teacher to class.

Health Services

Health services are available for every student. They include the physical health assessment (vision, hearing, health exam), referrals to home and to health agencies, counseling for health and personal concerns, and assistance in obtaining health information and resources.

If a student becomes ill in school, the student should report to the school nurse after receiving permission from the classroom teacher. Students should not leave the building because of illness without receiving permission. Parents will be contacted if their child is ill and will need to go home.

New York State Education Law prohibits the School Nurse from dispensing any medication to school children or to personnel except under specific regulations when a medication is prescribed by a private medical provider. The following procedure must be followed when administering medications in school.

1. The school nurse must have on file a written request from the family provider which indicates the prescribed medication. This includes all over the counter medications and cough drops.
2. The school nurse must also have on file a written request from the parent or guardian to administer the medication as ordered by the family provider.
3. The medication should be delivered directly to the school nurse by the parent or guardian. No medication should be brought in by the student.
4. Medication must be labeled from the pharmacy and in an original container.

When your child is ill they should be kept at home. The following are some guidelines that should keep your child home:

- Fever within last 24 hours
- Vomiting or diarrhea within last 24 hours
- Eye or ear drainage
- Continuous cough or runny nose
- Pink eye, lice, or any contagious illness
- Need to be home for at least 24 hours after starting an antibiotic

When your child is absent from school, please call the school and notify us. When they return, please write an excuse with the date of absence, the reason for absence, and a parent or guardian signature.

Health Screening, State Mandated:

Physical exams are required for all new enters, Pre K or kindergarten, 1st, 3rd, 5th, 7th, 9th, and 11th grades. Examinations may be done by your child's primary care provider or they can be done by the school Physician. Parents will be notified when physicals will be given. If you do not wish to have the school's physician perform the exam, a form will be given to have done by your own provider at your expense.

All students will have the following screenings done by the school nurse each year: height, weight, BMI, vision, and hearing. Scoliosis checks for boys will be 9th grade and girls will be 5th and 7th grade.

If any abnormalities are found, you will be notified in writing. You can then arrange follow up with your own provider. A letter will also be given for return, after the follow up for your child's record.

Head Lice: All elementary students are screened for lice randomly throughout the year. Any child found to have lice or nits will be sent home with treatment instructions. Children will not be allowed to ride the bus home. They must be picked up. They are to be rescreened before entering the classroom again. The School Nurse will also need to see the box top or packaging of what was used to treat the child.

Accidents

Every accident in the school building, on the school grounds at practice sessions or at any athletic event sponsored by the school must be reported immediately to the person in charge and to the school nurse. The person in charge must file a formal written accident report within 24 hours.

Extra-Curricular Activities

Attendance: Students participating in extra-curricular activities are expected to be in all classes for the full day on the date of the activity in order to be eligible to participate. In addition, any student involved in an extra-curricular performance or scheduled competition ***must be in all classes for a full school day on the date following that performance or competition.*** Failure to

do this may result in being ineligible for the next performance or competition. Exceptions to these requirements may be reviewed and acted upon by the principal.

Behavior: Extra-curricular activities supplement the regular instructional program and afford opportunities for a wide range of experiences, both academically and socially. Extracurricular activities during the school day will not be allowed to interfere with the minimum instructional time for the school day. Students are responsible for submitting assignments due on the day of the trip. Students are responsible for obtaining assignments missed while on a school-sponsored trip.

Field Trips: Students are expected to submit assignments the following class period upon returning from the trip. Students who participate in school approved trips shall be considered as in school while on the trip. (All school rules and policies apply.) Students shall not do anything to cause Andover Central any embarrassment while participating in extra-curricular activities. Violation of this policy may result in:

1. The student being barred from all school trips for the remainder of the school year and restitution for any and all damages incurred. This will be an administrative decision.
2. Should the behavior on school trips be serious enough in nature, an additional year may be imposed by the school board.
3. Student behavior on school trips may have penalties already covered in other policies that may also be added.

Academic Eligibility: Eligibility in extracurricular activities is a privilege. This privilege is based on a student's academic performance. Should the student's academic performance diminish, restrictions will be placed on the student's involvement in these extracurricular activities.

Students who are academically ineligible may not participate in or attend any extracurricular activity.

Additionally, if a student is ineligible he/she can't sign out of a study hall without a pre-signed pass from a teacher.

Going out /going home for lunch is a privilege. If a student is ineligible, he/she can't leave the cafeteria at lunch time. It is the student's responsibility to tell the lunch monitor that he/she is in the lunch room. If the monitor is not told, then that student will be assumed to be skipping.

Extracurricular activities affected by the eligibility policy include, but are not limited to:

- All interscholastic sports
 - After school performances, noncredit bearing
 - The junior/senior prom and senior trip are dealt with in a slightly different manner.
- A student who is ineligible can still attend these functions under the following circumstances:

Prom: the student needs to attend 4 study sessions during the week leading up to the prom.

Senior trip: the student needs to attend 4 study sessions the week prior to the day the trip begins.

- Clubs and class activities
- Student council activities
- Managers of athletic teams and score keepers
- National Honor Society
- After school functions as a spectator

A student's eligibility for extracurricular activities will be based on their course average as reported by their teachers on a weekly basis every Friday afternoon. The passing average for any course is 65. When a student is failing one or more courses, he/she will be required to attend academic remediation as described in the table below.

<u>Number of Courses Failed</u>	<u>Number of Nights of Academic Assistance</u>	<u>Eligibility Status</u>
1	1	Limited Eligibility*
2	3	Limited Eligibility*
3+	4	Ineligible

*In order to maintain their eligibility, the student must bring adequate work to each session. Adequate work is defined as work pertaining to the course(s) he/she is failing. The student must work effectively during the required times. If the student does not work effectively during their assistance session, creates a disturbance during these sessions, or fails to report for a session, he/she will become ineligible. Ineligibility period is described as follows:

Students failing one or more subjects are required to report to the minimum number of sessions per week beginning the Monday following issuance of grades on Friday afternoon and continuing through the following Friday with the issuance of the next weekly grade. Students are expected to attend all academic assistance sessions during this time period in order to maintain their eligibility for extracurricular activities and interscholastic athletics.

Holidays/scheduled days off do not count as a day of academic requirement. However, snow days, unscheduled closings, or early dismissals count as a day of academic attendance. Example: If a student is failing 1 subject, and there is a day off, he/she still needs to attend 1 day that week. The only exception will be when the student needs to attend 3 or 4 nights of academics, and there are only 2 days to attend; he/she will be eligible if he/she attends those 2 days. The student is required to bring adequate work to each session.

Adequate work is defined as work pertaining to the course(s) he/she is failing. If the student brings adequate work and works effectively, he/she will maintain their eligibility for extracurricular activities. If the student does not work effectively during remediation, creates a disturbance during these sessions, or fails to report for a remediation session, he/she will become ineligible. Students are required to report to the minimum number of sessions per week

beginning the Monday following issuance of progress reports and commencing the Monday following the issuance of the next progress report or report card. Remediation sessions will be held Monday through Thursday from 3:00 PM until 4:00 PM.

There will be no exceptions to attending study sessions. There will be no make-up study sessions. For example, if a student misses study sessions because of being sick, he / she will be on the ineligibility list the following week. If a student doesn't make the required number of study sessions, he / she will be ineligible the next week.

Academic Release: A student may be released from academic ineligibility when their grade is above a 65 as reported in the weekly grade report issued every Friday afternoon.

For athletic policies see Interscholastic Athletics Handbook.

Dances

1. All dances must be sponsored by a class or organization; it will be their responsibility to secure the necessary chaperones; chaperones will include a minimum of four chaperones including two staff members (a male and a female if possible.)
2. Open to 7th - 12th grades only (with the exception of prom). All dates will be less than 21 years old unless enrolled at Andover or permitted to attend at administrative approval.
3. Non-alcoholic beverages only
4. **Once a person leaves, he/she may not return**
5. Chaperones will detain intoxicated or unruly students and call parents

National Honor Society Selection

National Honor Society selection procedures for membership are posted in each classroom. The procedures are as follows:

Scholarship: Scholastic eligibility is based on a cumulative scholastic average (not rounded.) Classes eligible for induction in November 2017 and after must have a cumulative scholastic average of at least 85%.

Students may not apply for membership. Those who have the required grade point average after the first semester of their sophomore year will be given an information sheet to fill out, listing extra-curricular and out-of-school activities. Faculty and staff members will be asked to evaluate the candidates as well. Students will be given a written summary of this pre-evaluation in the third marking period of their sophomore year indicating places of excellence and further improvement. Then, in the fall of the next school year, when they become eligible for induction, students will be asked to add to the information sheet provided and include a letter of recommendation. **A survey of this kind does not mean that the student is guaranteed selection for NHS membership.**

A faculty council of five members appointed by the principal plus the advisor will, by majority vote, select members. New NHS members are selected by the five-member faculty council from those achieving the required GPA, completing and submitting activity pages, and evaluations submitted by faculty and staff. Students who do not submit the activity pages are not considered for NHS membership. Guidelines for consideration will be given to every faculty member to determine whether or not a candidate meets the high qualifications for this national honor. The national organization has stated that out-of-school service can be considered in the selection process. As this is a small school with a limited number of possible extra-curricular activities, outside service and activities are helpful clues to the character of the student. Guidelines are as follows:

Service: Each student must have been involved in at least three different service projects. Out-of-school projects may be included.

The student who serves:

- is willing to uphold scholarship and maintain a loyal school attitude
- participates in outside activity: Girl Scouts; Boy Scouts; church group; volunteers services for the aged, poor, disadvantaged; family duties; etc.
- volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- works well with others and is willing to take on difficult or inconspicuous responsibilities
- cheerfully and enthusiastically renders any requested service to the school
- is willing to represent the class or school in inter-class and inter-scholastic competition
- does committee and staff work uncomplainingly
- shows courtesy by assisting visitors, teachers, and students

Leadership: Members must belong to two or more school organizations.

The student who exercises leadership:

- is resourceful in proposing new problems, applying principles and making suggestions
- demonstrates initiative in promoting school activities
- exercises positive influence on peers in upholding school ideals
- contributes ideas that improve the civic life of the school
- is able to delegate responsibilities
- exemplifies positive attitudes
- inspires positive attitudes
- inspires positive behavior in others
- demonstrates academic initiative
- successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable without prodding
- demonstrates leadership in the classroom, at work, and in school activities
- is thoroughly dependable in any responsibility accepted
- is willing to uphold scholarship and maintain a loyal school attitude

Character: The National Honor Society defines character as follows:

1. Integrity: No recorded incidents of cheating or intentional dishonesty
2. Positive behavior: No record of skipping classes or of knowingly violating school regulations, no record of civil offenses within the community
3. Cooperation: Willing to assist classmates, faculty members, etc.
4. Ethics: Wants to do the "right" thing in most situations

The student of character:

- takes criticism willingly; accepts recommendations graciously
- constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability)
- demonstrates the highest standards of honesty and reliability
- shows courtesy, concern, and respect for others
- observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom
- has powers of concentration and sustained attention as shown by perseverance and application to studies
- manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- actively helps to rid the school of bad influences or environment

The above guidelines are very stringent. It will be the task of the faculty council to determine how well the candidate fulfills these requirements. Selection decisions are final unless an error has been made in computing an academic average or service credits have been missed. Schools are not obliged to share with parents and students information concerning non-selection of specific students. Candidates who are not chosen for admission in the fall of their junior year may become eligible and be evaluated for selection again in the fall of their senior year.

Failure to uphold the high standards of National Honor Society may result in dismissal.

Student Council

Members of the council are student representatives and have direct access to the school administration.

Money / Equipment Owed To School, Clubs, or Classes

Any student owing money, and/or equipment (including books) to the school, clubs, or classes may not receive their report card or diploma until the money is paid or the equipment returned. Any student owing money will not be allowed to participate in any future fund-raisers until the money is paid. Credit cannot be withheld because of class dues, however, students who do not participate in club or class activities may be excluded from club or class functions. The club or class advisor will notify the parent by mail of any outstanding charge at least one week before

report cards are issued. Students who fail to respond to the notice may be referred to local law enforcement for collection. Equipment/books must be returned in good condition.

Late Detention

Any student who has been assigned late detention must report at the assigned time. If a student who does not attend, detention will be reassigned or adjusted according to the code of conduct.

Pets & Classroom Animals

Students may not bring pets or other animals to school without prior approval from the principal and their teacher.

Cell Phones

We need to limit the amount of distractions from the educational process. The use of electronic communication devices (ECD), i.e. cell phones, etc., is restricted during the school day. These devices will be turned off and kept out of sight between 7:50 AM – 3 PM. The only exception is that during lunch times they may be used in the cafeteria only. Students are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. There will be **absolutely** no use in locker rooms at any time. Teachers have permission to collect ECD's during testing situations. A student using an ECD during a test will be considered cheating.

Students need to follow the electronic communication device acceptable use policy. If a student uses or has visible a cell phone, a teacher may confiscate the cell phone and a disciplinary action will be assessed (see code of conduct).

Electronic Devices

Our principle concern is for the welfare and safety of our students. Therefore, headphones, handheld gaming systems, CD players, laptops, I-pads, nooks, etc. may be used at teacher discretion in a classroom setting or in the cafeteria. Hallway use is prohibited due to safety concerns. These items may be confiscated and will be returned at the end of the day. Repeated offenses will result in disciplinary action.

Music Policy

Any music played within the school must be appropriate for the school setting. With this in mind, it is recommended that any music with the "E" rating for explicit lyrics (covering language, sexual content, violence and discrimination) be banned from any and all school related functions.

It is the coach's, teachers, or advisor's responsibility to screen any and all music. If the coach, teacher, or advisor forbids a song or collection of songs, they cannot be overruled. On the other hand, if a song is approved and a community member, Board member, student, etc. questions its suitability, it can be brought before a **review board**. **This board consists of three student**

council representatives, a student council advisor, and the principal, and will operate in much the same manner as a library book review committee.

Student Bicycles, Skateboards, Roller Blades And Scooters

All bicycles must be kept in the bicycle rack. It is recommended that bicycles be equipped with a padlock. Students may **not** skateboard / roller blade or use scooters on school property.

Telephone

Students will not use office phones for personal calls except in emergency and with staff permission. In the event a student receives a call he/she will be called out of class only in the case of an emergency. Normally phone calls for students will be handled between classes, during lunch time, after school or during study halls. Students are not permitted to use classroom phones. Students may not answer classroom phones unless the classroom teacher grants permission. Students answering classroom phones should identify themselves and their classroom teacher. (e.g. Mrs. Brown's room, Mary Jones speaking.)

STUDENTS MAY USE THE PAY PHONES LOCATED OUTSIDE THE MAIN OFFICE AND GUIDANCE OFFICE BEFORE AND AFTER SCHOOL AND DURING LUNCHTIME ONLY.

Tobacco

In the face of overwhelming evidence about smoking as a health hazard and in keeping with the teachings of our school curriculum, and as a further deterrent and prevention against smoking or use of tobacco products by young persons, smoking and/or possession of tobacco products by students are prohibited in school buildings, on school grounds, at school activities, and on school buses at all times. Tobacco products will be confiscated. Actions will be taken in accordance with the Code of Conduct. State law also bans e-cigarettes and vapes from school grounds.

Vandalism

Our school buildings and equipment cost the taxpayers to construct, purchase and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. All students found to be vandalizing will be prosecuted. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediately.

Public Display of Affection

Students who become overly amorous, such as kissing, embracing, etc., present an embarrassing appearance to those around them. School is definitely not the place for public displays of affection. Students not able to set reasonable limits on their behavior will be creating a situation that will be embarrassing to them and others and will be subject to disciplinary action.

Posters/Signs

All high school posters and signs must be approved by the superintendent; checked and signed by the advisor before hanging in corridors or rooms.

Distribution of Literature

Students at Andover Central School may distribute and possess literature including, but not limited to newspapers, magazines, leaflets, and pamphlets, except those, which the district may prohibit. All literature must be free of obscenity, libelous statements, personal attack and within the bound of reasonable conduct. All literature shall be approved through the Principal's Office for a time and place to distribute the literature where no interference with school activities will occur. All petitions shall be free of obscenity, libelous statements, and personal attack and within the bounds of reasonable conduct. All petitions shall be approved through the Principal's Office for a time and place where no interference with school activities will occur while being signed and distributed.

Students' Rights and Responsibilities

The Board of Education's goal is to provide an environment in which a student's rights and freedoms are respected. The Board, therefore, assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights. *It shall be the right of each district student:*

1. To have a safe, healthy, orderly and courteous school environment
2. To take part in all district activities on an equal basis regardless of race, sex, religion, national origin, or disability
3. To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law
4. To have school rules and conditions available for review and, whenever necessary, explanation by school personnel
5. To be suspended from instruction only after his/her rights pursuant to Education Law 3214 have been observed
6. In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

Role of the Student

It shall be the responsibility of each district student:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct
2. To work to the best of his/her ability in all academic and extra-curricular pursuits and strive toward the highest level of achievement possible
3. To conduct himself/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions
4. To seek help in solving problems that might lead to discipline procedures
5. To be in regular attendance at school and in class
6. To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property
7. To dress in accordance with standards promulgated by the Board and the superintendent
8. To make constructive contributions to the school, and to report fairly circumstances of school-related issues

Role of the Parent

It is the responsibility of the parent to:

1. Recognize that the primary responsibility for a child's welfare and development rests with the parent
2. Teach the child, by word and example, respect for law and authority
3. Encourage the child to learn and respect others rights
4. Encourage the child to attend school
5. Know and understand the rules and regulations a child is required to observe at school
6. Become familiar with any school handbook
7. Provide guidance for the child to develop socially appropriate standards of conduct and behavior
8. Strive to maintain the child in good physical, mental and emotional health

9. Encourage the child to be well-groomed and neatly dressed at all times
10. Provide encouragement and support for the child in completing homework assignments
11. Seek involvement in the child's school, its teachers, programs and activities; as well as to attend parent conferences and school functions

Role of the Teacher

It is the responsibility of the teacher to:

1. Demonstrate by work and action respect for law and order and self-discipline
2. Provide students with direction and guidance that will assist them in thinking, reasoning, and being responsible for their actions
3. Keep students and parents informed regarding student development and progress
4. Treat students as individuals
5. Express enthusiasm and concern for teaching and learning
6. Involve him/herself in the development of school rules/regulations regarding student conduct; require the appropriate student observance of the rules/regulations
7. Be consistent, fair, and firm in dealing with students both in and out of the classroom
8. Reinforce positive student behavior
9. Seek appropriate resources to bring about positive change in student behavior
10. Continue to grow professionally in matters relating to positive student behavior
11. Inform students and parents regarding curriculum at various grade levels

Role of the Staff

It is the responsibility of the staff to:

1. Demonstrate by work and action respect for law and order and self-discipline
2. Provide students with directions and guidance that will assist them in thinking, reasoning, and being responsible for their actions
3. Be prepared and express enthusiasm and concern for learning. Be consistent, fair, and firm in dealing with student both in and out of the classroom

4. Involve himself/herself in the development of school rules/regulations regarding student conduct. Require the appropriate student observances of the rules/regulations
5. Reinforce positive student behavior
6. Continue to grow professionally in matters relating to students

Role of the Building Principal

It is the responsibility of the building principal to:

1. Create an environment that is conducive to learning
2. Exercise the authority delegated by the superintendent
3. Be consistent, fair, and firm in making decisions that affect students, staff, and parents
4. Demonstrate, by word and example, respect for law and order, self-discipline, and a sincere concern for all persons under his/her authority
5. Develop reasonable and effective class schedules and teaching assignments for students and staff
6. Set up and maintain open lines of communications with students, staff, and parents
7. Become involved with students by attending/supervising school activities, and by visiting classrooms
8. Work with students, teachers, counselors, and parents to establish cooperative techniques for bringing about positive student behavior
9. Provide for the clear dissemination of rules and regulations to students, staff, and parents
10. Provide students and staff the rights of due process and equal protection that are guaranteed under the law

Role of the Superintendent and Board of Education

It is the responsibility of the superintendent and the Board of Education to:

1. Employ and maintain a skilled and responsive staff at all levels
2. Provide a program of instruction to help meet the needs of all students, including those with special needs
3. Enforce discipline in accordance with district policies and New York State Law

4. Provide for an ongoing assessment of programs and facilities, to determine their effectiveness
5. Be fair and consistent in rendering decisions regarding students whose behavior problems have been referred or appealed to the superintendent of schools or the Board of Education
6. Provide for the in-service training of staff and regular substitutes
7. Demonstrate, by word and example, respect for law and order, self-discipline, and a sincere concern for all persons under his/her authority

Drug-Free Workplace

The Board of Education prohibits the illegal, improper or unauthorized manufacture, distribution, dispensing, possession or use of any controlled substances in the work-place. "Workplace" shall mean any site on school grounds, at school-sponsored activities, or any place in which an employee is working within the scope of his/her employment or duties. "Controlled substances" shall include all drugs, which are banned or controlled under federal or state law, including those for which a physician's prescription is required, as well as any other chemical substance which is deliberately ingested to produce psychological or physiological effects, other than accepted foods or beverages.

Sexual Harassment of Students

The Board of Education is committed to safeguarding the right of all students within the school district to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome, such as inappropriate gestures, jokes, pictures, blocking a student's movement, rape or attempted rape. It is irrelevant that the harasser had no intention to sexually harass the person. The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as employees, Board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities. When an alleged sexual harassment occurs and the district knows about it, they shall take immediate and appropriate correction action. The Board, consistent with state and federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile, or offensive learning environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses. Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to 5311.3-R, so that appropriate corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged sexual harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals. A copy of this policy shall be distributed to all personnel and students.

Dangerous Weapons in School

No student shall have in his or her possession upon school premises any rifle, shotgun, pistol, revolver, other firearm, knives *, dangerous chemicals, explosives, or any object which is not necessary for school activities and which could be used as a weapon. A weapon is defined as any instrument capable of firing a projectile, the frame or receiver of any such weapon, a firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm. In accordance with the **Gun-Free Schools Act of 1994**, a student found guilty of bringing a firearm, as defined in federal law, onto school property after a hearing has been provided pursuant to Section 3214 of the Education Law will be subject to a suspension of at least one calendar year from school. However, after this penalty has been determined, the superintendent of schools will review the penalty and may modify such suspension on a case-by-case basis. If the superintendent believes a one-year suspension penalty to be excessive, he/she may modify the penalty based on criteria including but not limited to:

1. The age of the student
2. The student's grade in school
3. The student's prior disciplinary record
4. The superintendent's belief that other forms of disciplinary action may be more effective
5. Input from parents, teachers and / or others
6. Other extenuating circumstances

* The need may arise for a student to make use of a knife as a tool for a class, eg. shop, art, BOCES occupational classes, etc. In those cases, a knife can be provided by the school; however a teacher may allow a student to supply their own knife. A permission slip requiring the parent's signature and outlining the procedures is available from the principal. Knives are not to be in the possession of students during other times of the school day.

In accordance with federal law, any student who has been determined to have brought a weapon onto school property shall be promptly referred to the juvenile delinquency or criminal justice system. New York State Peace Officers and Police Officers are the only people permitted on school property to have a weapon in their possession. The district recognizes the fact that the federal law does not alter the obligation to provide the suspended student with appropriate alternate instruction during the period of his or her suspension. Additionally, the district must continue to offer students with disabilities a free appropriate public education despite any suspension imposed as a result of Board policy.

Student Code of Conduct and Discipline

Note: this has been modified to a user-friendly format. If you would like a more detailed copy please contact the Main Office.

The following disciplinary procedures and chart are intended as a guide to give an idea of potential consequences for infractions at ACS, and it is not meant to be legislative. For students with disabilities, the CSE chairperson will receive a copy of all discipline referrals. Administrative discretion will be used in those instances where extenuating circumstances exist or in an attempt to keep students connected with school. After the 3rd offense, the administrator will use any combination of the aforementioned consequences and will normally result in a parent conference and a behavior plan designed to alleviate the problem. The Board of Education is committed to maintaining a school that provides students and staff with a productive, satisfying, and wholesome learning environment. Essentially, this means that relationships are such that students can learn and teachers can teach. The Board is also committed to protecting First Amendment freedoms within the school system; however, lawlessness in any form will not be tolerated. While in attendance at school or at school functions, students will not be permitted to engage in any conduct intended to destroy personal or school property, disrupt or interfere with teaching, research, service, administrative or disciplinary functions, or any district-sponsored or approved activity.

Discipline Procedures & Safe Schools Against Violence in Education (SAVE) Provisions:

1. Teachers may remove violent or disruptive students from classrooms subject to review by the building principal.
2. Assault of a teacher or student on school grounds is a Class D felony.
3. The Board of Education is required to establish a code of conduct, a school crisis safety plan, and a uniform violent incident reporting system.
4. The State Education Department is required to develop interpersonal violence education and training packages for students and teachers.
5. Conference days must include school violence prevention and training. Candidates for teacher certification are required to complete two hours of course work or training in school violence prevention and intervention.
6. The K – 12 curriculum is required to include civility, citizenship, and character education.

In assisting students to change their behavior it may become necessary to provide appropriate consequences which may include:

1. Verbal or written warning
2. Written notification to parents or guardians
3. Time-out. The following is a process that will be in effect:
 - The student will be sent to the Principal's Office or the ISS room and his or her name will be recorded. He / she may be required to complete a reflective log, using the handbook as a reference, identify in writing which rule or procedure was broken, and

write about what possible action he/she could take to avoid a reoccurrence of the problem. The student will generally continue on to the next class at the bell. The student will report to the teacher by 3:05 that day to resolve the conflict.

► **Teacher Accountability and Actions**

- Meet with each student that is sent to time-out.
- Contact the parent (preferably by phone) whenever a student is sent to time-out from their class.

Note - If a substitute teacher sends a student to time-out, the student will generally be assigned detention as a consequence.

Detention - Students are to report to the assigned room at 3:05 with academic work to be completed. This is a quiet and orderly period of time in which food, drinks, and conversation are not permitted without the permission of the monitor.

Suspension from transportation - this refers to loss of privileges riding the school bus. Transportation to and from school is not mandated in all cases. If a student is disruptive and endangers the safety of the other passengers on the bus privileges may be revoked for a period of time.

Loss of privileges - Students may be denied privileges as a result of not following school rules. This may include the following: loss of lunch privileges, passes from a classroom, participation or being a spectator at extracurricular or social activities, computer use, parking, senior lounge, recess, etc.

In-School Suspension - Students are to report to their homeroom and check-in, having their name recorded. They will then travel to the in-school suspension room. This is a quiet and orderly period of time in which food, drinks, and conversation are not permitted without the permission of the monitor. Students will complete academic assignments during ISS.

Suspension not in excess of five days - During the period of suspension, the student is not allowed on school property at any time without the permission of administration. From the moment an out-of-school suspension is assigned, and until it is served, students may not or participate in any extracurricular activities. This includes the following: sport practices and contests, rehearsals, clubs, dances, special events, and school functions after 3:00 PM.

Suspension in excess of five days - In order to suspend a student for more than 5 days, a superintendent's hearing may be held. If this occurs, the same procedures are in effect as for a suspension not in excess of five days.

Probation / Court Action - In certain cases dealing with students under the age of 16, a situation may exist where a disobedient student is deemed beyond the lawful control of his or her parents or legal guardian. In such cases, the student may be designated a Person in Need of Supervision (PINS) and his / her case referred to the appropriate social agency for possible court action.

NEED HELP WITH:

Academic remediation
Accident report
Activity calendar
Athletic eligibility
Attendance
Bus information
Change of address
College information
College recommendation
Course work
Driver education

Financial aid / scholarships
Grade questions
Homework (extended illness)
Honor Roll
Injury
Insurance (health)
Locker problems
Lost and found
Lost textbooks
Make-up tests
National Honor Society

Requirements for graduation
Student government
Summer school information
Textbook fines
Theft report
Transcripts
Transferring schools
Visitor's pass
Work permits
ANY SCHOOL-RELATED PROBLEM

SEE THE FOLLOWING PERSON / OFFICE:

Miss Raykovitz, Guidance Office
Mrs. Klein, Health Office
Principal's Office
Mr. Gill, ISS Room
Principal's Office
Mrs. Burton, Guidance Office
Mrs. Burton
Miss Raykovitz, Guidance Office
Miss Raykovitz, Guidance Office
Guidance / Teacher/Resource
Guidance Office / Mr. Owen

Guidance Office
Teacher / Miss Raykovitz
Guidance Office
Guidance Office
Mrs. Klein, Health Office
Business Office
Principal's Office
ISS Room
Teacher
Teacher / Guidance Office
Ms. Drake

Miss Raykovitz, Guidance Office
Mr. Warner
Guidance Office
Principal's Office
Principal's Office
Guidance Office
Guidance counselor
Principal's Office
Guidance Office
Teacher / Counselor / Principal

CODE OF CONDUCT, Gr. K - 4
Andover Central School 2017 - 2018

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
A	DISORDERLY CONDUCT			
Examples of disorderly conduct include, but are not limited to:				
a-1	Horseplay/inappropriate noise level	Principal warning	1 detention	Discipline may range from 1 -3 days of In School Suspension, Parent contact
a-2	Disrespect toward school employees (obscene gestures or swearing at staff, etc.)	1 detention	2 detentions	Discipline may range from 1 -3 days of In School Suspension, Parent Contact
a-3	Disrespect toward school employees (making inappropriate comments, etc.)	Principal warning	1 detention	Discipline may range from 1 -3 days of In School Suspension, Parent contact
a-4	Inappropriate language to other students or in conversations	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
a-5	Disrespect to others	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
a-6	Inappropriate cafeteria behavior	1 lunch detention	2 lunch detentions	5 lunch detentions
a-7	Misuse the computers	Discipline may range from a warning, loss of computer privileges, detention, to out-of-school suspension, depending up the incident severity		
a-8	Inappropriate use of the computer; hacking, inappropriate web sites, or any other situation deemed inappropriate	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
a-9	Littering	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		

B	INSUBORDINATION			
Examples of insubordination include, but are not limited to:				
b-1	Ineligibility violation			
b-2	Cuts class (stays in the building)	2 detentions	1 day in-school suspension	2 days in-school suspension
b-3	Cuts class (leaves the building)	1 day in-school suspension	2 days in-school suspension	3 days in-school suspension
b-4	Tardy to class			
b-5	Tardy to school	3 tardies = letter home	6 tardies = principal-parent conference	12 tardies = 1 detention with parent conference
b-6	Truancy			
b-7	Failure to attend detention	Reassign	2 detention	3 detentions
b-8	Failure to attend in-school suspension	Reassign		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
b-9	Failure to comply with the reasonable directions of teachers or other school employees in charge of students	Principal warning	1 detention	2 detentions
b-10	Failure to comply with the reasonable directions of administration	1 - 5 days in-school or out-of-school suspension		
b-11	Using cell phone or having cell phone on during the school day			

C	ENGAGED IN CONDUCT THAT IS DISRUPTIVE	Discipline may range from warning, loss of privileges, teacher detention, to teacher suspension, depending upon the incident severity.		
Examples of disruptive conduct include, but are not limited to:				
c-1	Disrupting a class with inappropriate comments or actions	Principal warning	1 detention	Discipline may range from 1 -3 days of In School Suspension, Parent contact
c-2	Being disruptive in school, outside of class	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
c-3	Disruptive behavior in ISS (talking, sleeping, etc.)	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
c-4	Excessive show of affection			

D	ENGAGED IN CONDUCT THAT IS VIOLENT			
Examples of violent conduct include, but are not limited to:				
d-1	Striking staff or student unintentionally with an object	Principal warning	1 detention	Discipline may range from 1 -3 days of In School Suspension, Parent contact
d-2	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon staff	Loss of privileges, principal warning	1 - 5 detentions, principal-parent conference	1 - 5 days in-school or out-of-school suspension; principal-parent conference
d-3	Physical altercation (such as pushing, shoving, or hitting, with no injury) upon another student or any other person lawfully on school property	Loss of privileges, principal warning	1 - 5 detentions, principal-parent conference	1 - 5 days in-school or out-of-school suspension; principal-parent conference
d-4	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property, causing an injury	1 - 5 detentions; principal-parent conference		1 - 5 days in-school or out-of-school suspension; principal-parent conference
d-5a	Possessing a weapon on school property	Discipline may range, Referral to Police or Juvenile Authorities		
d-5b	Threatening to use a weapon on school property	Discipline may range, Referral to Police or Juvenile Authorities		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
d-6	Written/verbal threat of physical harm/intimidation of students or staff	Discipline may range		
d-7	Intentionally damaging or destroying the property of a student, district employee, school or other person lawfully on school property, including graffiti	Full restitution		
d-8	Arson	5 days out-of-school suspension		

E	ENGAGE IN CONDUCT THAT ENDANGERS THE SAFETY, MORAL, HEALTH OR WELFARE OF OTHERS (Example: hazing)			
Examples of such conduct include, but are not limited to:				
e-1	Lying to school personnel	Discipline may range		
e-2	Sexual harassment/discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner repeatedly	Principal warning; parent conference	1 detention; parent conference	<i>Discipline may range from 1 -3 days of In School Suspension, Parent contact</i>
e-3	BULLYING - Harassment, which includes: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation) repeatedly	1 day out-of-school suspension; parent called	2 days out-of-school suspension; parent conference; possible PINS referral	3 days out-of-school suspension; parent conference; possible PINS referral
e-4	Possession, use or sale of tobacco products, including e-cigarettes, vapes	1 in-school suspension	3 days out-of-school suspension	3 - 5 days out-of-school suspension
e-5	Possession, sale, use of alcohol, or illegal substances, drug paraphernalia, pornographic or sexually explicit material, pictures of a violent/sexual/or drug related nature, or being under the influence of alcohol or illegal substances or look-alike drugs; possession or inappropriate use of over-the counter products	1 - 5 detentions; parent conference	1 - 3 in-school or out-of-school suspensions; parent conference; possible PINS referral	

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
e-6	Initiating a report warning of fire or other catastrophe without valid cause, misuse of the 911, fire alarm, or discharging a fire extinguisher; bomb threat	3 - 5 days in-school suspension		
e-7	Possessing/using lighter or matches	Principal warning	1 detention; parent conference	Discipline may range from 1 -3 days of In School Suspension, Parent contact
e-8	Forgery	Principal warning	1 detention	2 detentions
e-9	Verbal slurs, which include the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner	Principal warning; parent conference	1 detention; parent conference	Discipline may range from 1 -3 days of In School Suspension, Parent contact
e-10	Driving infractions/parking on school property infractions			
e-11	Indecent exposure (moonng)/flashing	1 day out-of-school suspension	2 days out of school suspension	3 days out of school suspension
e-12	Drop shorting	1 day out-of-school suspension	2 days out of school suspension	3 days out of school suspension
e-13	Theft of the school's or another person's property	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
e-14	Hazing			
e-15	Dress code violation	Parent - written notification	1 detention, principal-parent conference	2 detentions, principal-parent conference
e-16	Gambling			
e-17	Engaging in unsafe conduct	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
e-18	Improper use of electronic devices in an illegal or immoral manner (audio, video, texting, etc.)	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		

F	ENGAGE IN MISCONDUCT WHILE IN A SCHOOL VEHICLE (please refer to the Bus Rider's Handbook)			
Examples of such conduct include, but are not limited to:				
f-1	Distracting driver, horseplay, inappropriate noise level	1 detention	2 detentions	1 day in-school suspension
f-2	Infraction of the bus rules (stay in seat; use of profanity; eating and drinking on bus)	1 detention	2 detentions	1 day in-school suspension
f-3	Fighting while on the bus	1 - 5 days out-of-school suspension; parent conference; possible PINS referral		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
G	ENGAGE IN ANY FORM OF ADADEMIC MISCONDUCT			
Examples of such conduct include but are not limited to:				
g-1	Plagiarism			
g-2	Cheating, assisting another student in any of the above actions	Loss of credit	Loss of credit, parent contact	1 detention, loss of credit, parent contact
g-3	Altering records			

The principal has the authority to determine the length of time a student will be suspended from school. The time frame ranges from a portion of a school day up to 5 days. Depending on the seriousness of the offense, a student may be recommended to a superintendent hearing, where additional days may be enacted. Parents will be notified by the principal when a student is taken out of class or kept after school for disciplinary actions. All other parent contact will be done as needed.

Please note: Homework - student should not be sent to in-school for failing to turn in homework.

Detention limit: If a child has accumulated 9 detentions to be served, the detentions may be changed to 1-day in-school suspension.

Please note: There are times where the administrator must use his/her discretion to impose a different penalty than the penalty set forth in the code of conduct.

Actions not defined: This is not meant to be all-inclusive, and any student conduct not defined in this policy which constitutes a violation of the statutes of the State of New York or any established rule or regulation of the Andover Central School District shall be punishable by penalty to be imposed at the discretion of the appropriate school district administrator.

Time-out: Students are sent to Principal's Office. This may be placed on the student's discipline record.

Hazing is defined as any intentional or reckless act or ritual for the purpose of initiation into, affiliation with, or maintaining membership in any organization, club, or team, or any action or statement, which harasses, threatens, humiliates, or intimidates another student. Athletes who engage in any form of hazing, or who do not report acts of hazing which they witness, will be subject to one or more of the following disciplinary actions: expulsion, suspension from school, loss of privilege, athletic suspension, and/or referral to appropriate law enforcement agencies.

CODE OF CONDUCT, Gr. 5 - 8
Andover Central School 20157 - 2018

Andover Central School 20157 - 2018

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
A	DISORDERLY CONDUCT	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
Examples of disorderly conduct include, but are not limited to:				
a-1	Horseplay/inappropriate noise level	1 detention	2 detentions	Discipline may range from 1 -3 days of In School Suspension, Parent contact
a-2	Disrespect toward school employees (obscene gestures or swearing at staff, etc.)	1 day in-school suspension	2 days in-school suspension	3 - 5 days out-of-school suspension
a-3	Disrespect toward school employees (making inappropriate comments, etc.)	2 detentions	1 day in-school suspension	2 days in-school suspension
a-4	Inappropriate language to other students or in conversations	1 detention	2 detentions	1 day in-school suspension + detention(8 - 4)
a-5	Disrespect to others	1 detention	2 detentions	1 day in-school suspension + detention (8 - 4)
a-6	Inappropriate cafeteria behavior	2 lunch time outs	5 lunch time outs	1 day in-school suspension
a-7	Misuse the computers	Discipline may range from a warning, loss of computer privileges, detention, to out-of-school suspension, depending up the incident severity		
a-8	In appropriate use of the computer; hacking, inappropriate web sites, or any other situation deemed inappropriate	Discipline may range from a warning, loss of computer privileges, detention, to out-of-school suspension, depending up the incident severity		
a-9	Littering	Warning	1 detentions	3 detentions

B	INSUBORDINATION	Discipline may range from a warning, loss of privileges, to in or out-of-school suspension, depending upon the incident severity		
Examples of insubordination include, but are not limited to:				
b-1	Ineligibility violation	1 detention	2 detentions	1 day in-school suspension
b-2	Cuts class (stays in the building)	2 detentions	1 day in-school suspension	2 days in-school suspension; principal conference
b-3	Cuts class (leaves the building)	1 day in-school suspension	2 days in-school suspension	3 days in-school suspension; principal conference
b-4	Tardy to class	Warning	1 detention	3 detentions
b-5	Tardy to school	3 tardies = warning	6 tardies and each one after = 1 detention w/ parent conference at 6 tardies	Over 12 tardies will result in multiple detentions; parent conference; possible PINS referral
b-6	Truancy	In-school suspension, parent contact for each occurrence; possible PINS referral		
b-7	Failure to attend detention	2 detentions	2 detentions; lunch time out	1 day in-school; principal conference

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
b-8	Failure to attend in-school suspension	2 days in-school suspension + detention (8 - 4); principal conference		
b-9	Failure to comply with the directions of teachers or other school employees in charge of students	2 detentions	1 day in-school suspension	2 - 5 days in or out-of-school suspension; parent conference
b-10	Failure to comply with the directions of administration	Discipline will range from 1 to 5 days out-of-school suspension; return with parent conference		
b-11	Using cell phone or having cell phone on during the school day	Parents will be called and cell phone will either be returned to parent after school or student can pick up phone the next day at dismissal; detentions for repeat offenses; cell phone privileges may be revoked.		

C	ENGAGED IN CONDUCT THAT IS DISRUPTIVE	Discipline may range from warning, loss of privileges, teacher detention, to teacher suspension, depending upon the incident severity.		
Examples of disruptive conduct include, but are not limited to:				
c-1	Disrupting a class with inappropriate comments or actions	1 detention	2 detentions	1 day in-school suspension
c-2	Being disruptive in school, outside of class	Discipline may range from warning, loss of privileges, detention, to suspension, depending upon the incident severity and the frequency of offense		
c-3	Disruptive behavior in ISS (talking, sleeping, etc.)	Discipline may range from warning from principal, to another day of ISS, to OSS and having to make up the day of ISS; parent contact		
c-4	Excessive show of affection	1 detention	2 detentions; parent conference	1 day in-school detention; parent conference

D	ENGAGED IN CONDUCT THAT IS VIOLENT	Discipline may range from in-school suspension, out-of-school suspension, to superintendent hearing, depending on the severity of the incident		
Examples of violent conduct include, but are not limited to:				
d-1	Striking staff or student unintentionally with an object	1 to 5 days in or out-of-school suspension; parent contact; possible police referral; possible superintendent hearing.		
d-2	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon staff	5 days out-of-school suspension; police referral; superintendent hearing		
d-3	Physical altercation (such as pushing, shoving, or hitting, with no injury) upon another student or any other person lawfully on school property	1 - 3 days in-school suspension; principal conference	3 - 5 days in or out-of-school suspension; superintendent conference	5 days out-of-school suspension; superintendent hearing
d-4	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property, causing an injury	3 days in or out-of-school suspension; superintendent hearing; possible police referral; possible PINS referral		5 days out-of-school suspension; superintendent hearing; police referral; PINS referral
d-5a	Possessing a weapon on school property	1-5 days out-of-school suspension, which may result in suspension from school for at least one year; parent conference; superintendent hearing; police referral; PINS referral		
d-5b	Threatening to use a weapon on school property	1-5 days out-of-school suspension, which may result in suspension from school for at least one year; parent conference; superintendent hearing; police referral; PINS referral		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
d-6	Written/verbal threat of physical harm/intimidation of students or staff	1 - 5 days out-of-school suspension; parent contact; possible superintendent hearing; possible police referral; possible PINS referral		
d-7	Intentionally damaging or destroying the property of a student, district employee, school or other person lawfully on school property, including graffiti	Full restitution is required and discipline is at administrative discretion; possible PINS referral; possible police referral; parent conference		
d-8	Arson	5 days out-of-school suspension; superintendent hearing; police referral		
E	ENGAGE IN CONDUCT THAT ENDANGERS THE SAFETY, MORAL, HEALTH OR WELFARE OF OTHERS (Example: hazing)	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
Examples of such conduct include, but are not limited to:				
e-1	Lying to school personnel	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity or extenuating circumstances		
e-2	Sexual harassment/ discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner	Title IX Law: 1 - 5 days in-school suspension; parent conference	Title IX Law: 5 days out-of-school suspension; possible superintendent hearing; possible police referral; possible PINS referral	
e-3	BULLYING - Harassment, which includes: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation)	DASA: 1 - 3 days in-school suspension; need principal/superintendent conference to return	DASA: 5 days out-of-school suspension; return with parent conference; possible PINS referral	
e-4	Possession, use or sale of tobacco products, including e-cigarettes, vapes	1 day out-of-school suspension w/parent conference	3 days in-school suspension	5 days out-of-school suspension, cannot return without principal conference
e-5	Possession, sale, use of alcohol, or illegal substances, drug paraphernalia, pornographic or sexually explicit material, explicit pictures of a violent/sexual/or drug related nature, or being under the influence of alcohol or illegal substances or look-alike drugs; possession and/or inappropriate use of over-the counter products	Up to 5 days in-school or out-of-school suspension; parent contact; referral to police; superintendent hearing	5 days out-of-school suspension; police referral; superintendent hearing; PINS referral	

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
e-6	Initiating a report warning of fire or other catastrophe without valid cause, misuse of the 911, fire alarm, or discharging a fire extinguisher; bomb threat	Federal Law; 5 days out-of-school suspension; police referral; possible superintendent hearing; PINS referral		
e-7	Possessing/using lighter or matches	1 day in-school suspension	2 days in-school suspension	3 - 5 days out-of-school suspension; possible superintendent hearing
e-8	Forgery	1 day in-school suspension	3 days in-school suspension	3 days out-of-school suspension; parent conference; PINS referral
e-9	Verbal slurs, which include the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner	1 - 3 days out-of-school suspension; need parent conference to return	5 days out-of-school suspension; need principal/superintendent conference to return; PINS referral	
e-10	Indecent exposure (mooning)/flashing	2 days in-school suspension; parent conference	3 - 5 days in-school suspension	5 days out-of-school suspension; superintendent hearing; PINS referral to return
e-11	Drop shorting	2 days in-school suspension	5 days in-school suspension; possible superintendent hearing	
e-12	Theft of the school's or another person's property	5 days in or out-of school suspension and banned from school property after school hours for 1 month; police referral	5 days out-of-school suspension and banned from school property after school hours for 3 months; to police referral	5 days out-of-school suspension and banned from school property after school hours for 12 months; superintendent hearing; police referral
e-13	Hazing	5 days out-of-school suspension; superintendent hearing; and parent meeting		
e-14	Dress code violation	1 detention; parent notified	2 detentions; parent conference	1 day in-school suspension; parent notified; principal conference
e-15	Gambling	1 day in-school suspension	3 days in-school suspension	3 days out-of-school suspension; parent conference
e-16	Engaging in unsafe conduct	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
e-17	Improper use of electronic devices in an illegal or immoral manner (audio, video, texting, etc.)	1 - 5 days in or out-of-school suspension; possible superintendent hearing; possible police referral		

F	ENGAGE IN MISCONDUCT WHILE IN A SCHOOL VEHICLE (please refer to the Bus Rider's Handbook)	Discipline may range from a warning, loss of bus privileges, detention, assigned seat, to out-of-school suspension, depending on the incident severity, prior incidents and/or extenuating circumstances		
Examples of such conduct include, but are not limited to:				
f-1	Horseplay/inappropriate noise level	1 detention; parent contact	2 detentions; parent contact	1 day in-school suspension; parent conference

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
f-2	Infraction of the bus rules	1 detention	2 detentions	1 day in-school suspension
f-3	Physical fighting while on the bus	3 days in or out-of-school suspension; possible loss of bus privileges	5 days out-of-school suspension, loss of bus privileges, and superintendent hearing	

G	ENGAGE IN ANY FORM OF ACADEMIC MISCONDUCT	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the severity of the incident		
Examples of such conduct include but are not limited to:				
g-1	Plagiarism	Warning; loss of credit for work; parent contact	2 detentions; loss of credit for work; parent contact	1 day in-school suspension; loss of credit for work; parent contact; superintendent hearing
g-2	Cheating	1 day in-school suspension; loss of credit for work; parent contact	3 - 5 days in-school suspension; loss of credit for work; parent contact	3 - 5 days out-of-school suspension; loss of credit for work; parent contact; superintendent hearing
g-3	Altering records	Loss of credit; parent contact; out-of-school suspension; possible superintendent hearing.		
g-4	Assisting another student in any of the above actions	1 day in-school suspension; loss of credit for work; parent contact	3 - 5 days in-school suspension; loss of credit for work; parent contact	3 - 5 days out-of-school suspension; loss of credit for work; parent contact; possible superintendent hearing

The principal has the authority to determine the length of time a student will be suspended from school. The time frame ranges from a portion of a school day up to 5 days. Depending on the seriousness of the offense, a student may be recommended to a superintendent hearing, where additional days may be enacted. Parents will be notified by the principal when a student is taken out of class or kept after school for disciplinary actions. All other parent contact will be done as needed.

Please note: Homework - student should not be sent to in-school for failing to turn in homework.

Detention limit: If a child has accumulated 9 detentions to be served, the detentions may be changed to 1-day in-school suspension.

Please note: There are times where the administrator must use his/her discretion to impose a different penalty than the penalty set forth in the code of conduct.

Actions not defined: This is not meant to be all-inclusive, and any student conduct not defined in this policy which constitutes a violation of the statutes of the State of New York or any established rule or regulation of the Andover Central School District shall be punishable by penalty to be imposed at the discretion of the appropriate school district administrator.

Time-out: Students are sent to Principal's Office. This may be placed on the student's discipline record.

Hazing is defined as any intentional or reckless act or ritual for the purpose of initiation into, affiliation with, or maintaining membership in any organization, club, or team, or any action or statement, which harasses, threatens, humiliates, or intimidates another student. Athletes who engage in any form of hazing, or who do not report acts of hazing which they witness, will be subject to one or more of the following disciplinary actions: expulsion, suspension from school, loss of privilege, athletic suspension, and/or referral to appropriate law enforcement agencies.

CODE OF CONDUCT, Gr. 9 - 12
Andover Central School 2017 - 2018

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
A	DISORDERLY CONDUCT	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
Examples of disorderly conduct include, but are not limited to:				
a-1	Horseplay/inappropriate noise level	1 detention	2 detentions	<i>Discipline may range from 1 -3 days of In School Suspension, Parent contact</i>
a-2	Disrespect toward school employees (obscene gestures or swearing at staff, etc.)	1 day in-school suspension	2 days in-school suspension	3 - 5 days out-of-school suspension
a-3	Disrespect toward school employees (making inappropriate comments, etc.)	2 detentions	1 day in-school suspension	2 days in-school suspension
a-4	Inappropriate language to other students or in conversations	1 detention	2 detentions	1 day in-school suspension
a-5	Disrespect to others	1 detention	2 detentions	1 day in-school suspension
a-6	Inappropriate cafeteria behavior	1 detention	2 detentions	1 day in-school suspension
a-7	Misuse the computers	Discipline may range from a warning, loss of computer privileges, detention, to out-of-school suspension, depending up the incident severity		
a-8	In appropriate use of the computer; hacking, inappropriate web sites, or any other situation deemed inappropriate	1 day in-school suspension; parent contacted	1 - 3 days in-school suspension	3 - 5 days out-of-school suspension, depending on the incident
a-9	Littering	1 detention	2 detentions	3 detentions
B	INSUBORDINATION	Discipline may range from a warning, loss of privileges, to in or out-of-school suspension, depending upon the incident severity		
Examples of insubordination include, but are not limited to:				
b-1	Ineligibility violation	1 detention	2 detentions	1 day in-school suspension
b-2	Cuts class (stays in the building)	2 detentions	1 day in-school suspension	2 days in-school suspension; principal conference
b-3	Cuts class (leaves the building)	1 day in-school suspension	2 days in-school suspension	3 days in-school suspension; principal conference
b-4	Tardy to class	3 tardies = 1 detention	6 tardies = 2 detentions	9 tardies = 3 detentions
b-5	Tardy to school	3 tardies = warning	6 tardies and each one after = 1 detention w/ parent conference at 6 tardies	Over 12 tardies will result in multiple detentions; parent conference; possible PINS referral
b-6	Truancy	In-school suspension; parent contact for each occurrence		
b-7	Failure to attend detention	2 detentions; parent contact	1 day in-school suspension; parent contact	1 day in-school suspension; parent contact
b-8	Failure to attend in-school suspension	Out-of-school suspension; return with parent conference		
b-9	Failure to comply with the reasonable directions of teachers or other school employees in charge of students	2 detentions; parent contact	1 day in-school suspension; parent contact	2 - 5 days in or out-of-school suspension; parent conference
b-10	Failure to comply with the reasonable directions of administration	Discipline will range from 1 to 5 days out-of-school suspension; return with parent conference		
b-11	Using cell phone or having cell phone on during the school day	Parents will be called and cell phone will either be returned to parent after school or student can pick up phone the next day; detentions for repeat offenses; cell phone privileges may be revoked.		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
C	ENGAGED IN CONDUCT THAT IS DISRUPTIVE	Discipline may range from warning, loss of privileges, teacher detention, to teacher suspension, depending upon the incident severity		
Examples of disruptive conduct include, but are not limited to:				
c-1	Disrupting a class with inappropriate comments or actions	1 detention	2 detentions	1 day in-school suspension
c-2	Being disruptive in school, outside of class	Discipline may range from warning, loss of privileges, detention, to suspension, depending upon the incident severity and frequency of offense		
c-3	Disruptive behavior in ISS (talking, sleeping, etc.)	Discipline may range from warning from principal, to another day of ISS, to OSS and having to make up the day of ISS; parent conference		
c-4	Excessive show of affection	1 detention	2 detentions; parent conference	1 day in-school detention; parent conference

D	ENGAGED IN CONDUCT THAT IS VIOLENT	Discipline may range from in-school suspension, out-of-school suspension, to superintendent hearing, depending on the severity of the incident		
Examples of violent conduct include, but are not limited to:				
d-1	Striking staff or student unintentionally with an object	1 or 5 days in or out-of-school suspension; parent contact; possible police referral; possible superintendent hearing		
d-2	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon staff	5 days out-of-school suspension; police referral; superintendent hearing		
d-3	Physical altercation (such as pushing, shoving, or hitting, with no injury) upon another student or any other person lawfully on school property	1 - 3 days in-school suspension	3 - 5 days in or out-of-school suspension	5 days out-of-school suspension; possible superintendent's hearing
d-4	Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property, causing an injury	3 days in or out-of-school suspension; possible superintendent hearing; possible police referral; possible PINS referral		5 days out-of-school suspension; possible superintendent hearing; possible police referral; possible PINS referral
d-5a	Possessing a weapon on school property	1 - 5 days in or out-of-school suspension, which may result in suspension from school for at least one year; police referral; superintendent hearing		
d-5b	Threatening to use a weapon on school property	1 - 5 days in or out-of-school suspension, which may result in suspension from school for at least one year; police referral; superintendent hearing		
d-6	Written/verbal threat of physical harm/intimidation of students or staff	1 - 5 days out-of-school suspension; parent contact; possible superintendent hearing; possible police referral; possible PINS referral		
d-7	Intentionally damaging or destroying the property of a student, district employee, school or other person lawfully on school property, including graffiti	Full restitution is required; discipline is at administrative discretion; possible police referral; possible PINS referral		
d-8	Arson	5 days out-of-school suspension; superintendent hearing; police referral		

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
E	ENGAGE IN CONDUCT THAT ENDANGERS THE SAFETY, MORAL, HEALTH OR WELFARE OF OTHERS (Example: hazing)	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
Examples of such conduct include, but are not limited to:				
e-1	Lying to school personnel	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity or extenuating circumstances		
e-2	Sexual harassment/ discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner	5 days in-school suspension; parent conference	5 days out-of-school suspension; possible superintendent hearing; possible police referral	
e-3	BULLYING - Harassment, which includes: physical (hitting, kicking, spitting, pushing, taking personal belongings), verbal (taunting, malicious teasing, name calling, making threats), and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation)	1 - 3 days in-school suspension; parent conference	5 days out-of-school suspension; return w/parent conference; possible police referral; possible PINS referral	
e-4	Possession, use or sale tobacco products, including e-cigarettes, vapes	1 day out-of-school suspension w/parent conference	3 days in-school suspension	5 days out of school suspension, cannot return without parent/principal conference
e-5	Possession, sale, use of alcohol, or illegal substances, drug paraphernalia, pornographic or sexually explicit material, explicit pictures of a violent/sexual/or drug related nature, or being under the influence of alcohol or illegal substances or look-alike drugs; possession and/or inappropriate use of over-the counter products	5 days out-of-school suspension; parent contact; referral to police; possible superintendent hearing	5 days out-of-school suspension; referral to police; superintendent hearing; PINS referral	
e-6	Initiating a report warning of fire or other catastrophe without valid cause, misuse of the 911, fire alarm, or discharging a fire extinguisher; bomb threat	Federal Law, 5 days out-of-school suspension; referral to police; possible superintendent hearing		
e-7	Possessing/using lighter or matches	1 day in-school suspension	2 days in-school suspension	3 - 5 days out-of-school suspension; possible superintendent hearing
e-8	Forgery	1 day in-school suspension	3 days in-school suspension	3 days out-of-school suspension; parent conference

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
e-9	Verbal slurs, which include the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner	1 - 3 days in-school suspension; parent conference	5 days out-of-school suspension; return w/parent conference; possible police referral; possible PINS referral	
e-10	Driving infractions/parking on school property infractions	2 weeks suspension of parking privilege on school property; parent conference	1 month suspension from school property; parent conference	Rest of the year suspension; parent conference
e-11	Indecent exposure (mooning)/flashing	2 days in-school suspension	3 - 5 days out-of-school suspension	5 days out-of-school suspension; possible superintendent hearing
e-12	Drop shorting	2 days out-of-school suspension	5 days out-of-school suspension; possible superintendent hearing	
e-13	Theft of the school's or another person's property	5 days in or out-of-school suspension; banned from school property after school hours for 1 month; possible police referral	5 days out-of-school suspension; banned from school property after school hours for 3 months; possible police referral	5 days out-of-school suspension; banned from school property after school hours for 12 months; superintendent hearing; possible police referral
e-14	Hazing	5 days out-of-school suspension; superintendent hearing; and parent meeting		
e-15	Dress code violation	1 detention; parent notified	2 detentions; parent conference	1 day in-school suspension; parent notified; possible conference
e-16	Gambling	1 day in-school suspension	3 days in-school suspension	3 days out-of-school suspension; parent conference
e-17	Engaging in unsafe conduct	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the incident severity		
e-18	Improper use of electronic devices in an illegal or immoral manner (audio, video, texting, etc.)	1 - 5 days in or out-of-school suspension; possible superintendent hearing; possible referral to police		

F	ENGAGE IN MISCONDUCT WHILE IN A SCHOOL VEHICLE (please refer to the Bus Rider's Handbook)	Discipline may range from a warning, loss of bus privileges, detention, to out-of-school suspension, depending on the incident severity, prior incidents and/or extenuating circumstances.		
Examples of such conduct include, but are not limited to:				
f-1	Horseplay/inappropriate noise level	1 detention	2 detentions	1 day in-school suspension; parent conference
f-2	Infraction of the bus rules	1 detention	2 detentions	1 day in-school suspension
f-3	Fighting while on the bus	3 days in or out-of-school suspension; possible loss of bus privileges	5 days out-of-school suspension; possible loss of bus privileges; possible superintendent hearing	

	OFFENSE	FIRST PRINCIPAL REFERRAL	SECOND PRINCIPAL REFERRAL	THIRD PRINCIPAL REFERRAL
G	ENGAGE IN ANY FORM OF ACADEMIC MISCONDUCT	Discipline may range from a warning, loss of privileges, to out-of-school suspension, depending on the severity of the incident		
Examples of such conduct include but are not limited to:				
g-1	Plagiarism	1 day in-school suspension; loss of credit for work; parent contact	3 - 5 days in-school suspension; loss of credit for work; parent contact	3 - 5 days out-of-school suspension; loss of credit for work; parent contact; possible superintendent hearing
g-2	Cheating	1 day in-school suspension; loss of credit for work; parent contact	3 - 5 days in-school suspension; loss of credit for work; parent contact	3 - 5 days out-of-school suspension; loss of credit for work; parent contact; possible superintendent hearing
g-3	Altering records	Loss of credit; parent contact; out-of-school suspension; possible superintendent hearing		
g-4	Assisting another student in any of the above actions	1 day in-school suspension; loss of credit for work; parent contact	3 - 5 days in-school suspension; loss of credit for work; parent contact	3 - 5 days out-of-school suspension; loss of credit for work; parent contact; possible superintendent hearing

The principal has the authority to determine the length of time a student will be suspended from school. The time frame ranges from a portion of a school day up to 5 days. Depending on the seriousness of the offense, a student may be recommended to a superintendent hearing, where additional days may be enacted. Parents will be notified by the principal when a student is taken out of class or kept after school for disciplinary actions. All other parent contact will be done as needed.

Please note: Homework - student should not be sent to in-school for failing to turn in homework.

Detention limit: If a child has accumulated 9 detentions to be served, the detentions may be changed to 1-day in-school suspension.

Please note: There are times where the administrator must use his/her discretion to impose a different penalty than the penalty set forth in the code of conduct.

Actions not defined: This is not meant to be all-inclusive, and any student conduct not defined in this policy which constitutes a violation of the statutes of the State of New York or any established rule or regulation of the Andover Central School District shall be punishable by penalty to be imposed at the discretion of the appropriate school district administrator.

Time-out: Students are sent to Principal's Office. This may be placed on the student's discipline record.

Hazing is defined as any intentional or reckless act or ritual for the purpose of initiation into, affiliation with, or maintaining membership in any organization, club, or team, or any action or statement, which harasses, threatens, humiliates, or intimidates another student. Athletes who engage in any form of hazing, or who do not report acts of hazing which they witness, will be subject to one or more of the following disciplinary actions: expulsion, suspension from school, loss of privilege, athletic suspension, and/or referral to appropriate law enforcement agencies.

- ***If police are called the, Superintendent will notify the Board of Education of the incident; however, no directory information will be given.***

Andover Central School
Acceptable Use Agreement

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING A SCHOOL ACCOUNT AND USE OF SCHOOL COMPUTERS.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING THEIR PHOTOGRAPH ON THE SCHOOL WEBSITE OR OTHER SCHOOL SOCIAL MEDIA SITES.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING THEIR PHOTOGRAPH IN THE SCHOOL NEWSLETTER

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____

ANDOVER CENTRAL SCHOOL

AIIS POLICY

2018 – 2019



**ANDOVER CENTRAL SCHOOL
ANDOVER, NEW YORK**

AIS Policy Members:

Jon Morris
Principal

Kathryn Slavinski
Director of Curriculum, Instruction, and Staff Development

Cortney Andrus
Remedial Reading Provider

Cheri Drake
Remedial/AIS Provider

Faye Shay
Remedial/AIS Provider

Doreen Taylor
Remedial/AIS Provider

VISION STATEMENT:

*The Andover Central School District
Takes Every Day
To Maximize the Opportunities
And Full Potential of Every Child.*

AIS Flow Chart

AIS is a prescriptive program to build skill areas where the students are weak. These skill areas are ones that interfere with the student's ability to be successful on state assessments

<u>Action</u>	<u>Person Responsible</u>
1. Determine which students need AIS	Director of Curriculum, Instruction, & Staff Development, AIS representative, and classroom teacher
2. Determine type / intensity of AIS	Director of Curriculum, Instruction, & Staff Development, AIS representative, and classroom teacher
3. Parent notification	AIS Representative
4. AIS scheduled	Director of Curriculum, Instruction, & Staff Development
5. Commence AIS	Teacher (AIS provider)
6. Keep AIS log	Teacher (AIS provider)
7. Quarterly progress report	Teacher (AIS provider) - turn in to principal for review
8. Exit determined	Director of Curriculum, Instruction, & Staff Development, AIS representative, and classroom teacher
9. Parent notification	Director of Curriculum, Instruction, & Staff Development & AIS representative

ACADEMIC INTERVENTION SERVICES (AIS)

1. What are academic intervention services?

- AIS are services designed to help students who are at risk for not meeting, or who have not met, the learning standards. (ELA and math 1 - 12, social studies, and science 4 - 12.)
- The type of AIS provided varies, based on the student's deficiencies -- AIS must be prescriptive to the child's individual needs.
- AIS could be additional instruction or support services.
 - Additional instruction is the provision of extra time for instruction focusing on the skills that individual child needs to build in order to be successful. Additional instruction must be provided by a teacher certified in that subject area.
 - Support services are intervention services that address barriers to success. Examples include, but are not limited to, counseling, guidance, study skills, and agency involvement. (The thought behind this is that at times there are barriers to success that are more social/emotional than academic. Examples -- health-related issues, mobility issues, discipline issues, family problems, attendance, etc.)

2. Eligibility - district procedures for determining eligibility

- Students who score below the state standards on any state assessment, or
- Students who meet more than one of the following criteria
 - Score below the standard on a standardized assessment (iReady, Module Assessments, NYS Exams, etc...)
 - Below average classroom performance, based upon lack of skill/ability
 - Below average grades, based upon lack of skill/ability
 - Teacher (or other school personnel) recommendation, based upon a concern that the child is at risk for not meeting an upcoming standard
 - Parent recommendation, based upon concern that the child is at risk for not meeting an upcoming standard
 - Below average pre-testing results
- To recommend AIS for a child, notify the Guidance Office via the AIS referral form
- Once determined that AIS is required, we are mandated to provide the type of AIS that was determined, based upon concerns and recommendations (i.e. additional academic instruction and/or a support service)

3. Intensity of services

- Not all children who do not meet the standard (or are at risk for not meeting the standard) require the same amount or type of AIS. The services must be prescriptive to the child's individual needs. Service can range from monitoring the child's progress for a marking period, to providing a support service, to short-term additional instruction, to long-term additional instruction.
- It is essential that all teachers fill out the referral form to request AIS services for a child. In filling out this form, please include as much detail as possible as this is the first piece of information that the AIS provider will receive as to how to help this child.

- Again, the type and intensity of services that the child receives must be prescriptive to their individual needs.

4. Additional instruction

While in AIS, students need to **receive assistance to build their skills and close gaps in knowledge**. The purpose of AIS is not to have students work independently on homework, but rather in small group instruction based on the specific deficits of the individual child.

5. Documentation

Documentation of AIS is required. The forms of documentation are:

- Referral form -- indicating concerns, justification for recommendation, recommendations. (Referring teacher must complete this form. See attached.) This information is passed on to the teacher who will be providing the AIS.
- Parent notification -- parents must be notified that their child has been recommended for AIS. (This notice comes out of the Director of Curriculum, Instruction, and Staff Developments office)
- Log -- documentation of what is being done -- skills, activities, goals, and objectives -- in AIS is required as well. This needs to be available if a parent or administrator comes to you to discuss a student. One thing that some teachers do to make life a bit easier with older students, is to have the students themselves write in the log, under the teacher's supervision, the last few minutes of AIS each day.
- Quarterly progress reports -- progress needs to be reported to the child's parents at least one time per quarter. In addition, the parents need an opportunity to discuss AIS with you if they so choose. (These reports should go home with report cards, after being signed by the principal.)
- Exiting AIS or eliminating an AIS service -- when it is determined that a student may be released from AIS services, parents must be notified of this change in service. The parents must be notified in writing of the criteria that was used to make the decision that AIS was no longer needed (or that a particular service -- such as additional instruction.) They also need to notify the parent of the student's performance level at the time that services ended, and which assessment tools were used. (Teachers should notify the Director of Curriculum, Instruction, and Staff Development that the criteria have been met, and in what way the evaluation was done. From there, the AIS representative will notify parents).

6. Exit criteria

- Passing the state assessment for which they were initially placed in AIS to address, or
- More than one of the following measures:
 - ☐ Post testing -- retesting the student on a component of the standardized or state assessment in which they were determined to be deficient
 - ☐ Classroom performance
 - ☐ Teacher recommendation, based upon student's improvement in ability/skill

AIS REFERRAL

Student _____

Subject _____

Teacher _____

AIS Provider _____

How much time do you recommend they spend in AIS? Number of days per 6-day cycle _____

Number of minutes per session _____

Weaknesses leading to not meeting state standard (check any that apply):

- ☐ Study skill deficiency
- ☐ Lack of basic skills (please specify) _____
- ☐ Difficulty understanding the content
- ☐ Lack of effort
- ☐ Reading
- ☐ Writing
- ☐ Absenteeism
- ☐ Other: _____

Please explain: _____

What should be done during AIS? _____

Reminder: The more detail that you are able to provide, the better this student will be helped.

Thank you for your assistance.

ACADEMIC INTERVENTION SERVICES (AIS)
Quarterly Progress Report

Student Name _____

Date _____

Subject Area _____

Standard Area _____

Skills _____

Teacher Providing AIS _____

Student Performance (please circle one):

Above Average

Average

Below Average

Unsatisfactory

Student Effort (please circle one):

Above Average

Average

Below Average

Unsatisfactory

Comments / concerns: _____

Suggestions for what parents and students can be doing at home: _____

If you would like an opportunity to meet with your child's AIS teacher, please contact the Director of Curriculum, Instruction, and Staff Development to arrange for an appointment.

Teacher's Signature

Principal's Signature

Academic Intervention Services (AIS)

Date: _____

Dear Parent/Guardian:

We are writing to inform you that your child _____ has been assigned to receive academic intervention services (AIS) in the following subject areas:

_____ Reading

_____ Math

Your child's placement is based upon:

_____ score on state ELA/Math exams

_____ benchmark testing/classroom performance

Academic intervention services are mandated by the NYS Department of Education, Part 100 (section 100.2) regulations for any student who is at risk for, or who has not received the designated score on a NYS examination. The purpose of academic intervention services is to help these students raise their skill level to the point where they will be able to meet the standards.

In the area of academic intervention, your child will be receiving additional individual or small-group instruction in those subject areas listed above. Your child will be given this instruction by a teacher who is certified in that subject area.

Our AIS teachers for the 2017-2018 school year are:

Reading: Mrs. Faye Shay (grades K-2, 4-6) and Mrs. Katie Houy (grade 3)

Math: Mrs. Cheri Drake (grades K-6)

Your child will remain a student in need of academic intervention services until the subject-area teacher finds that your child is no longer in need of the services. You will be notified quarterly of the progress your child is making in the academic intervention services. In addition, you will be notified when it is determined that your child no longer is in need of these services.

If you have any questions or concerns, please feel free to contact the Director of Curriculum, Instruction, and Staff Development at (607) 478-8491 extension 236.

Sincerely,

Kathryn Cornell
Director of Curriculum, Instruction, and Staff Development

SECTION 100.2

100.2 General school requirements.

(ee) Academic intervention services.

- (1) Requirements for providing academic intervention services in kindergarten to grade three. Schools shall provide academic intervention services to students in kindergarten to grade three when such students:
 - (i) are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
 - (ii) are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
- (2) Requirements for providing academic intervention services in grade four to grade eight. Schools shall provide academic intervention services when students:
 - (i) score below the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics, social studies or science;
 - (ii) are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or
 - (iii) are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
- (3) Requirements for providing academic intervention services in grade nine to grade twelve. Schools shall provide academic intervention services when students:
 - (i) score below the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any one of the State examinations required for graduation; or
 - (ii) are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or

- (iii) are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.

(4) Description of academic intervention services.

- (i) By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (1), (2) and (3) of subdivision (ee) of this section. The description shall include any variations in services in schools within the district, and shall specifically describe:
 - (a) the district-wide procedure(s) used to determine the need for academic intervention services;
 - (b) academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of subdivision (ee) of this section;
 - (c) whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
 - (d) the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.
- (ii) The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the Chancellor or his designee or by community school boards for those schools under their jurisdiction. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performance results.
- (iii) In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.
- (iv) Based on performance criteria established by the Commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the Department for review and approval.

(5) Provision of academic intervention services.

- (i) School districts may use time available for academic intervention instructional and/or student support services during the regular school day.
- (ii) School districts may provide students with extended academic time beyond the regular school day and school year.
- (iii) In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.

(iv) Beginning September 1, 2000, academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:

- (a) meets or exceeds the State designated performance level on the next State assessment; or
- (b) is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of subdivision (ee) of this section.

(6) Parental notification and involvement.

- (i) Notification of commencement of services. The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
- (ii) Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
- (iii) Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
 - (a) an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
 - (b) reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and
 - (c) information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.



Houghton Mifflin Harcourt

Proposal
Prepared For
Andover Central Sch District

31 Elm St 35
Andover NY 14806

Attention:
Harold Brown
hbrown@andovercsd.org

For the Purchase of:
HMH US HISTORY 2018 SURVEY

Prepared By
Nick Simon
nick.simon@hnhco.com

PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.



Houghton Mifflin Harcourt

Attention:
Harold Brown
hbrown@andovercsd.org

HMH Confidential and Proprietary

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hnhco.com

Andover Central Sch District

HMH US HISTORY 2018 SURVEY

ISBN	Title	Price	Quantity	Value of all Materials
Grade 9				
Classroom Package				
SRP/TRP				
1672165 9781328703095	HMH Social Studies: American History Hybrid Student Resource Package 1 Year Print/6 Year Digital	\$104.90	30	\$3,147.00
Package Include: Student Edition Online Student Access (6-Year) Student Edition eTextbook ePub (6-Year) Downloadable Student Edition Guided Reading Student Workbook Print Subscription (6-Year)				
1672157 9781328703019	HMH Social Studies: American History Premium/Hybrid Teacher Resource Package Print/6 Year Digital	\$398.00	1	\$398.00
Package Include: Student Edition Spanish/English Guided Reading Student Workbook Guided Reading Student Workbook Teacher Guide Bundle Teacher Digital Management Center (6-Year) Downloadable Teacher Resource Tool Guided Reading Workbook Answer Key				
Total for Classroom Package				\$3,545.00
Total for Grade 9				\$3,545.00

**Proposal
Summary**

Subtotal Purchase Amount:	\$3,545.00
Shipping & Handling (10.50%):	\$372.23
Total Cost of Proposal (PO Amount):	\$3,917.23


Houghton Mifflin Harcourt

Attention:
Harold Brown
hbrown@andovercsd.org

HMH Confidential and Proprietary

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhco.com

Proposal Date: 6/21/2018

Proposal for
Andover Central Sch District
HMH US HISTORY 2018 SURVEY

Expiration Date: 8/5/2018

Total Cost of Proposal (PO Amount): \$ 3,917.23

This is a proposal only.

This proposal is subject to HMH's Standard Terms and Conditions ("Ts & Cs") below:

<http://www.hmhco.com/common/terms-conditions>

Ts & Cs are also found on HMH invoices.

HMH reserves the right to modify its Ts & Cs from time to time and agrees to notify you prior to such modifications becoming effective.

Unless otherwise agreed in writing, orders for Professional Services shall expire upon the earlier of (i) expiration of customer's funding or (ii) 24 months from receipt of the order.

Date of Proposal: 6/21/2018

Proposal Expiration Date: 8/5/2018



Houghton Mifflin Harcourt



Houghton Mifflin Harcourt

Attention:
Harold Brown
hbrown@andovercsd.org

HMH Confidential and Proprietary

Customer Experience
9205 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhco.com

SUBJECT: STUDENT PHYSICALS

7510

Health Examination and Certificate

Health Examination

Each student enrolled in a District school must have a satisfactory health examination conducted by the student's physician, physician assistant, or nurse practitioner within twelve (12) months prior to the commencement of the school year of:

- a) The student's entrance in a District school at any grade level;
- b) Entrance to pre-kindergarten or kindergarten;
- c) Entry into the 1st, 3rd, 5th, 7th, 9th, and 11th grades.

The District may also require an examination and health history of a student when it is determined by the District that it would promote the educational interests of the student.

In addition, the District requires a certificate of physical fitness for:

- a) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during the school year;
- b) All students who need work permits; and
- c) All students either suspected of or sustaining a mild traumatic brain injury (concussion) must receive a written and signed authorization from a licensed physician before returning to athletic activities in school.

Health Certificate

Each student must submit a health certificate attesting to the health examination within thirty (30) calendar days after his or her entrance into school and within thirty (30) days after his or her entry into pre-kindergarten or kindergarten, the 1st, 3rd, 5th, 7th, 9th, and 11th grades. The health certificate shall be filed in the student's cumulative record. The health certificate must;

- a) Describe the condition of the student when the examination was given;
- b) State the results of any test conducted on the student for sickle cell anemia;
- c) State whether the student is in a fit condition of health to permit his/her attendance at a public school and, where applicable, whether the student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of such work to prevent injury to the student;
- d) Include a calculation of the student's body mass index (BMI) and weight status category. BMI is computed as the weight in kilograms divided by the square of height in meters or the weight in pounds divided by the square of height in inches multiplied by a conversion factor of 703. Weight status categories for children and adolescents shall be defined by the Commissioner of Health. BMI collection is mandatory, effective September 2008. Reporting is random, with districts chosen by the NYS Department of Health. Selected districts must report BMI results on-line using DOH's Health Provider Network (HPN), a secure website;

- e) Be signed by a duly licensed physician, physician assistant, or nurse practitioner, who is authorized by law to practice in New York State consistent with any applicable written practice agreement; or authorized to practice in the jurisdiction in which the examination was given, provided that the Commissioner of Health has determined that such jurisdiction has standards of licensure and practice comparable to those of New York State. A certificate signed by a chiropractor is not acceptable except for a scoliosis evaluation.

Dental Health Certificate

The dental certificate law became effective on September 1, 2008. This law applies to new entrants in PreKindergarten, Kindergarten, Grades 1st, 3rd, 5th, 7th, 9th and 11th grades. In accordance with this law, a notice of request for a dental health certificate will be distributed at the same time that the parent/person in parental relation is notified of health examination requirements, such certificate to be furnished at the same time the health certificate is required. At this time, students will be permitted to attend school regardless of whether or not they have a dental certificate.

The dental certificate shall be signed by a duly licensed dentist, or a registered dental hygienist, authorized by law to practice in New York State or one who is authorized in the jurisdiction in which the assessment was performed, provided that the Commissioner has determined that the jurisdiction has standards of licensure and practice comparable to New York State. The certificate shall describe the dental health condition of the student upon assessment, which shall not be more than twelve (12) months prior to the commencement of the school year in which the assessment is requested; and shall state whether the student is in fit condition of dental health to permit his/her attendance at the public schools.

Requests are not to be retroactive (i.e., any physical requested prior to September 1, 2008 does not need to have an additional notice sent requesting the dental certificate). Requests are not required when the student and parent/person in parental relation objects on the grounds of conflict with their genuine and sincere religious beliefs. Within thirty (30) days following the student's entrance in the school or grade, the certificate, if obtained, shall be filed in the student's cumulative health record.

Examination by Health Appraisal

The Principal or Principal's designee will send a notice to the parents of, or person in parental relation to, any student who does not present a health certificate, that if the required health certificate is not furnished within thirty (30) days from the date of such notice, an examination by health appraisal will be made of such student by the School Doctor.

The School Doctor shall cause such students to be separately and carefully examined and tested to ascertain whether any student has defective sight or hearing, or any other physical disability which may tend to prevent the student from receiving the full benefit of school work or from receiving the best educational results, or which may require a modification of work to prevent injury to the student.

The physician, physician assistant or nurse practitioner administering such examination shall determine whether a one-time test for sickle cell anemia is necessary or desirable and, if so determined, shall conduct such test and include the results in the health certificate.

Unless otherwise prohibited by law, if it is ascertained that any students have defective sight or hearing, or a physical disability or other condition, including sickle cell anemia which may require professional attention with regard to health, the Principal or Principal's designee shall notify, in writing, the student's parent or person in parental relation as to the existence of such disability. If the parents or persons in parental relation are unable or unwilling to provide the necessary relief and treatment for such students, such fact shall be reported by the School Nurse who makes appropriate referrals.

Health Screenings

The District will provide a:

- a) Scoliosis screening at least once each school year for male students in grade 9, and for female students in grades 5 and 7. The positive results of any such screening examination for the presence of scoliosis shall be provided in writing to the student's parent or person in parental relation within ninety (90) calendar days after such finding;
- b) Vision screening to all students who enroll in school including at a minimum color perception, distance acuity, and near vision within six (6) months of admission to the school. In addition, all students will be screened for distance acuity in grades Pre-kindergarten or Kindergarten, 1, 3, 5, 7, and 11, and at any other time deemed necessary. The results of all negative vision screening examinations shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student. The vision report will be kept in a permanent file of the school for at least as long as the minimum retention period for such records;
- c) Hearing screening to all students within six (6) months of admission to the school and in grades Pre-kindergarten or Kindergarten, 1, 3, 5, 7, and 11, as well as at any other time deemed necessary. Screening shall include, but not be limited to, pure tone and threshold air conduction screening. The negative results of any hearing tests shall be provided in writing to the student's parent or person in parental relation and to any teacher of the student.

The results of all health screenings will be recorded on appropriate forms signed by the health professional making the examination, include appropriate recommendations, and be kept on file in the school. The health records of individual students will be kept confidential in accordance with the federal Family Educational Rights and Privacy Act (FERPA) and any other applicable Federal and State laws.

Accommodation for Religious Beliefs

No health examinations, health history, examinations for health appraisal, screening examinations for sickle cell anemia and/or other health screenings will be required where a student or the parent or person in parental relation to such student objects thereto on the grounds that such examinations, health history, and/or screenings conflict with their genuine and sincere religious beliefs. A written and signed statement from the student or the student's parent or person in parental relation that such person holds such beliefs shall must be submitted Principal or Principal's designee, in which case the Principal or Principal's designee may require supporting documents.

Homeless Students

For homeless children, the enrolling school must immediately refer the parent or guardian of the student to the District's homeless liaison, who will assist them in obtaining the necessary medical records.

Family Educational Rights and Privacy Act of 1974 (FERPA)

20 USC § 1232g

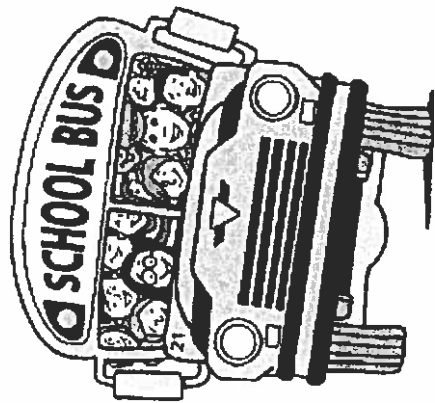
Education Law §§ 903-905, and 3220

8 NYCRR §§ 136.1, 136.3

NOTE: Refer also to Policies #5690 -- Exposure Control Program
 #7121 -- Diagnostic Screening of Students
 #7131 -- Education of Students in Temporary Housing
 #7532 -- Concussion Management

Adopted: 12/3/03

Revised: 8/8/05; 4/7/8; 2/9/15



ANDOVER CENTRAL SCHOOL
Bus-Rider Handbook
For
Students and Parents

Adopted by the Board of Education July 23, 2018

**ANDOVER CENTRAL SCHOOL
BUS-RIDER HANDBOOK
for
Students and Parents**

Special Information

Bus Drills

According to a schedule established by State Education Department, at least three bus emergency drills will be conducted each year by the head of transportation. The procedure for pupils to follow in case of accident, including instructions on use of emergency exit window and doors will be covered. **(8NYCRR 156.3 h) (1) NYS Education Department Regulations**

Information for Students

Do Not Lose Your Bus Privilege – Follow These Rules

1. Observe classroom conduct.
2. Be courteous; use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean. Throwing material objects about in or out of the buses will not be permitted.
5. Cooperate with the driver.
6. Do not damage bus or equipment.
7. Stay in your seat.
8. Keep your hands, head, and feet inside the bus-seat area, and not in the aisles. (Stay In Your Seat)
9. Do not fight, push, or shove.
10. Do not tamper with bus equipment.
11. Do not bring pets on the bus.
12. Do not bring flammable material on the bus.
13. Smoking is not permitted on school property, which includes the bus.
14. Remember - the bus driver is authorized to assign seats.
15. Do **NOT** bring glass items on the bus.

1. Each student must be on time. Students should be ready five minutes before the scheduled pick up time.
2. If for any reason your child is not going to school, please call the bus garage. (478-8751) at 6:30 AM. If possible, let us know at this time when your child will return. When we go to your house in the morning and your child does not come out, it causes unnecessary delays in the bus route. This can be avoided if you call the bus garage. If this happens 2 days in a row, we will not return to your house until you call and inform us that your child is ready to return to school.
3. No live animals are allowed on the buses.
4. Passengers should hold large packages and instrument cases while on the bus, not leaving them in the front of the bus or in the aisle.
5. No skateboards or stilts are allowed on the school bus.
6. While walking to the bus stop, students should avoid standing or playing in the road; keep books, lunch pails, and instruments out of the road; do not litter or damage surrounding property; do not throw snowballs or rocks at the bus or other students; and do not crowd in the road as the bus arrives.

Bus Driver Responsibilities

Each school bus driver is responsible for the following:

1. Drive a school bus safely, defensively, and efficiently.
2. Operate the vehicle at a safe speed, according to conditions, at all times.
3. Obey all traffic laws and regulations.
4. Keep bus clean inside and out.
5. Be present for designated bus run at least 15 minutes prior to the scheduled leaving time, and complete a daily pre-trip inspection of the bus. (17 NYCRR 721.3D.)
6. Maintain reasonable behavior of students and enforce all rules and regulations. Report, in writing, to the principal those cases of student misconduct, which endanger the health, safety, and welfare of self and others.
7. Assign seats to students when necessary.
8. Instruct all students to walk 10 feet in front of the bus.
9. Report all accidents promptly to the supervisor of transportation.
10. Make out daily reports, revised bus lists, seating charts, and time schedules as required.
11. Observe the rules and regulations set forth by the Board of Education, Commissioner of Education, Department of Transportation, and Department of Motor Vehicles.
12. Avoid the use of alcoholic beverages or drugs which may induce sleep or drowsiness at any time when their period of effectiveness coincides with the time scheduled for bus driving duties.

Parental Responsibilities

1. Parents play an important role in the safe and efficient operation of the school's transportation system. If the system is to function effectively, parents must assume an obligation to the program and to the people responsible for its operation.
2. Parents are expected to ensure that their children are at the proper bus stop on time and properly clothed for the weather.
3. Parents are expected to insist on the good behavior and full cooperation of their children at the bus stops and on the bus, so that drivers can concentrate on safely driving the bus.
4. Parents may make written suggestions to the school authorities for ways to improve our transportation system.

Permission to Ride a Different Bus

Permission is required to ride a different bus or to get off at a different stop. To get special permission, send a written request to school with your child, who should present it to the school office. The office will make the proper arrangements with the bus garage and give a note to the driver. Please avoid calling the Principal's Office with last minute bus changes for your children. This creates a communication problem for the office, teachers and drivers.

This system allows flexibility in filling temporary transportation needs, such as plans to go home with a friend after school. However, there are limitations to the degree of flexibility possible. Requests to ride a different bus may be denied:

1. Because there is no available space on the bus.
2. If the student is not eligible for transportation.
3. Request to get off the bus at other than the designated stop may be denied because the requested location is not on the bus route or may be a dangerous place for the bus to stop.

Because of these limits, it is important for you to check with the school on the day of the request to confirm approval. Permission is temporary and a written parental request is required for each issuance. If you have a long-term need for a change in your child's scheduled transportation, you should contact the bus garage at 478-8751 or 478-8491 ext. 232.

Student Responsibilities Waiting For the Bus

Students should be ready five minutes before scheduled pick-up time. They should wait several feet away from the highway or designated bus stop. Any student who is not on time will be left behind.

While Walking to and Waiting at the Bus Stop

1. Students should not arrive at the bus stop more than 10 minutes before the time of the bus's usual arrival.
2. Younger children who are not attending school should not come to the bus stop.
3. If possible, students should avoid crossing streets.
4. Whenever a student must cross a street, they should look both ways and cross only if no moving vehicles are approaching from either direction.
5. Students should not trespass, litter or damage private property.
6. Students should avoid standing or playing in the road.
7. Students should keep books, lunch pails, musical instruments or other items out of road.
8. Students should not throw snowballs, stones, or other items at the bus, passing vehicles, or other students.
9. Students should not crowd into the road as the bus arrives.

As the Bus Approaches

1. Line up at least 6 feet off the road.

2. Do not approach the bus until it has stopped and the driver has opened the door.
3. When getting on the bus, cross the road 10 feet in front of the bus (never in back), and wait to be signaled to do so by the driver.
4. At school dismissal time, go immediately to your bus. Students who miss their bus should immediately report back to the Principal's Office. The bus may not return to board students once departure from the school has begun.
5. Get on the bus quickly, in an orderly fashion, and be seated at once (unless seats are not available.)
6. If seats are not available, go to the back of the bus, remain standing in the middle aisle, and grasp the seat back firmly before the bus begins to move.
7. Listen carefully and obey any directions issued by the bus driver.
8. Remain seated on the bus until arrival at your destination.
9. Bus personnel may, at any time it is necessary, assign seats. Bus routes are established, in part, on the basis of 3 riders to a seat.
10. Do not board the bus with any object that cannot be held on your lap or between your knees. Do not bring objects on the bus which are potentially dangerous or distracting to other students or the driver.

Riding the Bus

1. Stay in your seat while the bus is in motion. It is appropriate for 3 to sit in each seat, being careful not to block the aisle.
(17NYCRR 720.4C 1a) NYS Department of Transportation Regulation.
2. Listen carefully and obey any directions of the bus driver.

3. No profanity, loud talking, horseplay, or behavior that might divert the bus driver's attention.
4. Keep the bus clean and care for bus equipment. Emergency doors and windows, as well as other bus equipment, are to be used only when appropriate. Throwing material objects about in or out of the buses will not be permitted.
5. No live animals are allowed on the bus.
6. Hold large packages and instrument cases while on the bus. Do not leave them in front of the bus or in the aisle.
7. Please identify yourself upon request and comply with all requests by the driver.
8. No illegal or controlled substances will be allowed or used on the bus. Items will be confiscated and immediately reported to the principal.
9. Please, NO eating on the bus. (Refer to bus regulations on page 9.)

Prohibited Objects Include, But Are Not Limited To the Following:

1. Glass objects and aerosol cans.
2. Flammable materials or liquids that may be explosive.
3. Knives, bow and arrows, or any other object that may be conceived as a weapon.
4. Live animals.
5. Oversized objects.
6. You are not permitted to use radios, tape recorders, CD players, cell phones, or electronic games without permission of the bus driver.

Sit quietly, face forward, and remain seated until the bus stops. Do not change seats unless directed by the driver.

Unloading the Bus (8NYCRR 156.3 f4)

When getting off the bus, cross the road 10 feet in front of the bus (never in back), and wait to be signaled to do so by the bus driver. Stop at the center of the roadway and look both ways before proceeding.

Remain seated until the bus comes to a complete stop and the driver has opened the door. Leave the bus quickly and in a courteous manner.

Get on and off the bus at your regular designated stop. A written request from your parent or guardian to the principal must be presented before you may be allowed to get off at any other stop, or to ride other than your designated bus.

Observe all safety precautions as you travel from your bus stop to your home.

Discipline

Continued disorderly conduct or persistent refusal to submit to the authority of the bus driver is sufficient reason for a pupil to be denied transportation on a school bus. The school district may deny students bus transportation if these safety guidelines are violated.

Parents and guardians still have the legal responsibility to have their children attend school and must assume transportation responsibilities if the student is suspended from school bus transportation.

BOCES Bus

If a student is suspended from morning and afternoon buses, he/she will still be allowed to ride the BOCES bus. If a student is suspended from the BOCES bus, the nature of the incident will determine if he/she is also suspended from the morning and afternoon buses.

Academics - After School Bus

The bus departs at 4:00 PM. Students who require transportation home after academic remediation must have a bus pass to ride. Other students who are staying after school to work independently with teachers, or are in after school detention, will receive a bus pass. All other students will be **unable** to ride the bus unless approved by the principal.

Sports Buses

If a student athlete is suspended from regular morning and afternoon buses, he/she will still be allowed to ride the bus.

Field Trips

1. Chaperones should discuss their seating arrangements with the driver.
2. Chaperones should report promptly to the bus driver any damage done to the bus. Persons causing damage will be expected to cover the full cost of repairs.
3. Bus rules for morning and afternoon buses apply.
4. The chaperone and bus personnel have a mutual responsibility to report any infractions to the principal and transportation supervisor.
5. Use or possession of alcohol or controlled substances is prohibited. Violators will be dealt with upon returning to school, through district discipline procedures.
6. Cheering and singing will be permitted as long as it is at a reasonable level, and not offensive to others

Regulations

Eating on the Bus

New York State Regulations prohibit any eating on the bus while in motion. (Section 721.21(e) Regulations of the Commissioner of the Department of Transportation.) If a group wishes to stop to eat at a restaurant, prior approval must be obtained from the supervisor of transportation, and where applicable, from the athletic director. If a group wants to pack a lunch to eat at their destination or at an alternative location along the way, they may do so with the following provisions:

1. Have prior approval with the supervisor of transportation, building principal, and/or athletic director.
2. No glass containers will be allowed on the bus, baggage compartment located under the bus.
3. Food packed in coolers or boxes will be transported in the baggage compartment located under the bus.
4. If more than one bus is on the trip, they will all stop, or come directly home.

If food and/or beverages are to be eaten on the bus (only when the bus is parked off the road), the transportation request should include a request for such permission and be approved by the transportation supervisor.

Students are responsible for cleaning the bus of all food, beverages, and containers. Chaperones, coaches, and teachers are responsible for ensuring that students clean the bus.

Destruction or damage to a school bus or student property could result in suspension of bus privileges and restitution for damages.

Use of Video Cameras on School Buses

Video cameras will be used on school buses to monitor student behavior, in accordance with Board of Education Policy.

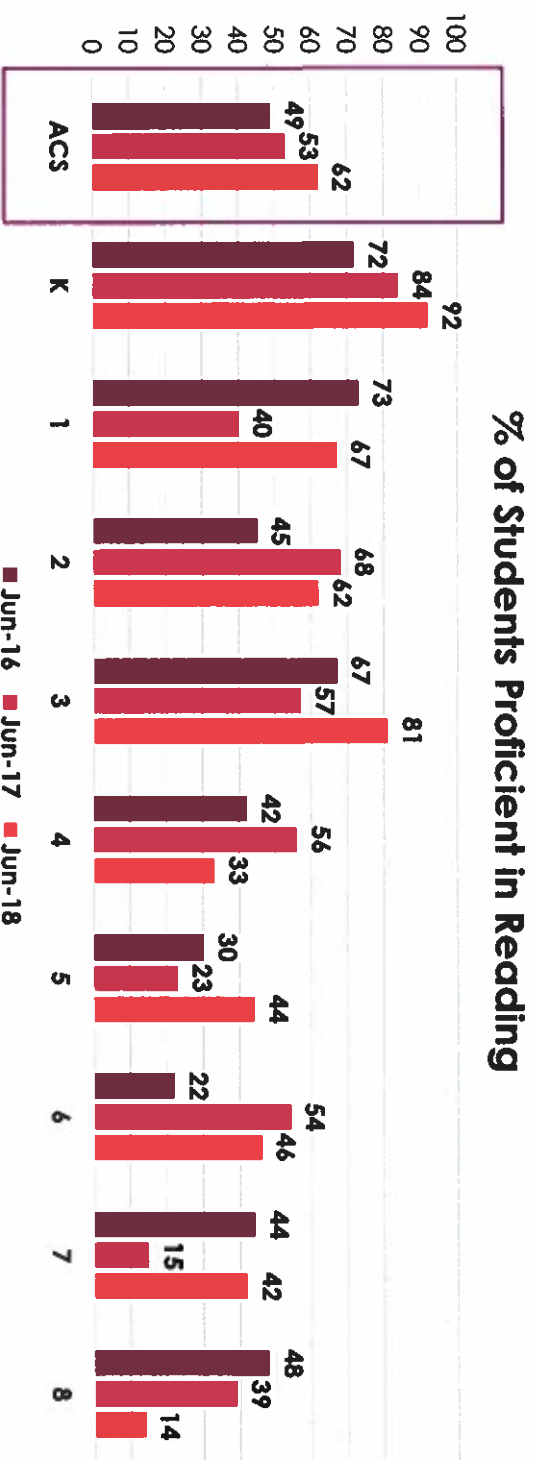
Data Analysis 2016 - 2018

KATHRYN SLAVINSKI

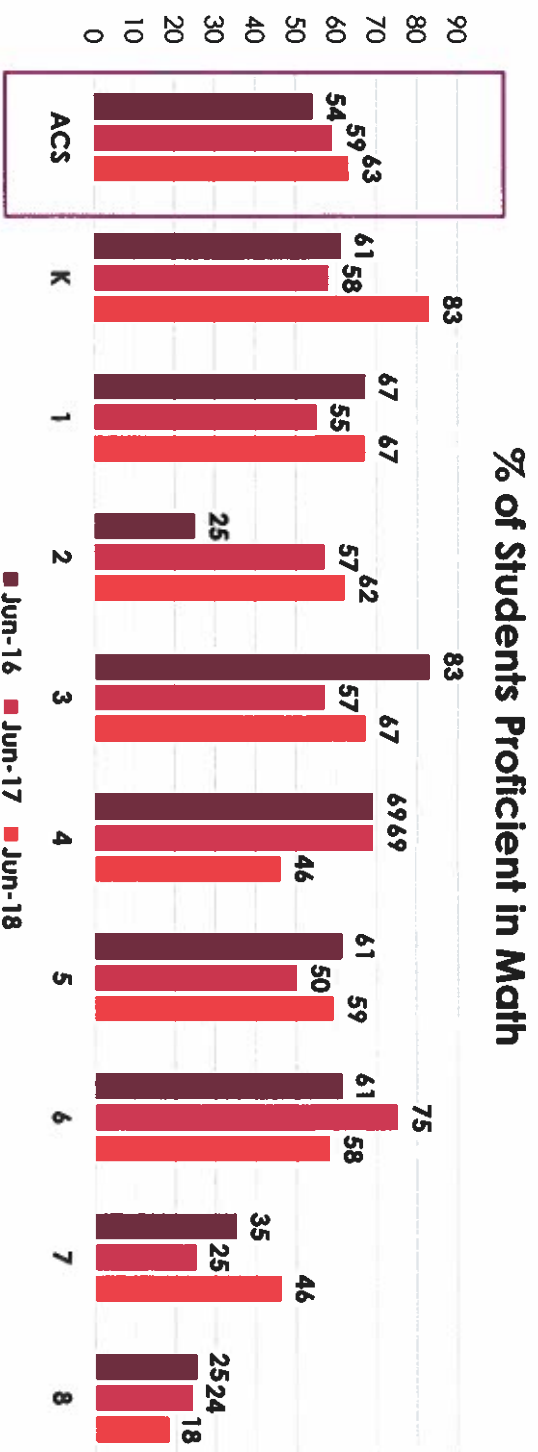
DIRECTOR OF CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT; CIO

7/23/18 BOE MEETING

% of students Proficient in Reading over the past 3 years

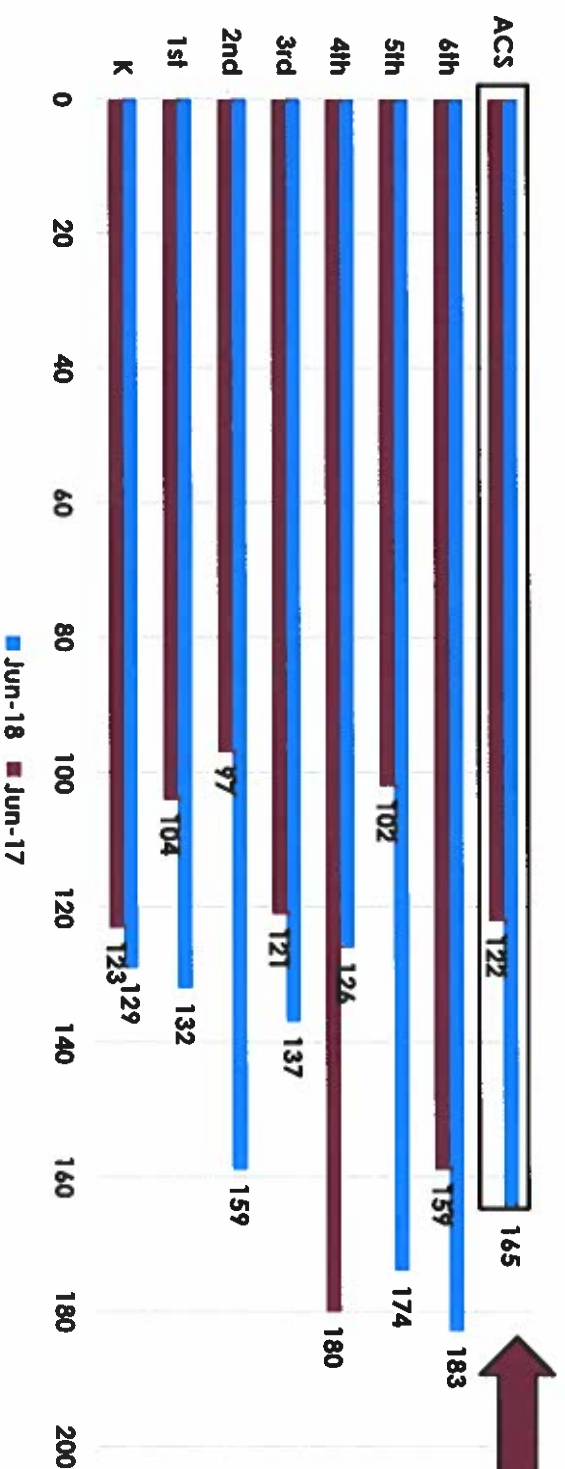


% of students Proficient in Math over the past 3 years



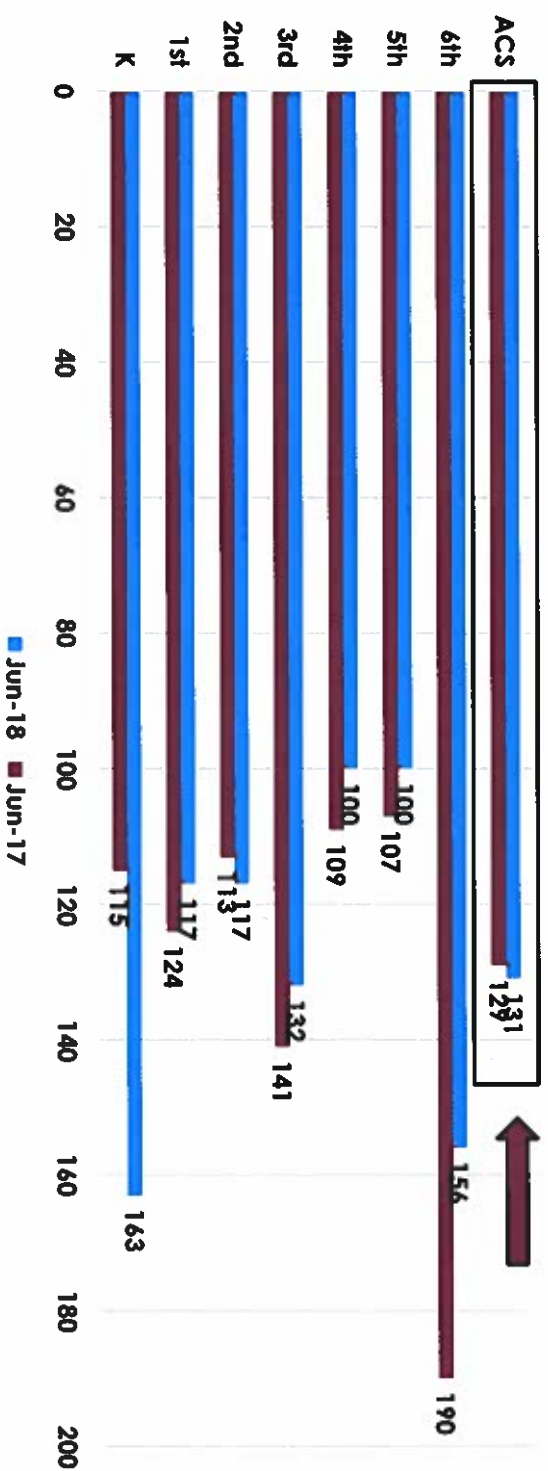
% of targeted growth meet this year Reading

4

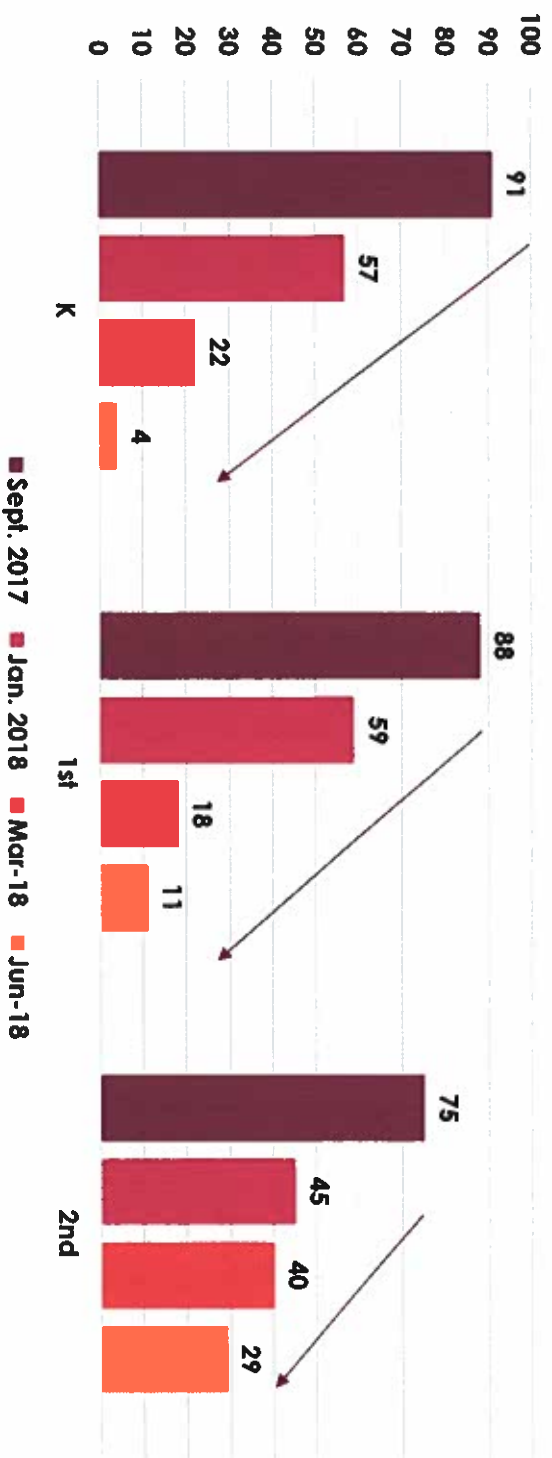


% of targeted growth meet this year

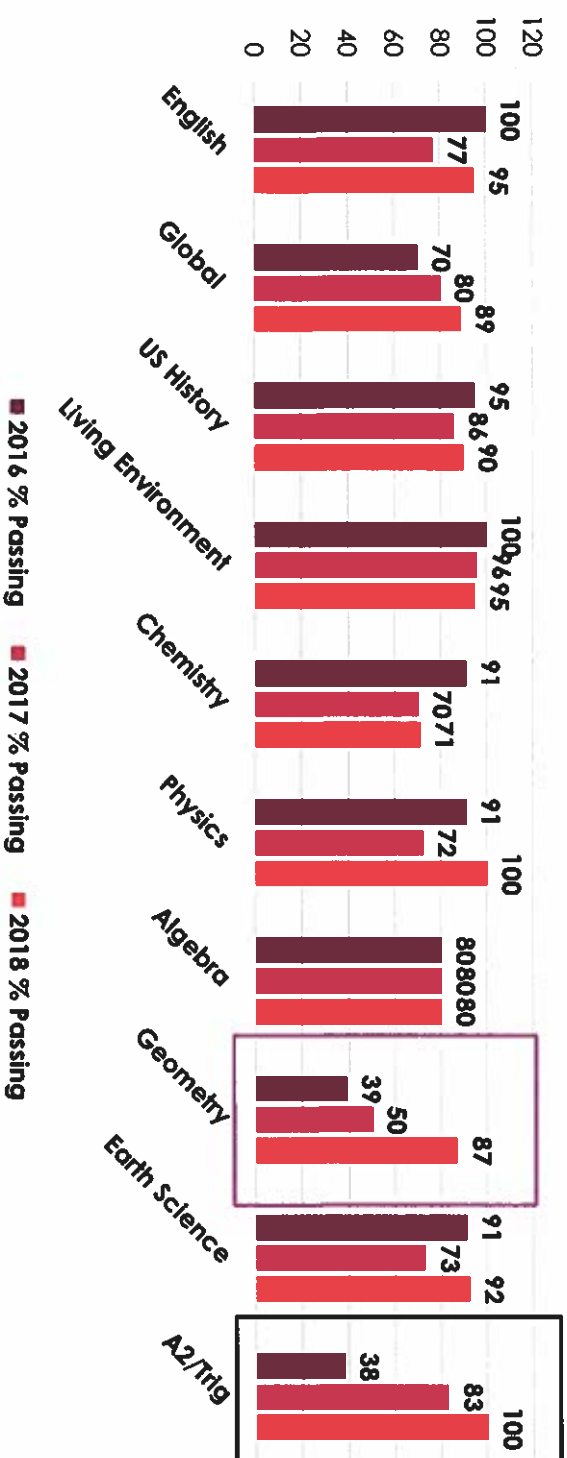
Math



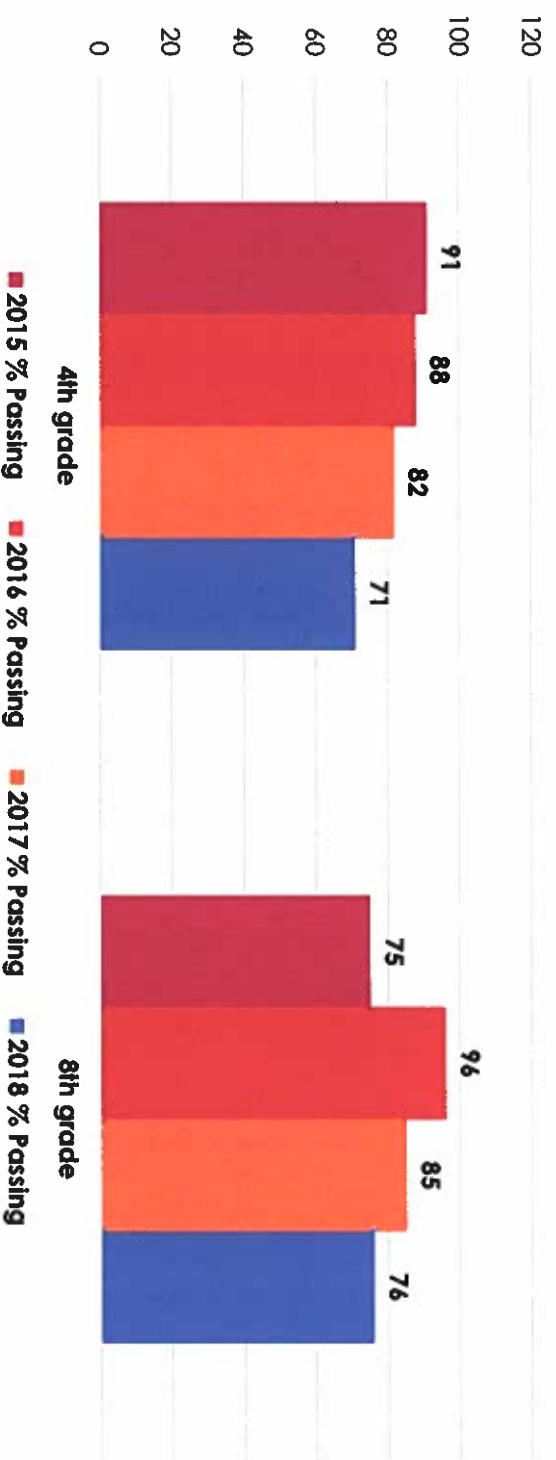
Phonics 2017 - 2018 (with O-G implementation) % of students below grade level



2016 - 2018 NYS Regents Results



2015-2018 4th and 8th grade NYS Science Results



Looking Forward...

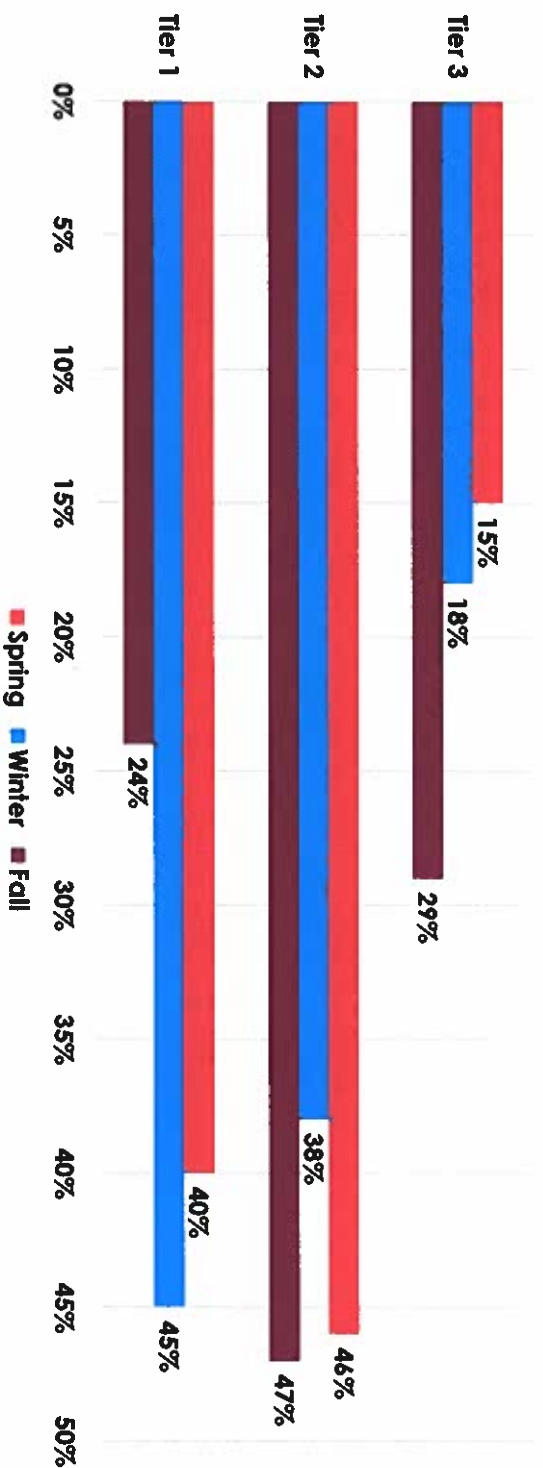
Plans for 2018-2019

9

- ▶ Continue AIS/Remedial groups designed with flexible and fluid groups placement appropriate to meet individual needs
- ▶ Continue Phonics taught whole group at the K-2 level
- ▶ Continue RtI model & WIN model:
 - ▶ Continue 4 diagnostics from IReady K-8
 - ▶ Implement Standards Mastery Pre/Post assessment
- ▶ Continue 5-8 (middle school) bi-monthly meetings
- ▶ Focus District wide on Literacy with support from School Rise:
 - ▶ Create Identity Statement for District
 - ▶ Create staircase curriculum that is vertically aligned
 - ▶ Continue PLC meetings as well as monthly TLT meetings
- ▶ Focus on Improving Science student achievement
 - ▶ Implement STEM K-6 classes
 - ▶ Implement new Next Generation Standards
 - ▶ Mentor and provide PD on curriculum & instruction for all new teachers monthly
- ▶ Continue SOAR after school program K-8
- ▶ Continue tutoring after school for all grades
- ▶ Implement new Prek curriculum

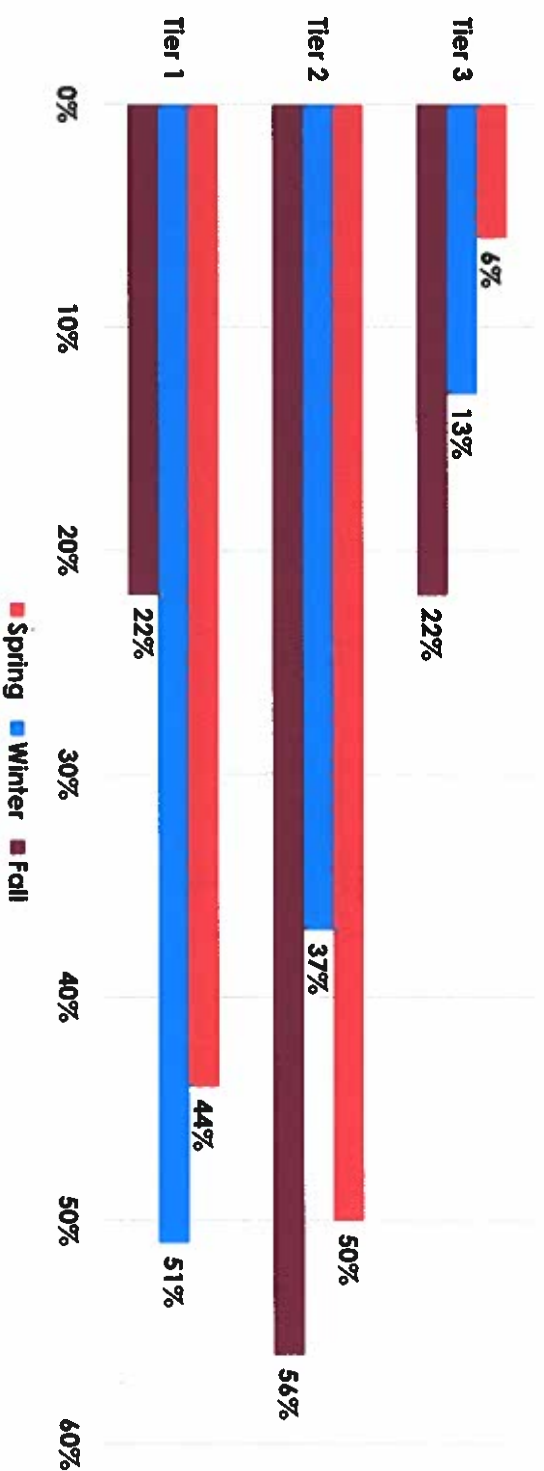
Response to Intervention Growth

iReady Reading 2017-2018



Response to Intervention Growth

iReady Math 2017-2018



2016-2018 Data Analysis Presentation Key Points

Slide 2: Reading Proficiency Summary:

- 13% increase over 3 years
- Greatest growth is 24% over 3 years

Slide 3: Math Proficiency Summary:

- 9% increase of over 3 years
- Greatest growth is 22% over 3 years

Slide 4: Reading Targeted Growth:

- 165% of targeted growth met, which is up 43% from last year
- Greatest target growth made was 72%

Slide 5: Math Targeted Growth:

- 131% of targeted growth met, which is up
- Greatest target growth made was 48%

Slide 6: OG % of students below grade level:

- Greatest % for closing the gap is 87%
- Only 15% of K-2 students are below grade level

Slide 7: NYS Regents results:

- Geometry increase by 48% and Trig increased by 62%
- Global increased by 19% with a new regents
- Average of 90% passing rate across all regents
- 50% of our regents tests improved

ANDOVER CENTRAL SCHOOL
BOARD OF EDUCATION

DATE: 7-9-18

PLACE: Room 103

TYPE: Reorganizational & Regular

MEMBERS PRESENT: Michele Calladine, Dawn Niedermaier, Brian Perkins & Patrick Howland

MEMBERS ABSENT: Cindy Baker

OTHERS PRESENT: Lawrence Spangenburg, Jennifer Joyce, Jon Morris

Jamie Coyle, District Clerk, called the meeting to order at 6:30 PM.

Oath of office given to new Board Member Dawn Niedermaier.

Oath of office given to the Superintendent, Lawrence E. Spangenburg

CALL TO ORDER – District Clerk
Action Items

Nominations for the Office of **Board President** are now open.

Board President elect

Cindy Baker was nominated by Patrick Howland and seconded by **Cindy Baker**
Michele Calladine.

No further nominations were made.

Clerk moves that nominations be closed.

Poll vote called for by the Clerk. Poll vote for Monica Dean.

Michele Calladine ☒ Yes ☐ No

Dawn Niedermaier ☒ Yes ☐ No

Patrick Howland ☒ Yes ☐ No

Brian Perkins ☒ Yes ☐ No

Cindy Baker appointed President of Board of Education.

Nominations for the office of **Board Vice-President** are now open.

Board VP elect

Michele Calladine was nominated by Brian Perkins and seconded by **Michele Calladine**
Patrick Howland.

No further nominations were made.

Jamie Coyle, Board District Clerk moves that nominations be closed.

Poll vote called for by District Clerk. Poll vote for Michele Calladine.

Dawn Niedermaier ☒ Yes ☐ No

Patrick Howland ☒ Yes ☐ No

Michele Calladine Abstain

Brian Perkins ☒ Yes ☐ No

Michele Calladine appointed Vice -President of Board of Education.

Oath of office administered.

BOARD REORGANIZATIONAL ACTION FOR THE 2018-2019 SCHOOL YEAR:

1. Consideration of a motion to approve **Patrick Howland** as the **School Board/Teacher Staff Liaison**. Motion made by Brian Perkins and seconded by Dawn Niedermaier approving the School Board liaison. Passed by 3 votes of Yes. Patrick Howland - Abstain **School Board/Tchr Staff Liaison, Patrick Howland**
 2. Consideration of a motion to approve **Brian Perkins** as the **Allegany/Cattaraugus Association of School Boards Delegate**. Motion made by Dawn Niedermaier and seconded by Patrick Howland approving the School Boards Delegate. Passed by 3 votes of Yes. Brian Perkins - Abstain **School Boards delegate, Brian Perkins**
 3. Consideration of a motion to approve **Dawn Niedermaier** as the **Allegany/Cattaraugus Association of School Boards Alternate**. Motion made by Patrick Howland and seconded by Brian Perkins approving the School Boards Alternate. Passed by 3 votes of Yes. Dawn Niedermaier - Abstain **School Board Alternate, Dawn Niedermaier**
- Consideration of a motion to approve **voting by consensus** on action items **#4 through #65** for the 2018-2019 school year. Motion made by Brian Perkins and seconded by Patrick Howland. Passed by 4 votes of Yes **Consensus vote #4 - #65**
- Consideration of a motion **approving by consensus** the following appointments and authorizations (**#4 - #65**) for the 2018-2019 school year. Motion made by Patrick Howland and seconded by Brian Perkins approving the consensus vote. Passed by 4 votes of Yes. **Approve by Consensus #4 - #65**
4. **Jamie Coyle, District Clerk.**
Oath of office administered.
 5. **Candace Cornell, Deputy District Clerk.**
Oath of Office to be administered
 6. **Jennifer Joyce, District Treasurer.**
Oath of to be office administered.
 7. **Michele Brown, Tax Collector.**
Oath of office to be administered
 8. **Steuben Trust Co. of Andover, Deputy Tax Collector.**
 9. **Mary Lewis, Internal Claims Auditor.**
Oath of office to be administered

10. **Jon Morris, Attendance Officer.**
Oath of office administered
11. **Dr. Kassas, School Physician.**
12. **Richardson & Pullen, P.C., (David Pullen), Andover Central School District's Attorney.**
13. **Hodgson and Russ LLP as Special Council (Andrew Freedman).**
14. **Candace Cornell, Treasurer of Student Activities Accounts.**
15. **Jon Morris, to be Co-Signer on Student Activities Account Checks.**
16. **Raymond F. Wager, CPA, P.C. (a division of Mengel, Metzger Barr & Co. LLP), Independent Auditors.**
17. **Jamie Coyle, Records Access Officer.**
18. **Jennifer Joyce, Records Management Officer.**
19. **Andover Central School Audit Committee** consisting of all the members of the Andover Central Board of Education.
20. **Lawrence E. Spangenburg, Purchasing Agent.**
21. **Steuben Trust Company and Five Star Bank as official depositories.**
22. **Official depositories** to accept all checks, drafts and other orders with respect to all funds of the school district bearing the signature of or the facsimile signature of **Jennifer Joyce.**
23. **Regular Board Meetings** on the second and fourth Monday of each month at 6:30 PM (See supporting documents).
24. **Reorganizational Meeting** on July 8, 2019.
25. **The Spectator (formerly known as The Wellsville Daily Reporter)** as the official newspaper.
26. **Lawrence E. Spangenburg to certify payrolls.**
27. **Lawrence E. Spangenburg to approve conference, convention, workshop attendance.**
28. **Petty cash funds** of \$100.00 and authorize **Candace Cornell**, custodian for those funds.

29. **Lawrence E. Spangenburg to make transfers** up to \$20,000 between and within functional unit appropriations for teacher salaries and ordinary contingency expenses in accordance with the regulations of the Commissioner.
30. **Lawrence E. Spangenburg to serve as Local Education Authority** for state and federal funds.
31. **Blanket bond** for the following personnel: Superintendent, District Clerk, Tax Collector, District Treasurer, School Attorney, Internal Claims Auditor, Activity Account Treasurer.
32. **All existing policies** of the Board of Education be validated until rescinded or amended. The policies of the Board of Education are only the written policies that are in the policy book as of this time and the student handbooks are considered a policy by the Board.
33. **Mileage** at 54.5 cents (.545).
34. **CSE Chairperson – Jon Morris.**
35. **CPSE Chairperson – Jon Morris.**
36. **504 Chairperson – Jon Morris.**
37. **CSE members** (See supporting documents).
38. **CPSE members** (See supporting documents).
39. **List of Impartial Hearing Officers** as per state listing.
40. **List of 3020A Panel members** as per state listing.
41. **Jacob Bannerman, Title IX Officer.**
42. **Sheryl Dougherty, Title IX Officer.**
43. **Jennifer Joyce to invest idle funds.**
44. **Substitute Salary Lists July 1, 2018 and December 31, 2018.** (See supporting documents).
45. **Budget Calendar for School Year 2019-2020** (see supporting documents).
46. **Adult Education Instructors –**
Zachary Owen and Blair Buchholz.
47. **School Lunch Reviewing Official – Carol Richmond.**
48. **School Lunch Verification Official – Richard Gill.**

49. **School Lunch Hearing Official – Lawrence E. Spangenburg.**
50. **Copyright Officer – Jon Morris.**
51. **Designated Educational Official to receive court records and coordinate student's participation in programs (SAVE Legislation, Uniform Violence Reporting and NCLB) – Jon Morris.**
52. **School Pesticides Representative – Michael Hulse.**
53. **Toxic Substance Manager – Michael Hulse.**
54. **Michael Hulse, Asbestos Designee.**
55. **Homeless Children & Youth liaison – Suzanne Scott.**
56. **Chief Information Officer (CIO/DDC) – Kathryn Slavinski.**
57. **Dignity for All Students Act Coordinator (DASA) – Jon Morris.**
58. **Lead Evaluator for Teachers – Jon Morris.**
59. **Independent Evaluator for Teachers – Kathryn Slavinski.**
60. **Lead Evaluator for Principal – Lawrence E. Spangenburg.**
61. **A REVENUE ANTICIPATION NOTE RESOLUTION. DELEGATING POWER TO THE PRESIDENT OF THE BOARD OF EDUCATION TO AUTHORIZE, FROM TIME TO TIME AND YEAR TO YEAR, THE ISSUANCE AND SALE OF REVENUE ANTICIPATION NOTES OF THE ANDOVER CENTRAL SCHOOL DISTRICT, NEW YORK, IN ANTICIPATION OF THE COLLECTION OF REVENUES.**

To better provide for the accomplishment of the purposes and goals of the Andover School District, be it resolved by the Board of Education of the Andover Central School District, New York, as follows:

Section 1. The power to authorize, from time to time and year to year, the issuance and sale of revenue anticipation notes of the Andover Central School District, New York, including renewals thereof, in anticipation of the collection of revenues to be received by the School District as state aid from the State of New York, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, and of such form and content as may be determined by said President of the Board of Education in accordance with the Local Finance Law of the State of New York.

Section 2. It is hereby determined that any notes which may be issued by the School District pursuant to this resolution in anticipation of the collection of such revenues to be received by the School District from the State of New York for any given fiscal year shall be issued during such fiscal year or during the two weeks prior to the commencement of such fiscal year and otherwise in accordance with Section 25.00 of the Local Finance Law of the State of New York.

Section 3. The Vice President of the Board of Education or the District Clerk may execute such notes in place of the Board President if the Board President shall so designate.

Section 4. It is hereby determined and declared that it is the intent of this Board of Education that this resolution remain in full force and effect in perpetuity for the issuance of the aforesaid notes from year to year, until this resolution is modified, amended, rescinded, revoked or repealed by this Board.

Section 5. This resolution shall take effect immediately upon its adoption.

62. **Standard Work Day** (See attached).

63. **Lawrence E. Spangenburg as Notice of Claims Officer.**

64. **Lawrence E. Spangenburg** as delegate, and **Jennifer Joyce** as the alternate delegate, to the **Board of Directors of the Allegany Cattaraugus Schools Medical Health Plan** for the 2018 – 2019 fiscal year.

65. **Jennifer Joyce** as the delegate, and **Jamie Coyle** as the alternate delegate, to the **Workman's Compensation Board** for the 2018 – 2019 fiscal year.

66. Consideration of a motion to move to a regular Board of Education meeting at 6:36 pm. Motion made by Brian Perkins and seconded by Patrick Howland. Passed by 4 votes of Yes.

**Move to
Regular BOE Meeting**

PUBLIC COMMENTS - None

BOARD INFORMATION - None

BOARD DIALOGUE

Board Dialogue

1. Patrick Howland asked if the gate by the tennis courts has to be open during the 4th of July festivities. It gets very congested back there and he wasn't sure if it should be open for the public to park there, but maybe should only be used by emergency vehicles.

BOARD REGULAR ACTION

1. Consideration of a motion to accept the **Amended Agenda** dated July 9, 2018. Motion made by Dawn Niedermaier and seconded by Patrick Howland. Passed by 4 votes of Yes. **Amended Agenda 7/9/18**
2. Consideration of a motion to accept the **Minutes** of the Regular BOE meeting June 25, 2018. Motion made by Brian Perkins and seconded by Patrick Howland. Passed by 4 votes of Yes. **BOE Minutes 6/25/18**
3. Consideration of a motion to accept the **Warrant** dated June 16 – 30, 2018. Motion made by Patrick Howland and seconded by Brian Perkins. Passed by 3 votes of Yes. Dawn Niedermaier - Abstain **Warrant – June 16-30, 2018**
4. Consideration of a motion to accept the **Warrant F21C** dated June 16 – 30, 2018. Motion made by Patrick Howland and seconded by Brian Perkins. Passed by 4 votes of Yes. **Warrant F21C – June 16-30, 2018**
5. Consideration of a motion to approve the **compensation for Jamie Coyle, District Clerk in the amount of \$3,000** effective July 1, 2018 to June 30, 2019. Motion made by Dawn Niedermaier and seconded by Brian Perkins. Passed by 4 votes of Yes. **Jamie Coyle – 2018-2019 District Clerk compensation**
6. Consideration of a motion to approve the **compensation for Candace Cornell, Deputy District Clerk in the amount of \$1,500** effective July 1, 2018 to June 30, 2019. Motion made by Patrick Howland and seconded by Dawn Niedermaier. Passed by 4 votes of Yes. **Candace Cornell – 2018-2019 Deputy District Clerk compensation**
7. Consideration of a motion to appoint **Jennifer Joyce as Title I / Grants Coordinator** for the 2018 – 2019 school year as per the 2018 – 2019 Consolidated Application. Motion made by Brian Perkins and seconded by Patrick Howland. Passed by 4 votes of Yes. **Jennifer Joyce – 2018-2019 Title I / Grants Coordinator**
8. Consideration of a motion that **Steuben Trust Company and Five Star Bank, as Official Depositories, have the following maximum amounts of allowable deposits:**

Steuben Trust Company -	\$15,000,000
Five Star Bank -	\$15,000,000

Steuben Trust/Five Star Bank Maximum Deposit Amounts
9. Consideration of a motion to **obsolete a Personal FM Audio Amplification System and donate it to Natalie Lamphier**. Motion made by Patrick Howland and seconded by Brian Perkins. Passed by 4 votes of Yes. **Obsolete – Personal FM Audio Amplification System & donate to Natalie Lamphier**

- | | |
|--|--|
| 10. Consideration of a motion to accept the Retirement Resignation letter from Harriet Gaylord, Bus Driver, effective June 30, 2018. Motion made by Dawn Niedermaier and seconded by Patrick Howland. Passed by 4 votes of Yes. | Retirement Resignation – Harriet Gaylord – effective 6-30-18 |
| 11. Consideration of a motion to accept the Resignation letter from Cassandra Lamphier, Special Education Department Chairperson, effective July 9, 2018. Motion made by Brian Perkins and seconded by Patrick Howland. Passed by 4 votes of Yes. | Resignation – Cassandra Lamphier – effective July 9, 2018 |
| 12. Consideration of a motion to obsolete the attached list of documents, cassettes, and VHS tapes. Motion made by Dawn Niedermaier and seconded by Brian Perkins. Passed by 4 votes of Yes. | Obsolete – documents, cassettes and VHS tapes |
| 13. Consideration of a motion to obsolete the attached list of computer software. Motion made by Dawn Niedermaier and seconded by Patrick Howland. Passed by 4 votes of Yes | Obsolete – computer software |
| 14. Consideration of a motion to accept the Resignation letter from Valarie Gregory, Bus Driver, effective June 29, 2018. Motion made by Brian Perkins and seconded by Dawn Niedermaier. Passed by 4 votes of Yes. | Resignation letter – Valarie Gregory – effective June 29, 2018 |
| 15. Consideration of a motion to approve Valarie Gregory as a substitute bus driver for the 2018 – 2019 school year. Motion made by Patrick Howland and seconded by Brian Perkins. Passed by 4 votes of Yes. | Valarie Gregory – substitute bus driver 2018 – 2019 school year |
| 16. Consideration of a motion to adjourn at 6:48 pm. Motion made by Dawn Niedermaier and seconded by Brian Perkins. Passed by 4 votes of Yes. | Adjourn |

Jamie H. Coyle, District Clerk

ANDOVER CSD

Check Warrant Report For A - 52: 6/29/18 - 6/30-18 GEN. FUND JUNE 2017 - 2018 For Dates
6/29/2018 - 6/30/2018



Check #	Check Date	Vendor ID	Vendor Name	Check Description	PO Number	Check Amount
161211	06/29/2018	738	ACS CAFETERIA	PRE K SNACKS	1701005	174.08
161212	06/29/2018	738	ACS CAFETERIA	SENIOR BANQUET & GRADUATION REFRESHMENTS	1701004	695.60
161213	06/29/2018	738	ACS CAFETERIA	EXCESS STUDENT DEBT	1701009	1,003.40
161214	06/29/2018	3785	BOKMAN OF WELLSVILLE	REPAIRS & PARTS	1700998	276.94
161215	06/29/2018	3376	CHAUTAUQUA TRANSPORTATION	19A TESTING & PHYSICAL PERFORMANCE TESTS	1701006	1,753.15
161216	06/29/2018	4435	DR. DEBORAH MARSHALL	CLINICAL SUPERVISION	1701001	150.00
161217	06/29/2018	3115	ENERGY ENTERPRISES INC	GAS REPORTING SERVICE - JUNE	1701002	295.00
161218	06/29/2018	2565	HERFF JONES INC	DIPLOMAS & COVERS	1700997	570.43
161219	06/29/2018	3562	HOYT PHOTOGRAPHY	GRADUATION PICTURE	1701003	100.00
161220	06/29/2018	4410	OLDS, SUE	MEALS REIMBURSEMENT		37.22
161221	06/29/2018	4010	P&A ADMINISTRATIVE SERV. INC.	MAY HRA	1700994	320.00
161222	06/29/2018	4010	P&A ADMINISTRATIVE SERV. INC.	MAY FSA	1700993	92.00
161223	06/29/2018	4010	P&A ADMINISTRATIVE SERV. INC.	JUNE HRA	1700996	320.00
161224	06/29/2018	4010	P&A ADMINISTRATIVE SERV. INC.	JUNE FSA	1700995	92.00
161225	06/29/2018	732	CAROL RICHMOND	REIMBURSE FOR SUPPLIES		30.85
161226	06/29/2018	2968	VERIZON	CELL PHONES	1701008	324.81
161227	06/29/2018	2006	BUS PARTS WAREHOUSE	GARAGE SUPPLIES	1701018	259.03
161228	06/29/2018	3557	GAYLORD CONSTRUCTION CO., LLC	DUGOUT PROJECT - ADDITIONS	1701021	20,880.00
161229	06/29/2018	4478	NYLIAC	SICK DAYS PAYOUT FOR K. STARKS		13,668.75
161230	06/29/2018	3573	OPPENHEIMER FUNDS	SICK DAYS PAYOUT FOR J. CLOSE		15,000.00

Number of Transactions: 20

Warrant Total: 56,043.26

Vendor Portion: 56,043.26

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 20 in number, in the total amount of \$56,043.26. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7/2/2018 Michelle L Brown Account Clerk
Date Signature Title