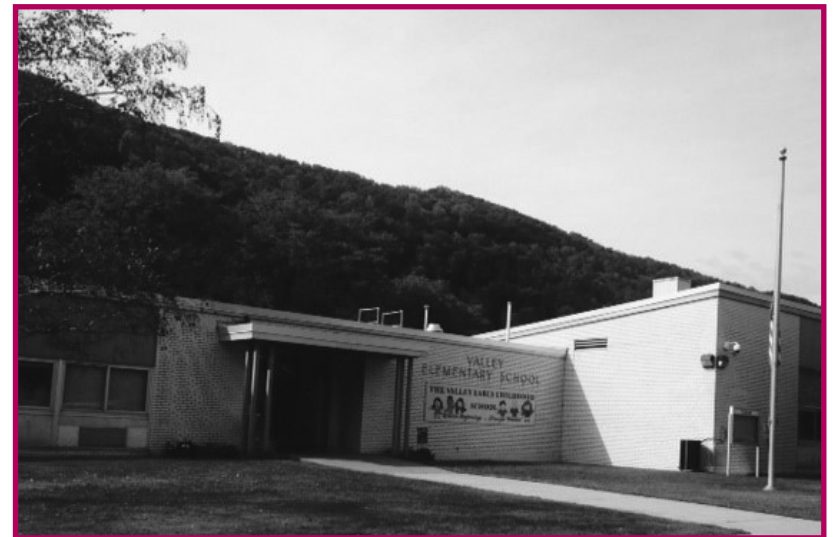


ADDISON CENTRAL SCHOOL DISTRICT



2022-2023 DISTRICT HANDBOOK/CALENDAR

Keeping it Positive: ACS – A Triple Threat

Dear School and Community Partners:

The first time I heard the phrase “triple threat” was when the movie *Grease* hit theaters and the co-stars were both considered triple threats...1) Acting, 2) Singing and 3) Dancing. Since then, the phrase has been used in the film industry, athletics and in the work place, using different attributes depending on the respective careers being referenced. A Baseball Triple Threat is strongly skilled in three areas: hitting for power, hitting for average and stealing bases. Likewise, a Triple Threat Publisher is strong in the areas of writing, editing and designing pages/page layout. Many believe ACS is also a triple threat with our quality programs, people and places. As we look deeper into each of these categories, here's a summary demonstrating what we offer our students.

- I) **Program** – Certainly we offer all the required and traditional courses needed for graduation, however, we also offer a wide variety of courses and programming at all levels. At the High School level, there are numerous electives in the areas of Art (Media Production, Photography and Digital Arts), Music (Voice, Guitar and Music Production), Technology (Manufacturing Systems, Intro to Engineering and Computer Applications), English (Journalism, Creative Writing and Drama), Science (Environmental Science, Horticulture and Current Events in Science), Driver's Education and Lifeguarding, to name a few. Our Vocational/Career and Technical Education (CTE) students also have a wide array of course and career opportunities at our BOCES campuses. A sampling of courses include: Animal Science, Auto Technology and Auto Body Repair, Building Construction (skilled trades), Cisco Networking Academy, Criminal Justice, Culinary Arts, Cosmetology, Digital Media Arts, Heavy Equipment and Welding/Machine Trades. Our college course offerings are extensive and provide a real opportunity for expanding learning, a jump start to earning college credits and significant cost savings by reducing the amount of credits needed for a college degree. We also offer 15 ACE classes tuition-free. Examples include: Public Speaking, English, Math (multiple courses), Music Theory, Essential Arts, Spanish, Environmental Science (AP), First Year Experience and Professionalism. A great opportunity for those who are college bound!

We offer expanded and varied programming at all grade levels, including educational field trips, both virtual and in-person, and Career Development Council age-appropriate educational experiences including field trips, guests speakers, career speakers, as well as job shadows and mock interviews (High School Level only). In addition, we offer numerous athletic and extra-curricular clubs and activities, along with summer programming both in-house and regionally.

Full day Pre-K educational programming taught by our well-trained certified and experienced staff of caring professionals is available for all 3 and 4 year-olds who reside in the District.

- II) **People** – Our students' education, school experience and ultimate success is our number one priority, and having quality staff at every level and in every position/area of school operations is critical. Our hiring practices ensure that we meet this priority.

Our goal is to hire, train and retain the absolute best and brightest people. This is an area in which we have worked hard and have refined our hiring process over the years to better attract and keep quality people. “Hiring tough” is a key and number one tenet in the overall process. Selecting and working with interview committees on their involvement in the process and defining roles and responsibilities is another key to the successful selection of candidates.

With our instructional staff, the District is working to develop guaranteed and viable curricula for all grade levels and courses using a proven curriculum development process, continuing to implement research and evidence based instructional strategies, develop and implement a balanced and coherent system of assessments, and support students with a multi-tiered system of supports and interventions. These efforts will be applied to academic and social-emotional areas and will be supported by the use of data, professional learning and technology. The primary focus for the 2022-23 school year will be on using the Understanding by Design (UbD) process to begin developing curricula and learning about and preparing to implement restorative practices in response to concerning student behaviors.

- III) **Places** – The term “places” references our buildings, learning spaces and facilities. There is a real and research-based connection between quality facilities and learning. These are also spaces that our staff and community spend many hours in as well. With a supportive community, we have been fortunate to upgrade the vast majority of our entire school district, indoors and out. Through our capital construction over the past 15 years, we have either newly built or completely renovated the following areas: all classrooms (upgraded teaching walls/technology), power, lighting, furniture, storage and security/communications; all large spaces including libraries, cafeterias, auditorium, gymnasiums, pool and office areas, along with building access and overall security.

As you can see, Addison CSD is a “triple threat” indeed. We invite and encourage all constituent groups, for the complete benefit of our students, to join us on the journey of keeping it positive – not perfect, but a continual focus on positivity.

Here's to a great 2022-23 school year!

Joseph DioGuardi
Superintendent of Schools

Addison Central School District Strategic Plan

Mission Statement

We will provide students with a safe, engaging, and challenging learning environment in order that they are prepared for success in a global society.

Vision Statement

In order to achieve our Mission, we will establish positive relationships within the school and community in order to provide superior, innovative educational opportunities that promote lifelong learning.



Core Value Statements

We believe:

- Students are the primary focus of all our efforts in and out of the classroom.
- A safe and secure learning environment (social, emotional and physical) is a right and a responsibility of all.
- Family, community and school partnerships are essential to student success and the development of citizenship.
- In the commitment to personal growth and lifelong learning through a persistent pursuit of individualized achievement for all students.
- Effective and respectful communications are critical to student success.

Goals

GOAL 1 – Enhanced Learning Outcomes: By June 2023, the academic program of the school district will be strengthened by increasing student learning of life skills, enhancing staffing levels, ensuring equal student access to the use of learning technologies, offering further-differentiated instructional strategies built upon the learning styles of students, and maximizing vocational as well as college-preparatory learning opportunities.

GOAL 2 – Enhanced Communications: By June 2023, District stakeholders will report positive views of the communications venues used by the District for student, parent, staff, and other District resident communications.

GOAL 3 – Student Development and Support Services: By June 2023, the Addison Central School District will have enhanced its student development and support services, resulting in the maintenance and improvement of the emotional health and academic performance of all students, grades Pre-K through twelve.

GOAL 4 – Non-Instructional Support Initiatives: By June 2023, the Addison Central School District will have maintained and improved the non-instructional support of its academic and co-curricular programs by the completion of safety and security activities, the continuation of the implementation and review of the long-range facilities plan, instituting improved human resources processes and procedures for all new and current staff and completing a full review of all Board of Education policies and Administrative Regulations.



Welcome to the Addison Central School District

Addison Central School serves approximately 1,100 students in one Pre-K school, one elementary school and one middle-high school building. Our staff is composed of approximately 131 full and part-time certificated employees and 113 support staff members. The administrative team includes the Superintendent, Director of Curriculum & Instruction, High School Principal, Middle School Principal, Elementary School Principal, Supervisor of Special Education and a Business Administrator. Our district strives to ensure the success of our students academically, as well as socially and emotionally.

The district is generally residential and agricultural. Settled in the late 1700s and early 1800s, the Addison area is comprised of rural communities that have maintained their charming identity and quaintness in the rolling hills of New York State's Southern Tier. The area is noted for its outdoor recreational opportunities, including hunting, fishing, camping and boating. There are several 18-hole golf courses nearby. Pinnacle State Park and forest preserves are within district

boundaries and NYS Finger Lakes are within reasonable proximity.

Major shopping areas are within a 40-minute drive in the greater Corning-Elmira area. The district is a short drive from the Corning Museum of Glass, one of New York State's largest tourist attractions. Many cultural opportunities are available in the Corning and Elmira areas.



The district continues to be financially stable, has employed sound fiscal policies, has greatly improved facilities and has systematically established and contributed to reserve funds for the future.



Several higher education institutions are nearby, including Cornell University, Ithaca College, Elmira College, Binghamton University, Corning Community College, Keuka College, Alfred University and Alfred State College.

Our proximity to scenic waterways, major interstate highways and regional airports add to the convenience of finding us, visiting us and living with us.



Our Schools

Grades 9–12

At the High School, we are committed to high academic achievement, a strong work ethic and good citizenship. Ultimately, it is our goal that all of our students will possess the needed skills for career and college readiness upon graduation. With a clear focus on instruction, assessment and student learning, excellence at all levels is at the heart of what our staff practices every day. Rigorous courses and intervention plans have been implemented to promote success for all students. The Board of Review process provides opportunities for students who struggle academically to consult with staff and implement additional academic supports. Refer to this calendar for the Board of Review dates for the 2022-23 school year. In addition to high academic expectations, high school students are also taught expectations of positive behavior that are emphasized through the teaching of Positive Behavior Intervention Support (PBIS) strategies. By being respectful, responsible and safe, as well as teaching attributes of good citizenship and having a strong work ethic, students learn the skills required to succeed in both career and college endeavors.

Students have many opportunities to challenge themselves academically at Addison High School through honors, ACE, AP and electives. In addition, Career and Technical Education programs through GST BOCES provide authentic learning experiences for those who prefer a more hands-on approach to learning. Enrichment programming related to topics such as character education, health and safety and teen-specific issues are offered as a component of the High School experience. At Addison High School, opportunities for success outside the classroom also are available. We typically offer numerous extracurricular activities including

athletics, clubs, organizations and public service groups. It is our goal to prepare our students for success upon graduation, and we will remain committed to that goal for each and every student that we serve.

Grades 6–8

The Addison Middle School's primary focus is its students, recognizing that students come to school with distinctive strengths, challenges and needs. Our goal is to provide an environment where students build on their personal strengths and continue to grow academically and emotionally. In the Middle School, students experience a wide range of subjects where teachers take into consideration the special developmental needs of early adolescence. We promote engagement in the learning process and personal connections to students, which makes the middle school a community of learners who are connected to one another.

The Middle School is committed to making decisions that are in the best interest of the Addison middle level learners, striving to ensure safety while promoting self-discipline and a strong work ethic. The Middle School joins the parents and community to assist students in developing skills to contribute responsibly in our community, striving to create life-long global citizens.

Grades K–5

The Tuscarora Elementary school is committed to the lifelong success of every child. We encourage all students to think, act, perform and learn to their greatest potential. Our students at all grade levels and classes are involved in a variety of learning experiences and activities designed to create engagement in learning. We promote strong, healthy

and positive relationships, and maintain a culture of high expectations so each student can be prepared for the academic challenges ahead of them, as well as have the skills required for work and life. We follow the Knight's Honor Code and emphasize behavioral expectations through our Positive Behavior Intervention Support (PBIS) strategies and events throughout the school year.

Tuscarora Elementary aligns all we do through a variety of instructional practices, events and assemblies encompassing all of our positive belief systems, citizenship and a strong work ethic. Tuscarora Elementary continues to build on a solid foundation of Knight Pride.

Grade PK

The Valley Early Childhood School is committed to a strong foundation for our youngest Knights. District three- and four-year-old children have the opportunity to attend a full-day program in a socially and developmentally-appropriate educational setting. In collaboration with ProAction HeadStart, we operate a strong academically-based program that prepares every child to meet the needs of being school ready.

This program is free of charge to residents of our district, has transportation shuttles from various locations and has certified teachers in every classroom. The Jennie Mose Family Resource Center, Headstart, Early Headstart and Early Intervention, as well as the Addison Central School District administration and staff strongly support programming and events for our preschoolers. For more information call Tanya Loomis at 695-2636.

The Board of Education

The Board of Education consists of seven members who are elected to serve five-year terms of office without pay. The Board has legal responsibility for the operation of the entire district. The Board establishes the policies under which the school district operates. The Superintendent of Schools is responsible for administering the school program within the context of these policies.

Board of Education meetings are generally held on the second and fourth Tuesday of each month. The meetings are usually held in the high school cafeteria. The second Tuesday of each month is a work session, at which the Board receives reports and studies issues related to District operations. The fourth Tuesday of each

month is the regular business meeting. The agenda at this meeting includes items that require official action by the Board of Education, as well as recognitions. Both the work session and business meeting include a public forum, a way to communicate with the Board about agenda items. Announcements of Board of Education meetings can be found in the *Addison Post*, *The Leader* and on the district website at www.addisoncsd.org. The Board of Education encourages public attendance at all meetings.

Any voter of the district may be a candidate for the Board in the spring by submitting a petition signed by at least 25 district voters and have filed it with the District Clerk 30 days before the Board of Education election.

The 2022-23 Board of Education Members are:

President

John Stierly III

Vice President

Alan Specht

Trustees

Jerred Dennis • Deborah Finamore-Flint • James Mitchell • Kim Rayeski • Marty Wheeler



School Tax Information

For information on school taxes:

- Go to www.addisoncsd.org
- Click on "District" > "Business/Financial Office" > then on "Addison School Taxes"
- Click on how you wish to access the information. Options are to choose by Owner's Last Name, Tax Map Number, Street Address or by Bill Number.



District website: www.addisoncsd.org

District Information

Superintendent's Office

7 Cleveland Drive, Suite 101

Addison, New York 14801

Phone: 607-359-2244

Fax: 607-359-4480

Hours of Operation: 7:00 a.m.–3:30 p.m.

Superintendent: Joseph DioGuardi

Administrative Assistant to the

Superintendent and District Clerk:

Kristie Mather

Business Office

7 Cleveland Drive, Suite 101

Addison, New York 14801

Phone: 607-359-2245

Fax: 607-359-4480

Hours of Operation: 7:30 a.m.–4:00 p.m.

Business Administrator: Rich Everly

Administrative Assistant: Catie Swarts

Co-District Treasurer: Patty Bilinski

Grants Coordinator: Emily Wright



Food Service Department

1 Colwell Street

Addison, New York 14801

Phone: 607-359-1113 or 607-359-1124

Fax: 607-359-2226

Hours of Operation: 6:30 a.m.–3:00 p.m.

Food Service Manager: Pamela Drumm

Food Service Assistant Manager:

Julie Mitchell

Office of Curriculum & Instruction

7 Cleveland Drive, Suite 101

Addison, New York 14801

Phone: 607-359-2090

Fax: 607-359-4480

Hours of Operation: 7:00 a.m.–3:30 p.m.

Director of Curriculum & Instruction:

Jim Peiffer

Administrative Assistant: Elisabeth Newell

Director of Technology: Heidi VanWoert

Phone: 607-359-1231

Transportation Department

14 Cleveland Drive

Addison, New York 14801

Phone: 607-359-2415

Fax: 607-359-2458

Hours of Operation: 6:00 a.m.–4:15 p.m.

Director of Transportation: Leo Eldridge

Director of Transportation Clerk:

Kathryn Martin

Head Bus Driver/Mechanic: Christopher Goll

Buildings & Grounds Department

7787 State Route 417

Addison, New York 14801

Phone: 607-359-3306

Fax: 607-359-3228

Hours of Operation: 7:00 a.m.–4:00 p.m.

Director of School Facilities: James Smith

Shipping /Receiving & Records:

Kelly Maricle

Phone: 607-359-2031



Building Information

Tuscarora Elementary School (Grades K – 5)

7 Cleveland Drive

Addison, New York 14801

Phone: 607-359-2261

Fax: 607-359-4507

Hours of Operation: 7:00 a.m.-4:15 p.m.

Morning Supervision: 7:30-8:00 a.m.

School Hours: 8:00 a.m.-2:30 p.m.

Elementary School Principal: Georgia Weed

Elementary Dean of Students:

Alisha Jack

K-12 Social Worker: Brittany White

Elementary School Counselor: Mina Barron

Health Office: Jessica Robie, RN; Lisa Housel, LPN

Main Office: Lynda McNeill

Laura Fenton

Registrar: Nicole Monroe



Valley Early Childhood School

(PK 3-4 Year Olds)

“Greater Beginnings-Stronger Finishes”

6786 County Route 119

Cameron Mills, New York 14820

Phone: 607-695-2636

Fax: 607-695-2429

Hours of Operation: 7:30 a.m.-3:30 p.m.

School Hours: 8:40 a.m.-1:40 p.m.

Valley Principal: Tanya Loomis

Secretary: Annette Buckley

Head Teachers: Teresa Duell & Allison Beaver

Nurse: Deborah Bump-Brown, RN

Jennie Mose Family Resource Center

14 South Street

Addison, NY 14801

Phone: 359-3839

Parent Center Director: Krista Lovell

Middle School (Grades 6-8)

1 Colwell Street

Addison, New York 14801

Phone: 607-359-1114

Fax: 607-359-3443

Hours of Operation: 7:00 a.m.-4:00 p.m.

School Hours: 8:00 a.m.-2:50 p.m.

After School AIS: 3:00 p.m.-4:30 p.m.

Middle School Principal: Kris Benton

Secondary Dean of Students: Jana Reidy

Middle School Secretary: Tina Dickerson

Middle School Counselor: Allison VanSant

Nurse: Lenora Stuart, RN

High School (Grades 9-12)

1 Colwell Street

Addison, New York 14801

Phone: 607-359-2241

Fax: 607-359-3443

Hours of Operation: 7:00 a.m.-4:00 p.m.

School Hours: 8:00 a.m.-2:50 p.m.

After School AIS: 3:00 p.m.-4:30 p.m.

High School Principal: Christine Gill

Title IX Officers: Tanya Loomis &

Rich Everly

Secondary Dean of Students: Jana Reidy

High School Secretaries: Jodi Mayo &

Alicia Perkins

High School Counselors: Mary Clark &

Jill Winkky

Guidance Secretary (Grades 9-12):

Samantha Havens

Nurse: Jennifer Noto, LPN

Supervisor of Special Education: Tanya Loomis

CSE Secretary: Annette Buckley

CSE and CPSE Chairperson: Tanya Loomis

6786 County Route 119

Cameron Mills, New York 14820

Phone: 607-359-1111

Fax: 607-359-2067

Dignity for All Students Coordinators:

Jana Reidy, Alisha Jack, Mina Barron & Tanya Loomis

Who Should I Contact?

We are committed to continuous improvement in effective communication and have developed this chart to help you determine who would be the appropriate staff member to best answer your questions or concerns (all numbers are in the 607 area code):

Topic	1st Contact	2nd Contact
Any issue regarding a student's academic progress in a class	Teacher of that particular class: Tuscarora: 359-2261 Middle School: 359-1114 Valley: 695-2636 High School: 359-2241	Valley Principal - 695-2636 Elementary Principal - 359-2261 Middle School Principal - 359-1114 High School Principal - 359-2241
Any issue regarding busing or transportation	District Transportation Department 359-2415	School Business Official 359-2245
Any issue regarding food service or student lunch accounts	Food Service Department 359-1113 or 359-1124	School Business Official 359-2245
Any issue regarding student attendance	Elementary School Nurse Tuscarora: 359-2261 Valley: 695-2636 Middle School: 359-1114 High School Attendance Office: 359-1101	Particular School's Main Office Tuscarora: 359-2261 Middle School: 359-1114 Valley: 695-2636 High School: 359-2241
Concerns about social, emotional, development or medical issues regarding your student	School Social Worker or School Nurse Tuscarora: 359-2261 Middle School: 359-1114 Valley: 695-2636 High School: 359-1101	Particular School's Main Office Tuscarora: 359-2261 Middle School: 359-1114 Valley: 695-2636 High School: 359-2241
Any issue regarding special education services	District Special Education Office 359-1111	Elementary Principal - 359-2261 Middle School Principal - 359-1114 High School Principal - 359-2241
Any issue relating to technology	Director of Technology – 359-1231	Particular School's Main Office Tuscarora: 359-2261 Middle School: 359-1114 Valley: 695-2636 High School: 359-2241
Any issue regarding athletics	Coach for that particular sport	District Athletic Director - 359-1166
Any issue regarding extra-curricular activities or clubs	Club Advisor	Elementary Principal - 359-2261 Middle School Principal - 359-1114 High School Principal - 359-2241
Use of any District facility	Director of School Facilities - 359-3306	Elementary Principal - 359-2261 Middle School Principal - 359-1114 High School Principal - 359-2241
Any issue regarding the school calendar	Particular School's Main Office	Elementary Principal - 359-2261 Middle School Principal - 359-1114 High School Principal - 359-2241
Any issue regarding Board of Education Policy	District Clerk - 359-2244	Superintendent 359-2244

Important Dates to Remember

SEPTEMBER				
Mon	Tues	Wed	Thur	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER				
Mon	Tues	Wed	Thur	Fri
3	4	5	6	7 *
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

NOVEMBER				
Mon	Tues	Wed	Thur	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21 **	22	23	24	25
28	29	30		

DECEMBER				
Mon	Tues	Wed	Thur	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JANUARY				
Mon	Tues	Wed	Thur	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24 R	25 R	26 R	27 R
30	31			

FEBRUARY				
Mon	Tues	Wed	Thur	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

MARCH				
Mon	Tues	Wed	Thur	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

APRIL				
Mon	Tues	Wed	Thur	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MAY				
Mon	Tues	Wed	Thur	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JUNE				
Mon	Tues	Wed	Thur	Fri
			1	2
5	6	7	8	9
12	13	14 R	15 R	16 R
19	20 R	21 R	22 R	23 R
26	27	28	29	30

Important Information	
September 6, 2022	School starts for all students
Holidays - School NOT in session	
September 5, 2022	Labor Day
October 10, 2022	Columbus Day
November 11, 2022	Veterans Day
November 23-25, 2022	Thanksgiving Recess
Dec. 22, 2022-Jan. 2, 2023	Winter Recess
January 16, 2023	Martin Luther King Jr. Day
February 20-24, 2023	Mid-Winter Recess
April 3-7, 2023	Spring Recess
May 29, 2023	Memorial Day
June 19, 2023	Juneteenth

Conference Days - Students NOT in session	
September 1, 2022	Conference Day
September 2, 2022	Conference Day
January 30, 2023	Conference Day
March 20, 2023	Conference Day

*Emergency Early Release Day	
October 7, 2022 will be the emergency early release day.	
Students will be dismissed early.	

Half Day Sessions - Staff Development - Early Dismissal	
October 14, 2022	Staff Development (PK-12)
January 27, 2023	Staff Development (PK-12)
May 5, 2023	Staff Development (PK-12)

Half Day Sessions - Parent Teacher Conferences - Early Dismissal	
Conferences will be in the afternoon	
November 18, 2022	Parent Teacher Conferences (K-12)
November 22, 2022	Parent Teacher Conferences (K-12)
November 22, 2022	VALLEY - NO SCHOOL

**Parent Teacher Conferences - Evening Session	
November 21, 2022	Parent Teacher Conferences (Pre K-12)
**conferences will be held from 4:30pm to 7:30pm	

Snow/Emergency Day(s)	Unused Dates Granted Back (dates in the order listed below).
Used	
0	→ May 19, 2023 & May 26, 2023
1 or 2	→ May 26, 2023
3 or more	→ No additional days granted

Last Day for Elementary Students - June 23, 2023	
Graduation - June 23, 2023	
Number of Days School is in Session	
September.....19 + 2	February.....15
October.....20	March.....22 + 1
November.....18	April.....15
December.....15	May.....22
January.....19 + 1	June.....16
Total: 91 + 3	Total: 90 + 1
Total: 181 + 4 = 185	

Note! If we use more than five (5) emergency closing days, additional in-session school days will be made up on April 6 & April 5, 2023 - used in that order if necessary.	
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New York State Learning Standards

Parents across New York want to know more about the New York State Learning Standards. Below you will find information about the standards.

The NEXT Generation Standards aim to reimagine the educational framework for English language arts and mathematics, with the goal of better supporting educators in their instructional practice and to provide additional guidance on achieving a vision of 21st century literacy. The standards were designed to guide the teaching and learning of all students in our state's schools and are the result of collaborative and deliberate efforts between a diverse range of instructional experts, school leaders and parents. It is the intention of the Board of Regents that these standards serve the intended function in our schools: preparing our students to become lifelong learners and thinkers, as well as active participants in civil, community and professional endeavors.

NEXT Generation English Language Arts Standards

The committees substantially revised the ELA standards across all grade levels to reduce repetition of standards and to ensure clarity, appropriateness and vertical alignment.

Significant changes to the ELA standards include:

- Adding Lifelong Practices of Readers and Writers to ensure students become lifelong learners who can effectively communicate.
- Merging the Reading for Information and Reading for Literature Standards to reduce repetitive standards, streamline classroom instruction and curriculum development,

and ensure a healthy balance of both types of reading across all grades.

- Convening the New York State Early Learning Task Force to discuss concerns around the Prekindergarten-2 grades, including standards, program decisions, social emotional needs and how the content areas/domains work together in the early grades.
- Revising the Grade-Level Reading Expectations for Text Complexity to provide expectations over multiple grades and add a section about text complexity for each grade.
- Revising the Writing Standards so they are more user-friendly for educators to use for curriculum and instruction.
- Reducing the Number of Anchor Standards from 34 to 28 based upon concerns from educators that the standards were too numerous and at times repetitive.
- Creating a NY-Specific Introduction on How to Use the Standards to help inform local curriculum and instruction.
- Ensuring Literacy is Included in the Content Areas.

NEXT Generation Mathematics Standards

Seven grade band/course subcommittees (Prekindergarten-Grade 2, Grades 3-5, Grades 6-8, Algebra I, Algebra II, Geometry and Plus Standards) comprised of New York State P-12 classroom teachers, special education teachers, English language learner teachers, parents, curriculum specialists, school administrators and college professors discussed and made

recommendations for possible revisions or additions to the standards.

Significant changes to the mathematics standards include:

- Moving Standards to Different Grade Levels to improve the focus of major content and skills for each grade-level and course; providing more time for students to develop deep levels of understanding of grade-level appropriate content.
- Providing for Students to Explore Standards to ensure standards are grade-level appropriate.
- Clarification of Standards so that educators, students and parents more clearly understand the expectation, without limiting instructional flexibility.
- Adding and Consolidating Standards to improve coherence, focus and reduce redundancy among grade levels.
- Maintaining the Rigor of the Standards by balancing the need for conceptual understanding, procedural skill and application.
- Creating a Glossary of Verbs associated with the mathematics standards.

Special Populations

Rigorous ELA and mathematics standards require the ongoing engagement of all stakeholders in work that promotes and expands academic opportunities for ELLs/MLLs and SWDs.

NEXT Generation Learning Standards, continued

Students with Disabilities and the Standards

It is essential that we have high expectations for students with disabilities in New York State (NYS). Students with disabilities must have opportunities to benefit from high quality instruction and to reach the same learning standards as all students. Under federal and state law, it is a fundamental right of students with disabilities to receive the same general education curriculum and content as all other students and to be provided appropriate services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual needs of students with disabilities so that they can gain knowledge and skills as well as demonstrate what they have learned.

New York State Social Studies Framework and Learning Standards

The New York State K-12 Social Studies Framework is designed to prepare students for college, careers, and civic life with courses that are rigorous and aligned to the New York State Learning Standards for Social Studies. The Framework is anchored in the New York State Standards for Literacy and Writing and New York State Learning Standards for Social Studies. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that every student across New York State is prepared to be an active and engaged citizen who is ready to pursue college or a career.

New York State has five specific content area standards for social studies, which are indicators of what students should learn and be able to do

upon completion of the K-12 Social Studies program:

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the

governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

What are Social Studies Practices?

The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. The Practices were created based on the existing New York State Social Studies Learning Standards, the National Geography Standards, the historical thinking skills articulated within the new Advanced Placement World History Curriculum Framework, the Disciplinary Tools of Dimension 2 of the C3 Framework, National Council for the Social Studies Standards, and Habits of the Mind published by the National Council for History Education. Social Studies Practices are identified for each of the grades K-8, and then for the high school, and are found in the Framework documents. These practices are organized under the following headings:

1. Gathering, Interpreting and Using Evidence
2. Chronological Reasoning and Causation
3. Comparison and Contextualization
4. Geographic Reasoning
5. Economics and Economic Systems
6. Civic Participation

What are Key Ideas?

Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade.

NEXT Generation Learning Standards, continued

Key Ideas are designed to address larger social studies perspectives, trends, and issues.

What are Conceptual Understandings?

Conceptual Understandings are more specific statements designed to support each Key Idea. Each Key Idea is comprised of approximately two to seven conceptual understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

What are Content Specifications?

Content specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding.

New York State Science Learning Standards (NYSSLS)

New York State adopted the New York State Science Learning Standards (NYSSLS) in 2016, and is in the final years of fully implementing these performance expectations. The NYSSLS are based on the Framework for K–12 Science Education developed by the National Research Council, the Next Generation Science Standards, as well as guiding documents grounded in best practices and the most current research in science and scientific learning.

What is different about these performance expectations? These standards reflect the importance of every student’s engagement with natural scientific phenomenon. They incorporate the three dimensions of learning: Disciplinary Core Ideas (science content), Science and

Engineering Practices (how we investigate scientific concepts), and Crosscutting Concepts (the lens with which we view our learning, and the thinking about and connections we make with our learning). In other words, students are no longer learning about science, they are doing science and conducting the investigations themselves!

The Disciplinary Core Ideas are built on the notion of learning as a developmental progression. They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. Each of the four scientific domains (physical sciences, life sciences, earth and space sciences, and engineering are infused throughout the grade levels.

Science and Engineering Practices are the major practices that scientists employ as they investigate and build models and theories about the world as well as a key set of engineering practices that engineers use as they design and build systems. Students will use all eight of the practices at various times in their investigations.

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They help students organize their thinking and deepen their understanding of phenomena by recognizing relationships that exist in the world around them. The seven concepts are listed below.

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

More information on the NYSSLS can be found by visiting the New York State Education Department’s website.



Elementary and Secondary Education Act (ESEA) Reauthorization/ Every Student Succeeds Act (ESSA) & Title I Information

NYS has adopted the Every Student Succeeds Act (ESSA, formerly NCLB). This act establishes the following provisions:

- Standards must be aligned to college and career/technical education standards
- Standards must include no less than three levels of achievement
- Standards must include English language performance standards that assess the proficiency levels of English learners
- Standards do not have to be Common Core Learning Standards

Title I: Title I is a federal program that provides funding to schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free or reduced-price lunch program.

The purpose of Title I is to assist schools in improving student achievement, staff development and parental involvement. All public schools receiving Title I funds and district schools operating as school-wide programs utilize Title I funds to enhance the regular district instructional program.

Title I Parent and Family Engagement Policy:

The Board of Education recognizes the rights of parents/persons in parental relation to be fully informed of all information relevant to their children, including children who participate in programs and projects funded by Title I.

As a school district that receives Title I funding, we are required:

- To have meaningful involvement of parents.
- To develop a parent-teacher-students written compact agreement.
- To sponsor an annual meeting for all Title I parents.
- To utilize a percentage of Title I allocations for parental involvement.

Highly Qualified: ESSA requires all teachers to be “Highly Qualified.” “Highly Qualified” means that newly hired teachers must be fully licensed and demonstrate subject area knowledge for each of the core subject areas they teach. In addition to new standards being established for teachers, teaching assistants must have a Teaching Assistant certificate, a high school degree and an associate’s degree or two years of higher education or a formal assessment of their abilities.

Addison Central School District applies ESSA requirements to all newly-hired teachers and teaching assistants. In addition, all current teachers and teaching assistants are considered “Highly Qualified.”

Notification to Parents of Teacher

Qualifications: As a school district that receives federal Title I funding under ESSA, Addison is required to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child(ren).

Addison Central School District is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in

the classroom. If you would like to receive more information regarding Title I and ESSA, please contact the School Business Administrator at 607-359-2245.

Academic Intervention Services: Under ESSA, any school district that receives Title I funds must provide Academic Intervention Services (AIS) during the regular school day.

Academic Intervention Services are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12. AIS services are designed to respond to student needs as indicated on state assessments, as well as district-approved procedures dealing with passing and failing that are consistent throughout the district at each grade level.

Students who perform at any of the levels or meet any of the criteria listed below are eligible to receive Academic Intervention Services (AIS):

- Students who score in levels 1 and 2 on any state assessment.
- Students who score below the approved local passing grade in a course or class (below 65%).
- Students who score below the approved state assessment performance level required for graduation.
- Students who perform below the fourth percentile on other standardized assessments.
- Recommendation from teachers, administrators, counselors, other school staff and/or parents.

continued

Title I Information, continued

Parents of eligible students, based on assessment results, will be notified in writing about the services being provided to their child and the criteria used to determine such services.

Homeless Students (McKinney-Vento Act):

Parents of homeless students and unaccompanied youths, youths not in the physical custody of a parent or guardian, are informed at the time of registration of their rights.

Students and parents are informed of the following rights:

- The right to attend the school they previously attended or a school in the district of current location.
- The right to be enrolled even though the admission requirements have not been completed and prior student records are not available.
- The right to transportation to and from school.
- Meals served through the school lunch program.

For additional information regarding homeless students, please contact Jim Peiffer, Homeless Liaison for Addison, at 607-359-2090.

New York State ESSA-funded Programs

Complaint Procedures: For complaint procedures, you may go to the school website and follow the link provided or go to:

<http://www.nysed.gov/essa/new-york-state-essa-funded-programs-complaint-procedures>

If you do not have access to the internet, you may request a printed copy of the complaint procedures from the District Office.

General Information (Alphabetical Listing)

Attendance

Attendance and Excuses: It is very important for all students to be in school on time. The beginning sets the day – instructions are given and students get prepared. It also establishes habits that carry over into the work place. When absent or late to school, a written excuse from a parent/guardian is required.

- **Excused Absences include:** 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 or other medical visits, approved college visits, approved cooperative work programs, military obligations, absences approved by the principal, or other such reasons as may be approved by the Board of Education.

Building Use & Facilities Information

Building Use: Any organization that would like to use school facilities must fill out and have approval of a building use form. This form can be found at www.addisoncsd.org >Community > Building Use Form. This form can be submitted electronically. All users must provide appropriate insurance documentation.

Asbestos Hazard Emergency Response Act: The Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect their buildings for asbestos-containing building

materials and develop, maintain and update an asbestos management plan. The school district must annually notify parents, teachers and employee organizations in writing of the availability of the management plan and planned, or in-progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspection and surveillance activities.

Pesticide Application Notice: Written notice of pesticide applications that may take place during the school year is provided to all students, parents/guardians and staff at the beginning of the school year. All students, parents/guardians and staff are offered an opportunity to register to receive a written notice at least 48 hours prior to such application. Any questions or concerns may be sent to the Director of School Facilities at 359-3306.

Code of Conduct – Abridged

Code of Conduct Information: The Code of Conduct is distributed to all students and staff in all school buildings. This booklet contains very important information that all parents, students and staff should be aware of and that the district will strictly enforce. To obtain an official copy of the District Code of Conduct, please visit our website, call 607-359-2090 or contact your child's school.

“School property” means any building, field, playground, parking lot or form of transportation that belongs to the District.

General Information (Alphabetical Listing)

Code of Conduct – Abridged, continued

Student Responsibilities – All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day, unless they are legally excused, and be in class on time and prepared to learn.
- Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act.
- To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment or discrimination.
- To report and encourage others, to report any incidents of intimidation, harassment or discrimination.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, including making healthy lifestyle choices.
- React to direction given by teachers and other school personnel in a respectful, positive manner.
- Work to develop healthy and safe ways to deal with stress or stressful situations.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.

- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.
- Recognize if students choose to bring personal items (iPods, MP3 players, cell phones, cameras, money or other valuables, etc.) onto school property, the students are responsible for them. The Addison Central School District will not be held responsible for the theft, loss or damage to any of these items if brought onto school property. Therefore, it is advised to keep these items at home.
- Register any motor vehicle with the district that is parked on school property during regular school hours and provide proof of a valid driver's license.

Dress Code: Includes the removal of hats, scarves, bandanas, hoods or any head coverings in the building except for medical, religious or educational purposes during regular instructional school hours. Heavy chains, clothing or any other items with metal studs that may be deemed hazardous in any way are not permitted in schools. This includes, but is not limited to, wallet chains, bracelets, belts, chokers, rings, over-sized earrings, etc. The above listed items should be stored away in an inconspicuous location upon entering the school buildings and during school hours.

Extremely brief garments, including but not limited to tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), see-through garments or any garment that exposes the abdomen and/or any other body parts are not appropriate. It is also our expectation that lower body attire should fall below the mid-thigh and is at the discretion of the building principal or designee.

Prohibited Student Conduct:

- Engage in conduct that is disorderly and/or disruptive
- Engage in conduct that is insubordinate
- Engage in conduct that is violent
- Engage in any conduct that endangers the safety, morals, health or welfare of others
- Engage in off-campus misconduct that endangers the health and safety of students or staff within the school or adversely affects the educational process
- Engage in misconduct while on a school bus
- Engage in any form of academic misconduct
- Engaging in illegal absence in violation of the district's attendance policy
- Engaging in electronic misconduct – Examples of electronic misconduct include but are not limited to smartphones, iPads, iPods, computers or any device that compromises the security of the District's technology

General Information (Alphabetical Listing)

Code of Conduct – Abridged, continued

Visitors in the School:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school will be required to report to the main office (or other designated area) upon arrival at the school and provide valid government identification such as but not limited to a current driver's license, which will be scanned by school personnel. This scan allows for the information on the identification to be compared to data in a criminal database in the effort to identify anyone who might pose a threat to students and/or staff. Any individual whose information matches that in the database will be addressed by school personnel. Such individuals may be permitted access to the school; however, they must always be accompanied by school personnel. All visitors will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the grounds.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register or wear badges.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and the building principal so that class disruption is kept to a minimum.

- Visitors may not take class time to discuss individual matters with teachers.
- Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- On school property, all visitors are expected to abide by this code of conduct.
- All school buildings in the district are locked for the safety and security of our students and staff. Admittance is gained by ringing the designated bell and waiting for school personnel to open the door. All visitors must sign in and report to the office. If visiting a teacher or classroom, secretaries will call and verify the visit and issue a visitor's pass. **This pass must be worn and visible.** Students or teachers wishing to bring a guest for a short visit must obtain permission from the principal prior to the day of visitation.

Harassment: Harassment of any kind is a serious matter and will not be tolerated. Consequences for sexual harassment, bullying or "picking" may be severe. **The Addison Central School District does not discriminate on the actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression) in admissions, participation or employment. Complaints are to be filed with Title IX Officers Mrs. Tanya Loomis at 607-359-1111 or Rich Everly at 607-359-2245.**

Use of Tobacco: It is abundantly clear from all we know about short and long-term health consequences of cigarettes and smoking tobacco that we encourage tobacco prevention and promote healthy lifestyles for our students. Furthermore, in compliance with the 1989 New York State Clean Air Act, **smoking or use of tobacco products in or around the school buildings and properties is prohibited for students, staff and the public.**

Athletic Code of Conduct: In addition, students who wish to participate in a sports activity and their parents are required to attend a mandatory Sport's Code of Conduct meeting. At this meeting, athletes and their parents are required to sign an Athletic Code of Conduct agreement before the student can participate. This booklet is available by request from the high school main office or from sports coaches.

****Special Note:** Students, staff and visitors are strongly encouraged to leave items such as iPods, MP3 players, cell phones, cameras, etc. at home. The Addison Central School District **will not** be held responsible for the theft, loss or damage to any of these items if brought to school.

Directory Information

Notice of Directory Information:

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Addison Central School, with certain exceptions, obtains your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Addison Central School may disclose appropriately

continued

General Information (Alphabetical Listing)

Directory Information, continued

designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Addison Central School to include this type of information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing a student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Addison Central School to disclose directory information from your child’s

education records without your prior written consent, you must notify District Clerk Kristie Mather in writing by September 30, 2022.

Addison Central School has designated the following information as directory information:

- Student’s name
- Parent’s name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degree, honors and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level and
- The most recent educational agency or institution attended.

Emergency Closings

Emergency School Closings: When an emergency makes it necessary to close district schools on a day when they are scheduled to be in session, notice will be broadcast before 6:30 a.m. on various area radio and television stations and on social media including:

- WENY (Television)
- WETM (Television)
- Automated phone message to parents/guardians
- Addison District website homepage notifications: www.addisoncsd.org

- District Facebook page: Addison Central School District
- District App

Please do not call school personnel or the transportation department when schools are closed for an emergency. All events/activities, including community use of facilities, scheduled for that day and evening will also be canceled. **Emergency Dismissal:** In the event of the need to close schools for an emergency after students have arrived, parents **MUST HAVE** completed the **Emergency Information Verification Form**. It is important to complete this form, especially if you wish your child to be sent to a different location than the regular one. **We are not able to call individual parents.** If the form is not completed, we will send your child home on his/her regular bus. Latch Key is closed in the event of an emergency dismissal.

Health

Concussion Awareness Act: In accordance with the New York State Concussion Management and Awareness Act, Chapter 496, the Addison Central School District recognizes that concussions and head injuries are the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The physical and mental well-being of our students is our primary concern. As a result, all athletes must participate in a pre-concussion baseline assessment before their first practice for the season. If they opt out of this assessment, they are not permitted to play any sport. Addison Central School District provides pre-concussion baseline assessments for all students entering grade levels 7-12 approximately every two years.

continued

General Information (Alphabetical Listing)

Health, continued

The assessment will allow the district physician to accurately assess the student athlete's ability to return to physical activity. A copy of your child's results will be available for you to take to your physician and the district's physician. Return to physical activity is ultimately decided by the district's physician. For further information regarding concussions and mild traumatic brain injuries, please visit our website at www.addisoncsd.org.

If an injury occurs during a school activity the school nurse can recommend further evaluation from a health care provider to rule out concussion. If an injury is determined by the health care provider paperwork it is to be submitted to the school health office. After any student in grades 6-12 has been diagnosed with a head injury/concussion they are removed from physical activities and given academic support. Guidelines for return to school and certain school activities apply to all students who have sustained a concussion, regardless of where the concussion occurred. When the student is following concussion management protocol, they are not permitted computer screen time, use of cell phones, viewing DVDs, taking any classroom quizzes, tests, standard testing or Regents. When the student has been symptom-free for a minimum of 24 hours and has been evaluated by and obtained written and signed permission by a health care provider to return to activities, at that time a post-concussion test will be administered to the student coordinated by the District. Upon completion of the post-concussion test, the District physician will review the test results and student's current signs and symptoms and

determine the student's ability to return to physical activity and academic instruction.

If a student does not pass the post-concussion test, there is approximately one week of continued rest and then a retest will be administered by the school district. This protocol continues until the student scores successful on the post-concussion test (the scores are compared to their own personal pre-concussion test). The district's health care provider ultimately decides when to return to physical activity and academics and all decisions are final. At that time, the school nurse will send an email to the student's current teachers, administrators, dean of students and secretary for the athletic director and athletic director that the student may resume gradual physical activities. These gradual increases in activities that occur during the recovery phase consists of:

Step 1: aerobic exercise e.g. jogging, walking, stationary bike. If no symptoms, wait 24 hours then

Step 2: progresses to a sport specific activity light contact play/fundamental drills. If no symptoms reoccur, wait 24 hours and then

Step 3: progresses to full contact practice/game if no symptoms.

This policy requires that the student continues to be symptom free for 72 hours before being eligible to return to active play. Typically each step should occur in a 24 hour period, allowing rest between activities. If the student has symptoms, the process ceases until he/she has no symptoms, then they restart at step 1.

A copy of the student's pre/post-concussion results can be made available for any parent/guardian. For further information regarding concussions and mild traumatic brain injuries, please visit our website at www.addisoncsd.org.

Special Tutoring/Transportation: Tutoring may be arranged for a student with an extended illness or an injury that prevents attendance at school. Requests must be made by the parent and a written order from the attending health care provider submitted to the building principal. Transportation may also be arranged for the student in need.

School Insurance Policy: Upon the event of a physical/dental injury, the school nurse must receive notification at the time of the incident or as soon as possible. This may occur through a telephone call, email or fax. The district's personal injury liability insurance contains the provision that a parent/guardian's primary insurance must be filed first. Any cost that is not covered under the family policy may, in certain circumstances, be submitted to the school district's insurer. Questions about the process of how to file for insurance assistance should be made to the school nurse in the building that the child attends. After the school district's representative submits injury documentation to the insurance company, the completion of the insurance paperwork is solely the parent/guardian's responsibility.

Health Services: District nurses are licensed professional registered nurses who provide such services as:

- administer first aid
 - maintain health records
 - monitor and ensure that all students have current physicals and immunizations according to NYS standards
- continued*

General Information (Alphabetical Listing)

Health, continued

- assessment of any occupant on school property assessed to have a fever, dry cough, shortness of breath, or close contact with any person diagnosed with an infectious disease could be directed to leave school property for further medical assessment. The school requires the individual to be symptom-free for 72 hours without the use of symptom-reducing medication, cough medication, cold medicine or antibiotics and may be required to provide a doctor's note upon return to school.
- symptoms of possible dermatophytosis (ringworm) must be immediately reported to the school nurse and may be referred for further medical treatment and if confirmed, the individual may return to school but lesions must always be covered on school property.
- collect data and process student injury insurance claims
- refer students for medical, vision, hearing, dental, scoliosis or emergency services
- coordinate all health care provider's orders for physical restrictions
- administer pre- and post-concussion testing and concussion management
- report data to NYS as required

The district also employs Licensed Practical Nurses who provide direct student care.

Emergency/Contact Information: Current parent/guardian information enables the district to quickly contact any person listed on our student records. This information is necessary in case of an emergency. Every parent/guardian must update records each September and whenever necessary during the year.

Medication in School: Medication will be administered only by school nurses when a Health Care Provider/Physician's Order for Giving Medication in School that is co-signed by the parent/guardian has been filed with the school nurse in the building the child attends. Parent/guardian/designee are to transport the medication to and from the school health office. All prescription medication must be submitted, along with the health care provider orders and legal parent/guardian signatures, in pharmacy labeled bottles. When delivered the medication is received only by the school nurse or an administrator and the prescription medication will be counted, with the parent in attendance, and cosigned of the quantity by both the school nurse and parent.

All over-the-counter medication must be submitted, along with the health care provider's and legal parent/guardian's signatures, and delivered in an unopened bottle to be administered to that student only. Any medication that a student is allowed by NYS law to carry on his/her person (such as EpiPens, insulin pumps and blood sugar testing equipment or inhalers) need to have a health care provider's order on file in the health office. All prescription and over the counter medication orders cancel at the end of each school year and must be renewed yearly for medication to continue to be administered.

School Physicals: are required for all new entrants, participates in sport activities and in grades PreK or K, 1, 3, 5, 7, 9, 11. Parents/guardian shall provide a health care provider's documentation of a physical examination completed within the past 12 months. In the absence of this report the school health care

provider will complete a physical examination of the student. NYS Department of Education requires a specific physical form and medical health history form be utilized for every school in NYS. Health care providers should have copies of these required health forms, but if needed parents/guardians may obtain copies from the school district health offices. All athletes are required to complete an updated medical health history form for each new sport season and it is to be submitted to the school district to be included in that student's health file.

Students who are new entrants are required to be screened for vision including color perception, near and far vision acuity within six months of entrance. Distance and near vision acuity will be required in grades PreK, K, 1, 3, 5, 7, 9 and 11. Hearing screening utilizing pure tone testing are required for new entrants and grades PreK, K, 1, 3, 5, 7, 9 and 11.

Scoliosis screening is required for students in grades 5 and 7 for girls and grade 9 for boys. Any student may be assessed by the school district for height, weight, BMI, BMI percentage, scoliosis, vision and hearing as indicated. Information concerning school, athletic and working paper physicals are available from the health office at the Middle-High School.

Head Lice (Pediculosis): Pediculosis (head lice) is a common problem among younger children. Head lice are not a health hazard because head lice are not responsible for the spread of any disease. Transmission primarily occurs by direct head-to-head contact with and the sharing of personal grooming items such as combs, hair

continued

General Information (Alphabetical Listing)

Health, continued

brushes and hats. Lice cannot jump, hop or fly, but they can crawl rapidly. Head lice can affect people of any socio-economic background and ethnicity and do not imply a lack of hygiene or cleanliness of the infected person. Do not panic. Head lice are not an emergency; they are an inconvenience that should be dealt with compassionately and calmly. The current Board of Education guidelines are:

- Students suspected of having an infestation of head lice will be checked privately in order to determine whether or not the student is infected.
- Parents of children found to be infected with live lice will be contacted to pick up their child. Parents/guardians will be given information outlining proper treatment of Pediculosis.
- Follow the written and verbal instructions provided by the nurse or health care provider to treat the infection.
- Upon following treatment and removal of nits (eggs), the child is to return to school in a timely manner with a parent/guardian to be examined by the school nurse. Children with no live lice may return to school and they may be rechecked at a later time.

Programs & Organizations

Tuscarora Parent-Teacher Association (PTA):

The Tuscarora PTA is an active group of parents, teachers, community and staff members that support the education of all students. The PTA sponsors many events throughout the school year including the Welcome Back to School Ice Cream

Social and programming such as: assemblies for student enrichment, Teacher and Staff Appreciation Week, Books at Home and End of Year Celebration, as well as various family events held throughout the year.

The PTA meets during the evening on the first Monday of each month at the Tuscarora Elementary School. For more information, please call (607) 359-2261.

Valley Parent-Teacher Organization (PTO):

The Valley PTO meets once a month to discuss events, assemblies and programming for our preschool programs. The PTO encourages all family and community members to get involved and advocate for our Early Childhood Program. For more information, please call (607) 695-2636.

Family Resource Center: The Jennie Mose Family Resource Center, located at 14 South Street, is a popular place for children, parents, teachers and caregivers in the community. The Addison Central School District, United Way and other local agencies support the Family Resource Center efforts. The drop-in center provides developmentally appropriate toys and activities for children from birth to school age. Parenting classes are offered throughout the year. For more information about the Family Resource Center, please contact Krista Lovell at (607) 359-3839.

Preschool Latch Key Program: Located at the Jennie Mose Family Resource Center, this after school program gives parents of preschool students a safe, licensed and affordable childcare

program. Students are provided with educational and recreational activities and field trips. Funding is provided by United Way, the Addison Central School District and parent fees. The program is limited to 20 students. For more information on the After School Latch Key Program, please contact Tanya Loomis at (607) 695-2636.

A.Y.C. Littles Program: A safe and secure after school program is provided in collaboration with the Addison Youth Center. The Addison program is for children in grades K-3 who need after school childcare. There is a monthly fee per student for the program. Students must be enrolled in order to attend. Parents/guardians are responsible for picking up their child(ren) by 6:00 p.m.

Addison Youth Center Drop-In Programs: These are available to students in 4th grade and up. Programs are free and are open until 6:00 p.m. at 21 Community Drive, Addison.

For more information please call Phyllis Grist, the Director of the Youth Center, at (607) 359-2116.



General Information (Alphabetical Listing)

School Food Service Program

Addison Central School is participating in the Community Eligibility Provision. All students enrolled at Addison Central School are eligible to receive a healthy breakfast and lunch at no charge each day of the 2022-2023 school year, regardless of household income. The Household Income Eligibility Form calendar insert is to determine eligibility for additional state and federal program benefits that your child(ren) may qualify for.

The Board has entered into an agreement with the New York State Education Department to participate in the National School Lunch Program, School Breakfast Program and/or Special Milk Program. The District receives commodities donated by the Department of Agriculture and accepts the responsibility for providing meals to elementary and secondary students in the schools of the District.

Pre-payment is required for purchasing ala carte items. Addison CSD has a pre-payment online option called School Pay. SchoolPay can be accessed by logging into www.addisoncsd.org > Services > Food Service > SchoolPay.

Monthly menus are located on the Addison website under the Food Service tab. Food Service Manager Pam Drumm or Assistant Food Service Manager Julie Mitchell can be reached at (607) 359-1124.

Student Services

Psychological Services: Our psychologist provides services to students through referrals from parents, staff or outside agencies. Parents may request services from the psychologist by

contacting the CSE secretary for the appropriate referral forms at (607) 359-1111.

Social Worker: A social worker is available within the district. The social worker provides both individual and group counseling to students referred by the Committee on Special Education, the Response to Intervention teams, administration, teachers and parents. The intent of school counseling is to address significant concerns that negatively impact educational progress. All students referred will be evaluated to determine the most appropriate level of intervention. Interventions offered include in-school counseling and other services such as crisis intervention, mediation and referrals to other resources and agencies based on student need.

School Counselors: School counselors are available to work with students on personal growth and college and career planning. School counselors assist with proactive program planning to meet the academic, social and emotional needs of students. The intent of school counseling is to proactively engage students in the learning process, address significant concerns that may negatively impact the educational progress and to promote career development. Contact information for School Counselors can be located on the Building Information page.

Special Education Services: The needs of students with disabilities are addressed in compliance with Individuals with Disability Education Act (IDEA), New York State Education Law and New York Commissioner of

Education's Regulations, Part 200. Services that may be provided include special classes, speech and language services, resource room programs and consultant teacher services.

The Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE) determine identification and placement for services. Requests for information about Special Education Services should be made to Supervisor of Special Education Tanya Loomis at (607) 359-1111.

Transportation

Bus Policies: Transportation is provided for all students in kindergarten through 12th grade as established by education law and the Board of Education. Shuttle service is available for our PreK students.

Bus Safety: The bus driver has a schedule to maintain; please make sure that your child is at his/her scheduled pick up location at the scheduled time. The safe operation of school buses is of concern to all. The drivers have complete charge of the bus to and from school. He/she must have cooperation to do this.

When students are on the bus, they are considered in school! Consequently, the District Code of Conduct and the Transportation Information Manual apply during school transportation. Riding a bus is a privilege and this privilege can be lost. Drivers will refer serious discipline problems to the school administration for appropriate action. School policy requires that students be instructed in the use of seat belts.

August 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 • Board of Education mtg. HS café, 6:00 p.m.	10	11	12	13
14	15	16 • Regents Exams	17 • Regents Exams	18	19	20
21	22 • Valley DIAL Clinic	23 • Valley DIAL Clinic • Board of Education mtg. HS café, 6:00 p.m.	24 • Valley DIAL Clinic	25	26	27
28	29	30 • Hooray for K! • Senior Picture Day	31 • Hooray for K! • Senior Picture Day			
		<u>July</u> 3 4 5 6 7 1 2 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			<u>September</u> 4 5 6 7 1 2 3 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Please note that events may need to be altered due to COVID-19 related matters.

September 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 • Staff Conference Day – No School	2 • Staff Conference Day – No School	3
4	5 • Labor Day – No School	6 • First day of school K-12 • Beginning of 1st Marking Period • Sr. Class fundraiser begins • Valley parent meeting	7 • First day of school for three-year-old students ONLY at Valley	8 • First day of school for all students at Valley	9	10
11	12 • Middle/High School Open House, 5:30-7:00 p.m. • Tuscarora PTA mtg., 7:00 p.m.	13 • Board of Education mtg., Tuscarora café, 6:00 p.m.	14	15	16	17 • Homecoming Parade, 11:00 a.m. • Homecoming Games • MS Homecoming Dance, 6:30-8:30 p.m. • HS Homecoming Dance, 7:00-10:00 p.m.
18	19 • Middle/High School picture day • Sr. picture retakes • Middle School PTO mtg., 4:00 p.m.	20 • Middle/High School picture day	21	22	23	24
25	26 • Tuscarora picture day	27 • Board of Education mtg., HS café, 6:00 p.m.	28	29 • Tuscarora K-5th grade Open House/PTA Ice Cream Social	30 • Valley fundraiser begins • Sr. Class fundraiser ends	
		<u>August</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			<u>October</u> 2 3 4 5 6 7 1 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

Please note that events may need to be altered due to COVID-19 related matters.

October 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 • SAT Exam
2	3 • Jr. Class fundraiser begins • Tuscarora PTA mtg., 7:00 p.m.	4	5	6	7 • Middle/High School 5-week progress reports • Emergency Early Release Drill-students dismissed 15 min. early	8
9	10 • Columbus Day – No School	11	12 • PSAT Exam • Valley Open House	13	14 • Valley fundraiser ends • Half day – Grade K-12 Staff Development	15
16	17 • Middle School PTO mtg., 4:00 p.m.	18	19 • Valley picture day	20	21	22
23	24	25 • Board of Education mtg., HS café, 6:00 p.m.	26	27	28	29
30	31 • Halloween • Valley Family Trunk or Treat • Jr. Class fundraiser ends	<u>September</u> <div> <div>12</div> <div>1 2 3</div> <div>4 5 6 7 8 9 10</div> <div>11 12 13 14 15 16 17</div> <div>18 19 20 21 22 23 24</div> <div>25 26 27 28 29 30</div> </div>			<u>November</u> <div> <div>12</div> <div>1 2 3 4 5</div> <div>6 7 8 9 10 11 12</div> <div>13 14 15 16 17 18 19</div> <div>20 21 22 23 24 25 26</div> <div>27 28 29 30</div> </div>	

Please note that events may need to be altered due to COVID-19 related matters.

November 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 • Sophomore Class fundraiser begins	2	3	4	5 • SAT Exam
6	7 • Tuscarora PTA mtg., 7:00 p.m.	8 • Board of Education mtg., HS café, 6:00 p.m.	9	10 • End of 1st marking period, Middle/High School	11 • Veterans Day – No School	12
13	14 • Beginning of 2nd marking period, Middle/High School • Middle School PTO mtg., 4:00 p.m.	15 • Middle/High School picture retake day	16	17 • Valley picture retake day	18 • Regular day for PreK only • Half day – Grade K-12 parent/teacher conferences	19
20	21 • Tuscarora picture retake day • Grades K-12 Parent/teacher conferences evening session, (by appt. only)	22 • No school for PreK only • Board of Education mtg., HS café, 6:00 p.m. • Half day – Grade K-12 parent/teacher conferences	23 • Thanksgiving Recess – No School	24 • Thanksgiving • Thanksgiving Recess – No School	25 • Thanksgiving Recess – No School	26
27	28 • Elementary Book Fair	29 • Elementary Book Fair	30 • Elementary Book Fair • Sophomore Class fundraiser ends			
		<u>October</u> 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			<u>December</u> 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

Please note that events may need to be altered due to COVID-19 related matters.

December 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
				1 • Elementary Book Fair	2 • Elementary Book Fair	3 • SAT Exam	
4	5 • Middle/High School Board of Review	6	7	8 • Middle/High School Chorus Concert, 7:00 p.m.	9 • Tuscarora PTA Holiday Night	10	
11	12	13 • Board of Education mtg., HS café, 6:00 p.m. • Middle/High School Band Concert, 7:00 p.m.	14	15 • Tuscarora Band/Chorus Concert, 7:00 p.m.	16 • Middle/High School 5-week progress reports	17	
18	19	20 • Valley Holiday Show	21 • End of 1st marking period, Tuscarora	22 • Beginning of 2nd marking period, Tuscarora • Winter Recess – No School	23 • Winter Recess – No School	24	
25 • Christmas Day	26 • Winter Recess – No School	27	28	29	30	31	
		<u>November</u> 12 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30				<u>January</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

Please note that events may need to be altered due to COVID-19 related matters.

January 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 • New Year's Day	2 • Winter Recess – No School	3	4	5	6	7 • Elem. Ski Club
8	9 • Middle/High School Board of Review • Middle School PTO mtg., 4:00 p.m. • Tuscarora PTA mtg., 7:00 p.m.	10 • Board of Education mtg., HS café, 6:00 p.m.	11	12	13	14 • Elem. Ski Club
15	16 • Martin Luther King, Jr. Day – No School	17	18	19	20 • Tuscarora PTA Gertrude Hawk fundraiser begins	21 • Elem. Ski Club
22	23	24 • Board of Education mtg., HS café, 6:00 p.m. • Regents Exams _____	25	26	27 • Regular day for PreK only • End of 2nd marking period, Middle/High School • Half day – Grade K-12 Staff Development	28 • Elem. Ski Club
29	30 • Conference Day – No School	31 • Beginning of 3rd marking period, Middle/High School				
		<u>December</u> <div><div>123</div><div>45678910</div><div>11121314151617</div><div>18192021222324</div><div>25262728293031</div></div>			<u>February</u> <div><div>1234</div><div>567891011</div><div>12131415161718</div><div>19202122232425</div><div>262728</div></div>	

Please note that events may need to be altered due to COVID-19 related matters.

February 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 • Freshman Class fundraiser begins	2	3 • Tuscarora PTA Gertrude Hawk fundraiser ends	4
5	6	7	8	9	10 • Tuscarora PTA Father-Daughter Dance	11
12	13	14 • Valentine's Day • Board of Education mtg., HS café, 6:00 p.m.	15	16	17	18
19	20 • Presidents' Day • Mid-Winter Recess No School	21	22	23	24	25
26	27 • Middle/High School Board of Review	28 • Board of Education mtg. Tuscarora café, 6:00 p.m. • Freshman Class fundraiser ends				
		<u>January</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			<u>March</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

Please note that events may need to be altered due to COVID-19 related matters.

March 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 • 8th Gr. Class fundraiser begins	2 • Read Across America	3	4
5	6 • Tuscarora PTA mtg., 7:00 p.m.	7	8	9 • Tuscarora Art Show & Family STEM Night, 5:30-7:00 p.m.	10 • Middle/High School Musical • Middle/High School 5-week progress reports	11 • SAT Exam • Middle/High School Musical
12 • Middle/High School Musical	13 • Middle School PTO mtg., 4:00 p.m.	14 • Board of Education mtg., HS café, 6:00 p.m.	15	16	17 • St. Patrick's Day	18
19	20 • Conference Day – No School	21 • Middle/High School Board of Review	22	23	24	25
26	27	28 • Board of Education mtg., HS café, 6:00 p.m.	29 • Tuscarora spring picture day	30	31 • Valley PreK registration begins • 8th Gr. Class fundraiser ends • End of 2nd marking period, Tuscarora	
		<u>February</u> <div><div>12</div><div>13</div><div>14</div><div>15</div><div>16</div><div>17</div><div>18</div><div>19</div><div>20</div><div>21</div><div>22</div><div>23</div><div>24</div><div>25</div><div>26</div><div>27</div><div>28</div></div>				<u>April</u> <div><div>23</div><div>24</div><div>25</div><div>26</div><div>27</div><div>28</div><div>29</div><div>30</div></div>

Please note that events may need to be altered due to COVID-19 related matters.

April 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 • Beginning of 3rd marking period, Tuscarora • Spring Recess, No School	4	5	6	7	8
9	10 • 7th Gr. Class fundraiser begins	11 • GST BOCES Annual Mtg., Coopers Campus Bldg. 7, 5:45 p.m.	12	13	14	15
16	17 • Tuscarora PTA mtg., 7:00 p.m.	18	19 • Gr. 3-8 NYS ELA Assessments • Board of Education special mtg. & GST BOCES budget vote, HS café, 6:00 p.m.	20 • Gr. 3-8 NYS ELA Assessments	21 • End of 3rd marking period, Middle/High School	22
23	24 • Beginning of 4th marking period, Middle/High School • Middle School PTO mtg., 4:00 p.m.	25	26	27	28 • 7th Gr. Class fundraiser ends	29
30		<u>March</u> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> <div>23</div> <div>24</div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> <div>30</div> <div>31</div> </div>				<u>May</u> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> <div>23</div> <div>24</div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> <div>30</div> <div>31</div> </div>

Please note that events may need to be altered due to COVID-19 related matters.

May 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 • 6th Gr. Class fundraiser begins	2 • Gr. 3-8 NYS Math Assessments • Middle/High School Band Concert, 7:00 p.m.	3 • Gr. 3-8 NYS Math Assessment	4	5 • Regular day for PreK only • Half day – Grade K-12 Staff Development	6 • SAT Exam
7	8 • Middle/High School Board of Review • Middle School PTO mtg., 4:00 p.m. • Tuscarora PTA mtg., 7:00 p.m.	9 • Budget presentation and hearing, HS café, 6:00 p.m. • Board of Education mtg., immediately following hearing	10	11	12	13 • Prom
14 • Mother's Day	15 • Tuscarora Book Fair	16 • School board election/ 2023-24 budget vote, HS library, 12:00-8:00 p.m.	17	18 • Tuscarora Band and Chorus Concert	19	20
21	22	23 • Board of Education mtg., HS café, 6:00 p.m.	24	25 • Valley Parents' Day	26 • Middle/High School 5-week progress reports	27
28	29 • Memorial Day – No School • Memorial Day Parade	30	31 • High School National Honor Society Induction • 6th Gr. Class fundraiser ends			
		<u>April</u> 2 3 4 5 6 7 1 9 10 11 12 13 14 8 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30			<u>June</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Please note that events may need to be altered due to COVID-19 related matters.

June 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 • Middle/High School Chorus Concert, 7:00 p.m.	2	3 • SAT Exam • Bath Dairy Festival/Nunda Parade – Band
4	5 • Gr. 8 Written Science Test • Tuscarora PTA mtg., 7:00 p.m.	6 • High School Academic Ceremony	7	8 • Athletic Ceremony, 6:00 p.m.	9	10 • Colonial Day Parade/Montour Falls Firemans' Parade – Band
11	12	13 • Board of Education mtg., HS cafe, 6:00 p.m.	14 • Regents Exams _____	15 • Valley PreK3 Rising Stars Celebration	16 • Valley PreK4 Moving Up Ceremony • Tuscarora PTA Year End Celebration	17
18 • Father's Day	19 • Juneteenth – No School	20 • Regents Exams _____	21	22 • End of 4th marking period, Middle/High School	23 • End of 3rd marking period, Tuscarora • Gr. 5 Moving Up Ceremony, 9:15 a.m. • Kindergarten Moving Up Celebration, 11:00 a.m. • Graduation, 7:00 p.m. _____	24
25	26	27	28	29	30	
		<u>May</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31			<u>July</u> 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	

Please note that events may need to be altered due to COVID-19 related matters.

July 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 • Independence Day	5 • Board of Education organizational mtg., HS café, 6:00 p.m.	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	<u>June</u> <div> <div>12</div> <div>1112131415161718192021222324252627282930</div> </div>			<u>August</u> <div> <div>12345</div> <div>678910111213141516171819202122232425262728293031</div> </div>	

Please note that events may need to be altered due to COVID-19 related matters.

ALMA MATER

By the Tuscarora's waters

Stands the A.C.S.

All her loyal sons and daughters

Pledge to her success.

Chorus

Lift the colors, float them skyward,

The maroon and gray,

Alma Mater hear us shouting

"A.C.S. for aye."

In athletics and in classroom

Honor to our school

May we bring each day that passes,

By the fair play rule.

Chorus

Lift the colors, float them skyward

The maroon and gray,

Alma Mater hear us shouting

"A.C.S. for aye."

Special Thanks to...

The Board of Education, the Administration and the staff of the
Addison Central School District for providing this
calendar/handbook to the residents and community members of the
Addison Central School District and for compiling the
important information that is enclosed within this calendar/handbook.



**Every Student
Succeeds Act**

Information in this calendar is provided as part of
Addison Central School's Title I Parental Involvement Policy.

Printing was provided by GST BOCES Printing Services.

District Web Site: www.addisoncsd.org