

Jackson Avenue School

Parent Handbook



2024-2025

Dear Parents and Guardians of Jackson Avenue School

Welcome to Jackson Avenue School!

Jackson Avenue is an exciting place to learn and grow. At Jackson, we value student choice, curiosity, courage and growth! We pride ourselves in giving our 3rd and 4th grade learners opportunities to not only flourish as readers and writers but also set goals, explore their passions, and develop well-rounded skills in art, music, physical education, coding and STEAM.

We also value our home-school partnerships and encourage you to be in communication with your child's team. Follow us on Twitter @Jackson_Ave to stay up to date on what is happening in our classrooms!

This handbook is designed to acquaint you with school procedures. If you have any questions, please do not hesitate to call me.

Sincerely,

Catherine Shanahan
Principal
516-237-2300

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MINEOLA UNION FREE SCHOOL DISTRICT’S MISSION STATEMENT

The Mission of the Mineola Union Free School District is to inspire each student to be a life-long learner, pursue excellence, exhibit strength of character and contribute positively to a global society.

JACKSON AVENUE SCHOOL VISION STATEMENT

It is the vision of Jackson Avenue that all learners be BRAVE.

BRAVE learners are proactive, curious problem solvers and solution seekers. Being BRAVE at Jackson Avenue means that all members of the community collaborate to set and communicate clear academic and behavioral goals to ensure the personal success of every student.

SCHOOL HOURS

3-4: 8:50- 3:27

- Learners can enter the building at 8:35 for breakfast

IMPORTANT PHONE NUMBERS

Main Office: 516 - 237 - 2300

Nurse: 516 - 237 - 2380

Jackson Avenue School Safety Guidelines

(including policies on arrival, dismissal, visitation)

The safety of our students is a priority at Jackson Avenue School. These guidelines were developed to maintain a safe and orderly environment.

If you are dropping off your child at arrival time, rain or shine:

1. Please drop off your child around 8:35 a.m.. The school day begins at 8:50. Supervision is available starting at 8:35 a.m. (Never leave your child unless there is a Jackson Avenue staff member available for supervision.)
2. Walkers should be dropped off at the front of the building. All students enter through the front of the building.
3. Please pull over and PARK your car when you are dropping your child off in the morning OR picking them up at the end of the day. DO NOT stop your car in the middle of the street.
 - a. There is a drop off location in front of the school (designated by yellow) OR you can pull over to the side by the curb down the block.
4. The parking lots have very few spaces and are reserved **for staff members only**.
5. The buses will drop off children in the **bus loop, where parents are prohibited from entering with their vehicles**. Also, please do not park near the street corners, as the buses need room to turn.
6. A staff member will supervise bus children heading into the building.
7. **Please say goodbye to your child at the doors. Please do not enter the building with your child.** (If you need to visit the office, please use the front door entrance. The front door will be the only location where all adult visitors will enter the school, for the safety of our children.)
8. Once your child is inside the building, staff members will assist him/her with where to line up.

If you are picking up your child at dismissal time, rain or shine:

1. Please park your car in a legal street parking location. Walk to our dismissal area: the front of the building.
2. Please meet your child and your child's teacher in the dismissal area. Children will not be allowed to walk to your car to meet you. For the safety of our students, we do not allow adults to meet children inside the school during dismissal; **you are asked to wait outside** in rain or shine. We'll try to dismiss the students promptly at **around 3:25-3:27**.
3. **Pick-up by any person other than the child's parent requires a note from a parent authorizing this person to pick up your child and they must bring photo identification. Please send in all notes with your child in the morning.**

If you are visiting the school:

1. Please enter through the front door, using the bell as needed. Photo identification will be needed to sign in at the window and a pass will be issued to you. (Students who arrive late must also pick up a late pass from the greeter.)

2. Items being dropped off for students (books, cupcakes, etc.) may be left at the greeter's desk, or in the main office, with your child's name and teacher's name on them.
3. Parents volunteering to help with a PTA or school event are not permitted to visit classrooms or their child if not part of the PTA or school event. This ensures safety and continuation of learning for all.
4. We welcome your involvement, and we look forward to inviting you into the school for many special school and classroom events, as well as for scheduled conferences and meetings.

Inclement Weather/ Quiet Activities for Recess:

1. On days of inclement weather, we will provide quiet games or toys for indoor recess.
2. We also have games and sports equipment for outdoor recess. Each HR class will have a "recess bag" that will contain toys to play with at recess
3. **Please do not send in any toys to school with your child.** Please be aware that at Jackson Avenue School, Mineola UFSD, and staff members are not responsible for the loss of any personal items.

Please call Mrs. Shanahan (237-2300) if you have any questions.

ATTENDANCE, ABSENCE, LATENESS

1. Every child forms excellent habits when being consistent with attendance and promptness. A right start every day helps foster a positive attitude. If your child is going to be absent from school, please call to advise the main office, **237-2300** as early as possible. Also please remember to send a written note with your child upon his or her return to school. **IT IS NEW YORK STATE LAW.**
2. **Each trimester, we will be sending home letters to any family with excessive absences each trimester.**

INDIVIDUAL EARLY DISMISSAL

1. We understand that a situation may occur which requires that a child keep an appointment during the school day. We ask that a note be sent to school with your child that day, stating the reason, date and the time for dismissal. You are required to go first to the greeter to sign your child out. The school secretary will then send for your child.

PICK-UP BY A PERSON OTHER THAN THE PARENT

1. Pick-up by any person other than the child's parent requires a note from you authorizing this person to pick up your child and make sure they are aware to bring identification. Please send in all notes with your child in the morning.

NURSE AND ILLNESSES/ INJURIES

Jackson Avenue School is assigned a full-time Nurse, Mrs. Anita Fitzpatrick-Carbain. She maintains health records for each child, provides annual vision and hearing screenings and emergency care for pupils and staff. In case of an accident or sudden illness, the school nurse will give first aid and contact the parent.

COVID-19 Symptoms in School:

Once in school, students who complain of not feeling well or observed to not be feeling well will be sent to see the nurse. Current guidance requires any student or staff exhibiting symptoms of

COVID-19 during the school day to be sent home for further medical evaluation.

Please note the following:

- There are many symptoms of COVID-19 that are also associated with other health issues and conditions and unfortunately, schools are limited in their ability to differentiate between common issues and COVID-19.
- As a result, we are required to send home anyone who exhibits symptoms consistent with COVID-19. Symptoms may include fever or chills (100.0 F or greater); cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; and/or diarrhea. Note that the absence of a fever does not mean the illness is not COVID-19.
- Current guidance is that anyone, staff or student, who presents with any of the symptoms must be sent home and be assessed by a healthcare provider.
- Students or staff exhibiting these symptoms, with no other explanation for them will be sent to the nurse's office and most likely sent home for further evaluation.

One can be diagnosed with a chronic ailment and still have COVID-19 which is why these guidelines coupled with testing are so important. Documentation of underlying or previously diagnosed conditions is appreciated but please be aware that it does not eliminate the need for further healthcare provider evaluation to rule out COVID-19, if necessary. Please have your student's doctor provide medical documentation of the underlying issue as well as typical baseline symptoms.

In the event your child needs medical evaluation, you, or your designee, will be expected to pick up your child as soon as possible. As such, we recognize this may impact your schedule or workday and ask that you please have childcare arrangements in place.

Returning to School after Illness

Many parents are understandably asking about the process for returning to school if their child was absent due to illness or sent home due to having COVID-19 symptoms. Please note that absences due to illness are required to follow the same decision tree for keeping a student home as for students sent home with signs and symptoms of COVID-19.

Schools must follow current NYSDOH and Local Health Departments guidance for allowing a student to return to school after exhibiting symptoms consistent with possible COVID-19 or being diagnosed with COVID-19. Currently the same guidelines and procedures apply to both students and staff.

Testing Positive for COVID

Student families are strongly encouraged to notify the school if a student has tested positive for COVID-19. Instructions regarding students and staff who have been exposed to someone who has tested positive for COVID-19 will be followed.

Any information concerning health, COVID-19 testing, etc. will only be shared with the building principal, nurses, district COVID-19 coordinator and the local department of health as required. Classroom and teacher notification following the report of a positive COVID-19 case will be done in accordance with department of health recommendations. Our school medical director may also be consulted as necessary.

We realize that this is a lot of information to take in and we are here to help answer your questions so that you feel comfortable upon the return to school. Please reach out to either Mrs. Shanahan or Mrs. Carbain,, RN should you want to discuss any of the above in more detail. Thank you in advance for your cooperation in keeping our Hampton learners and staff safe. Working together, we are confident that we can make this a healthy and fun year!

CONTACT INFORMATION:

1. It is very important that the school have up-to-date records of your home and business telephone numbers, cell phone numbers, the name and telephone of your physician, and the names and telephone numbers of any other adults who are authorized to pick up your child from school. Please be sure to update this information whenever there are any changes to it.

MEDICATION:

1. It is the policy and practice of the district that children do not bring onto the school grounds any medications (whether prescription or non-prescription). For special circumstances, collaboration with the school nurse is necessary. If the nurse is to administer any medication including "over the counter" medicines, she must have specific consents and releases signed by the parent and/or physician. These forms are available in the Health Office. Parents must assume responsibility to deliver the medication to the Health Office in a properly labeled original container. Medication not picked up by the end of the school year will be discarded.

ILLNESS OR INJURY:

If a student complains of illness and has a temperature of 100 degrees Fahrenheit or the Nurse and/or Teacher feels his/her symptoms warrant it, you or your designated emergency number will be called and your child will be sent home with an adult.

Parents should notify the Nurse if their child has been diagnosed with a communicable disease or virus (strep throat, etc.) or lice, so that we may take appropriate steps to advise and protect our students and families. Your child's privacy and confidentiality are, of course, maintained at all times.

If your child needs to be excluded from **Physical Education** due to illness or injury, then please note that a physician's note is required for more than one day per illness, injury or any extended exclusion. If we receive a doctor's note removing your child from Physical Education for a time, your child will also be removed from Recess for that same length of time. The physician's note should indicate the reason for exclusion as well as the duration. **Exclusion notes are to be sent to the Health Office.**

If your child has a wheelchair, cast, sling, immobilizer or crutches, he/she may not use the regular school bus. You will need to drive your child to and from school until special transportation can be arranged. You may request special transportation which must be accompanied by a note from your physician. This physician's note must indicate your child's diagnosis, request for special transportation, and approximate duration that service is to be provided.

CHECK-UPS:

As part of our program of prevention and treatment, our nurse does yearly checkups of eyes, ears, height and weight. Any possible problems are reported to parents by phone and written report. Parents are notified of any irregularities. There are also periodic head lice inspections.

IMMUNIZATIONS – MEDICAL EXAMINATIONS

The law requires that all children entering school must present written evidence that they have been immunized.

It is also required that a report of a medical examination be on file in the School Health Office for every child upon entrance or transfer into the school and also during the 1st, 3rd, 7th and 10th Grades. (Please note that physical and dental exams are due in the health office 30 days after the start of school in 2nd grade). Students not submitting the required examination will be seen by the school physician.

Please let the classroom teacher and the school nurse know if there are any health concerns such as asthma, nosebleeds, seizures, diabetes, allergies, etc.

HEALTH CARE PLANS

Students with special medical needs may have special plans stored in the nurse's office. Please note that these plans are in effect only during the school day on the school premises and on school field trips.

for before/after school activities please note:

a. The nurse is present only from 8:50- 3:27, and, at other times, there is not always someone available who is able to access the locked medicine cabinet. Therefore, if your child is attending an event outside regular hours—e.g., an event that is run by the PTA or other organization, please make sure that your child is equipped with any needed items. (If, due to your child's medical needs, you feel you need to stay on site when the nurse is not present, it is fine with us if you wait in the lobby.)

b. Many activities take place in our school building but do not involve our own staff members (PTA sponsored events and activities such as Chess Nuts or FAST Athletics, activities led by community organizations, etc.). The people leading these activities will not know about your child's medical needs unless you inform them. Therefore, please be sure to do so.

MESSAGES TO AND FROM SCHOOL and DELIVERY OF FORGOTTEN ITEMS:

If, for an important reason, a message must reach your child from home, please contact the office. The office will deliver the information to his/her classroom teacher. If it is necessary for you to drop off lunch, sneakers, etc. for your child, please bring them to the greeter's desk in the front lobby. We will then deliver them to your child.

Please note: the primary form of communication is email. We will be launching ParentSquare as well. Any other form of communication outside of email will be used for information blasts. Teachers can respond to personal messages via email.

BUS TRANSPORTATION

3rd and 4th graders who live more than one-half mile from school are eligible for bus transportation. Your child will be picked up and dropped off at an appointed location. Should you wish to pick up your child or wish him/her to walk home, you **MUST** write a note to the teacher. **NO EXCEPTIONS** will be made as any deviation might cause a serious mix-up. Students may not be picked up at the bus loop or taken off the bus by a parent. Questions or

concerns can be handled by Transportation at 237-2080.

To check to see where your child's bus is, please use the [Here Comes the Bus App](#). If there is a long delay, the school will email you and provide you updates, as well.

DRILLS

Our school conducts drills for the purpose of order and safety in the event of an emergency. There are several types of drills about which you should be aware:

Fire Drill - Conducted several times a year so that children may practice quick and efficient exits from school.

Go Home Drill - Would be put into effect in the case of an extreme area emergency which might cause roads to be closed or telephone wires to be down. The District will notify our local radio stations should an extreme emergency arise which would cause the District to decide to dismiss children early. We will also make every effort to use the School Messenger calling and texting system and/or contact Class Parents to immediately begin notification by telephone calls.

Lockdown and Lockout and Sheltering Drills - These are held during the school day so that staff and students will know how to handle various possible emergencies.

EMERGENCY CLOSINGS

In the event of school closing for inclement weather, announcements will be made over the following radio stations:

WCBS (880 AM) WALK (97.5 FM) & (1370 AM) WHLI (1100 AM) WINS (1010 AM) WKJY (98.3 FM) CABLE TV: News 12 Long Island

In addition, whenever possible, the School Messenger automated call system will be used by the district.

Additionally, Twitter and the Mineola UFSD website will indicate any closing.

I. LUNCH, BREAKFAST AND RECESS

LUNCH

The lunch hour consists of one-half hour lunch in the cafeteria and one-half hour of recess, which will be indoors or outdoors depending on the weather conditions. There is an indoor and outdoor recess schedule that follows a six day cycle. Indoor recess locations are the gym and multi-purpose room. Outdoor recess locations are the playground, blacktop and turf field. Children are supervised by Teacher Aides and/or Teachers during the lunch hour.

The cafeteria serves a nutritionally balanced lunch which may be purchased every day. Students may also bring their lunch from home. To eliminate the necessity of your child carrying money to school each day, parents may enter money into your child's account online ([details and registration to set up a lunch account can be found here by clicking this link](#). [Here is the link for the Spanish letter](#)). The lunch cost is \$2.10. A menu is sent home with your child each month, as well as being available on the school website. [Parents who think their children may be eligible for free or reduced lunch or breakfast, should complete the form linked here and submit it to Mrs. Shanahan](#)

It is important that you pay careful attention to your child's lunch account balance and letters sent home.

BREAKFAST

There is a breakfast option for learners available for \$1.50 using the online MySchoolBucks system as explained in the link above. Breakfast is delivered to classrooms.

RECESS

Please make sure that your child brings appropriate outdoor attire to school. We will play outside every day unless:

- It is raining or snowing;
- The ground surfaces are dangerous or slippery due to mud, ice, slush, etc.;
- The temperature is below 32 degrees Fahrenheit (0 degrees Celsius);
- Wind chill is severe.

Your child needs to wear closed-toe shoes to be safe on the playground equipment. Students may change their shoes before recess if necessary.

II. POLICIES

YOUR QUESTIONS AND CONCERNS

If you have a question or concern about your child's educational or social/ emotional experience at Jackson Avenue School, the following procedure should be followed:

1. Contact the teacher - discuss the concern
2. Work out a plan to deal with the concern
3. Give the plan time to work
4. If concerns continue, communicate your feeling to the teacher
5. If problem still exists, the Principal should be involved

CONFERENCES AND BADGE BOOKS

Parents are encouraged to contact any teacher with whom they wish to discuss their child's progress. If you wish to speak to a teacher, please phone for an appointment or write a note with your request so that a mutually convenient time may be arranged.

In addition to informal conferences, there are regularly scheduled meetings during the year. "Meet Your Teacher Night" takes place early in the school year to give you an opportunity to meet your child's teachers and become acquainted with the specific program, policies and plans for your child's class. However, individual conferences are not scheduled for this event.

Three times during the year, you will receive teacher-written comments in your child's Badge Book along with a Summary Report that will provide a clear snapshot of your child's academic progress. In December and April there are scheduled conferences during which the Badge Book and other relevant information will be discussed and explained. These conferences are scheduled on half days when students are not in attendance and two evenings are set aside for this purpose. Check the district calendar for dates.

HOMEWORK

Each teacher will inform parents on "Meet Your Teacher Night" of his or her own homework policy. In addition, please read and review the Homework Policy attached to the back of this handbook.

FIELD TRIPS

As part of their classroom program, teachers schedule field trips to many places of interest in the immediate vicinity of the Long Island and New York City metropolitan area. Parents must sign permission slips for each trip which involves leaving the school district, and pay the cost of tickets and occasionally, transportation. If you do not want your child to take part, he/she will be cared for at school.

No child will ever be prohibited from participating in any field trip because of inability to pay. Please let **Mrs. Shanahan** know if you have trouble paying for a trip; she will discreetly make all the necessary payments and arrangements through a PTA fund.

Usually several parents are asked to take part in a field trip to help with supervision. These parents are usually contacted by the Class Parent from a list of parents who expressed interest through a PTA form sent home early in the school year. Siblings may **not** accompany the class on a field trip.

In-district and walking field trips are covered by a blanket permission slip you signed upon registration.

CHARACTER EDUCATION & GROWTH MINDSET

Integrated into our curriculum, as well as a schoolwide focus at Jackson Avenue, your child will be learning about the traits that develop character. They will be learning about, discussing and rewarded for demonstrating what it means to be JACKSON Brave: Honesty, Empathy, Life-long Learning, Persistence, Encouragement and Respect.

Additionally, the learning and culture at Jackson Avenue School is designed to foster a Growth Mindset in our learners. We incorporate the CASEL Social Emotional Standards into our daily happenings and curriculum to make this a reality for our learners.

When a child violates the Code of Conduct, as explained below, that child participates in a discussion of, and may fill out a reflection sheet regarding, which of the six traits (s)he didn't practice and how (s)he can learn from the experience and do better next time.

CODE OF CONDUCT INTRODUCTION

The district-wide Elementary Code of Conduct on pages 24-33 of this handbook. Please read and review it yourself, and review its key points with your child.

Jackson Avenue endeavors to treat students with care and respect, and we expect students to treat other members of the school community with similar care and respect.

All rules and expectations are made clear to students at the start of the school year during a school wide assembly.

Every effort is made to allow each child to express his/her side of the story and to hear neutral witnesses when two students' versions of an event are in disagreement. Any punishments are proportionate to the offense and to the number of times that a child has violated the Code of Conduct. In serious offenses involving violence and/or injury, the parent is always informed. In the event of a suspension, a formal letter is sent home; in that letter, the parent is advised of his/her rights to request home instruction and/or a hearing.

Ultimately, at the elementary level, the goal is to help every child to grow and learn personally and socially as well as academically.

STUDENT RECORDS

All academic records and test results which are part of your child's permanent record folder are available for your inspection. You may make an appointment with the principal if you wish to examine these records.

PUPIL PLACEMENT

The academic and social/emotional needs of each student are considered when formulating class composition. All classes are heterogeneous, consisting of a balance of abilities, strengths, needs, backgrounds and genders. The principal, teachers and special area teachers meet to discuss each child and make appropriate placement for the following year. Teachers note unusual circumstances regarding the placement of a particular child and make special recommendations for the principal's consideration. It is realized that the principal may place

certain students with a particular teacher when she deems it to be for the best educational advantage of the child concerned. Final determination of pupil placement is the responsibility of the principal. It is important to note that staff members are asked not to discuss future class assignments or honor requests made by parents for special placement.

PET VISITS

In general, pets should be left at home and not brought onto school property unless special arrangements have been made with the classroom teacher for a special event.

That said, we recognize that sometimes parents who are picking up or dropping off a child need to have their pet with them on some days. For the safety and comfort of our students (we have some students with allergies and/or fear of dogs), we do need to request that you keep any animals leashed and far away from the asphalt arrival/dismissal areas and playground.

Please have your pet wait at home for your child whenever possible.

CELL PHONES AND OTHER COMMUNICATION DEVICES

Students may keep cell phones in their backpacks at their parents' discretion for use before and after school hours. **However, students may not use cell phones during the school day. We have school phones that children can use for any urgent communications.**

Students are not allowed to use any personal hand-held electronic device to call or e-mail anyone during the school day. This is for their safety.

The school is not responsible for lost items, including expensive ones.

PARTIES AND BIRTHDAYS

All parties are at the discretion of the classroom teacher and should be discussed early in the year. If birthday parties are celebrated in your child's classroom, and you wish to bring in something for the class on your child's birthday, please contact the teacher to arrange for a mutually convenient time. Keep it simple. Handing out goodie bags is highly discouraged. If you have received a letter from the nurse about a child in your child's class with food allergies, please follow that letter's guidelines in selecting any whole-class treats.

Students are not to distribute invitations to a birthday party during school hours.

SNACKS

Snacks in the classroom are at the discretion of the teacher, and parents should be informed of the policy no later than "Meet Your Teacher Night". Nutritional snacks are encouraged. In-class snacks must be provided by the parent; there is no opportunity to purchase a snack for class time.

Please be mindful of the water bottles that are being sent into school for they can become a distraction in the classroom if they are too big or hard to manage.

If you have received a letter from the nurse about a child in your child's class with food allergies, please follow that letter's guidelines in selecting snacks.

SCHOOL SUPPLIES

Although our school supplies students with most materials required during the school year, there are always several items which parents are asked to purchase. Children will receive a general supply list for the next year with the class assignment letter sent out in late August; teachers may note additional needed supplies via a letter sent home on the first day of school. The grade level lists are also posted on the school website.

LOST AND FOUND

All articles found at school are stored in a carton located in the multi-purpose room. Please encourage your children to look there. All money found is sent to the office, where it may be claimed. If your child leaves something on a school bus, you should contact the District Transportation Office at [237-2080](tel:237-2080).

PROMOTING LEARNER INDEPENDENCE

Transitioning from 2nd to 3rd grade can be a big one! Below are some helpful tips and reminders that can support all learners, especially those coming from Hampton or Meadow next year.

Let's Work Together to Develop Learner Independence Through...

Planning Organizing Communicating

At Home

Have your child be an active participant in creating their routine for:

- checking their calendar so they have the items they need for each day
- charging and packing their ipad
- preparing lunch and snack
- checking their folders and knowing which items need to be returned to teacher

At Jackson Avenue

Learners will be practicing

- Independently unpacking and placing personal belongings in designated areas
- Sorting through folders and placing items in correct locations
- Referring to the daily schedule and following instructions on the board
- Responsibly using their ipads

Practicing these skills at school AND at home helps set up our learners for success!

III. SERVICES & THE SPECIALS

INSTRUCTIONAL SUPPORT TEAM

The members of this team, composed of the principal and faculty members with different areas of learning expertise, meet to discuss referrals made by teachers and other school personnel. They then discuss how the student's learning needs can best be met within the classroom.

TITLE 1 AND ACADEMIC INTERVENTION SERVICES

Jackson Avenue School is a Title 1 school. "Title 1 funding provides financial assistance to schools with high numbers or high percentages of children from low-income households" to help ensure that all children meet challenging state academic standards. With the government funding we receive, Jackson Avenue is able to provide before school literacy programs, purchase resources aimed at supporting learners in academic achievement, as well as providing professional development for our staff and more outreach for families.

At the beginning of each school year, Ms. Shanahan shares a **Schoolwide Parent and Engagement Policy which includes a compact**. This Policy and compact details the use of Title 1 funds at Jackson Avenue and is open for parent review. Jackson Avenue asks that all families be familiar with the Policy and Compact and connect with Ms. Shanahan with any questions.

Mineola Schools receive ESSA-funds from the federal government through NYS to run programs to support our schools. Should you have a complaint about the federally funded program, please follow this link for more information:

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

At Jackson Avenue, all students are met where they are academically, socially, and emotionally, and it is the work of the Jackson Avenue team to help each learner grow in any and all of these areas. The reading specialists test new entrants and are the resource people for teachers with curriculum needs and for overseeing our programs for students in need of academic intervention services

- a. [School Wide Title 1 Plan](#)
- b. [School Wide Parent and Family Engagement Policy](#)

Erin's Law:

In August 2019, New York State became the 37th state to sign Erin's Law into legislation. New York State's law, known as Erin's Law - requires public schools to teach child sexual abuse and exploitation prevention classes to students in kindergarten through eighth grade. Erin's Law is named for Erin Merryn, an abuse survivor and activist against child sexual abuse who has advocated for similar laws nationwide for over a decade. Erin's Law is intended to help children, teachers, and parents in New York State schools identify sexual abuse, and to provide awareness, assistance, referral, or resource information for children and families who are victims of child sexual abuse. In Summer 2020, work was completed with organizations that researched, developed age-appropriate grade bands, and found multiple resources to help school districts develop curriculum and useful lesson plans to implement Erin's Law. More information can be found at <https://www.nysed.gov/curriculum-instruction/erins-law>.

AIS Intervention

1. Academic Intervention Services and many IEP services will be provided to learners who score in the Tier 2 and 3 on the NWEA assessments (21st percentile or below). Additionally, other data such as easyCBM or mClass scores, state assessment data, writing samples, math assessments and EasyCBM scores will be used to make a final determination regarding who requires AIS in-school Services
2. Students receiving Tier 3 services will receive an IST meeting where goals and progress monitoring strategies will be discussed with classroom teachers and support providers.
3. We will be meeting every 7-8 weeks to provide support and monitor progress. After each 7-8 weeks, we will meet in teams to determine next steps for all learners.
 - a. [RTI/MTSS Mineola Policy and Procedures](#)
 - b. AIS services depend on a student's needs and range from in-class monitoring to participation in a small pull-out group.
2. Ms. Nicole Bartone is our IST chair who will be supporting all teachers and the school with creating and supporting the implementation of individual goals for our Tier 2 and 3 learners. Please be sure to contact Nicole with any questions or concerns regarding students in AIS.
3. **Branching Minds** is our AIS digital learning management system in which progress monitoring will be tracked. Teachers can access it through Clever using their Mineola UFSD username and login. For support, please contact Ms. Nicole Bartone
4. As always, it is important that all teachers who work with a child with an IEP or receiving AIS be progress monitored and worked with by all assigned teachers. Communication amongst the intervention team for each child is expected as often as possible within the schedule.
5. Each educator who works with a student with an IEP signs off on Dr. Purisic 408 form stating that he/she understands the accommodations on each child's IEP. If you have any questions, please contact Dr. Purisic or any other service provider who works with the learner.

CSE REFERRAL

1. The Committee on Special Education reviews referrals where it is believed that a child may be experiencing a disability that interferes with learning. A CSE referral can take place only after all efforts have been made to meet a student's need within the general educational program. The parent is contacted prior to any testing. Members, including the child's parent and referring teacher, meet at a case conference to work together to make recommendations based on testing, evaluations and conferences.

SERVICES FOR STUDENTS WITH INDIVIDUALIZED EDUCATIONAL PROGRAMS

The primary responsibility for approving the classification of students needing special services, evaluation of their particular needs and recommendation of special educational programs to meet these needs lies with the district's Committee of Special Education, chaired by the Director of Special Education Services. The Special Education Teacher then develops an **Individualized Education Program (IEP)** for each identified child specifying the nature of the child's instructional program and the related services required.

To meet the needs of students, the district provides a continuum of services including:

- itinerant teachers,
- related services such as speech, occupational therapy, and physical therapy,
- resource rooms which serve a student for only part of a school day and are taught by a special education teacher,
- our co-teaching program in which a general and special education teacher co-teach a class that includes both students with and without special needs, and/or
- self-contained special education classes

At Jackson Avenue, learners in our 15:1:2 self-contained classrooms have a buddy general education class with whom they will work and join regularly for special integrated activities. Learners in our RISE program participate in a peer buddy program.

ART

The Art Program, taught by **Ms. Jeanine Gallina**, allows students in Grades 3 and 4 to experience and to practice art on various levels. The focus of the Art Program is to enhance thinking skills through creative expressions and to develop appropriate skills. Students are exposed to various methods and materials and explore the processes used to produce art. Art forms may include drawing, painting, sculpture, collage and ceramics. Art appreciation and an awareness of the visual world are introduced at the elementary level. The exposure to creative expression is essential for the intellectual development of children.

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program serves those students who enter Jackson Avenue with limited proficiency in English. The individual needs of these students determine the extent of services rendered. The ESL Teacher and Dual Language teachers also serve as a link between the school and home for many families whose native language is not English. Communication (correspondence, phone conversations, notices, report cards) with the home is conducted in the native language, as necessary, whenever possible. The ESL Teacher is included in Parent-Teacher Conferences and in decisions concerning students in the ESL Program. Often the ESL Teacher becomes a familiar source for these families as to a child's progress, school procedures and special concerns. By providing appropriate instruction and communication between the home and school, the ESL teacher helps children with limited English proficiency to acquire the skills necessary for success in school.

DUAL LANGUAGE PROGRAM

Students whose first language is Spanish and who qualify for ESL services, and students whose first language is English but who wish to learn Spanish as well, may enroll in our Dual Language program. Enrollment of Spanish speakers is automatic. Enrollment of English speakers is by parental request on a 1st come 1st served basis via an email to the Principal. Students in the Dual Language program are educated in both English and Spanish. Two teachers work closely together to provide an enriching educational program in which students learn both, English and Spanish, as well as all the curriculum topics that every other child on their grade is learning.

LIBRARY & INTEREST-BASED LEARNING

The Library Media Program, under the direction of the Librarian, **Mrs. Nicole Bartone**, supports, complements and expands classroom activities. All students receive library instruction. Classes may also visit the library at additional times. The teaching of library skills is integrated within the framework of other curricula such as Social Studies, Language Arts, Science, etc. Our Library contains books and printed materials, computers and devices that

access the Internet, computer hardware and software, electronic encyclopedias, etc. Videos and eBooks are also a part of our growing collection.

Additionally, the librarian provides Interest-Based learning once every 6 days. In this, learners develop coding and tap-typing skills, as well as activities focused on design, engineering and computational thinking. Learners choose to use the Osmo systems, robotics programs and games, Legos and other design and engineering activities.

MUSIC

The general music classes under the direction of **Mrs. Angela Napolitano**, meets once a week for a 40 minute period. In the early grades, children learn to sing songs about life around them, including seasonal, patriotic activity and popular songs. Children discover rhythmic qualities through movement exercises and the use of rhythm instruments. Listening experiences help develop appreciation for many types of music. As the children grow older, more emphasis is placed on the fundamentals of music (i.e. notation, symbols, history). A more structured listening program begins, and the children are given an introduction to classics.

Band/Orchestra

All learners at Jackson Avenue participate in either band or orchestra. 3rd graders choose an instrument in January of 3rd grade and participate in their first concert in the Spring of 3rd grade. 4th graders in orchestra also have an opportunity to join orchestra club or the Jackson Symphony, which are additional music clubs.

PHYSICAL EDUCATION

All students are required to take the regular program of instruction under the State Education Law. This program, under the direction of **Mrs. Wink and Ms. Koch** is designed to enable all students to experience physically engaging, socially rewarding, emotionally uplifting activities while developing competence, confidence and self-esteem. Third and fourth grades are scheduled three times a week. **Shorts, sweat pants, warm-up or sweat suits are proper attire for safe participation. Sneakers are mandatory. Skirts, dresses and jewelry present a safety hazard in physical education class.** In order to be excused from physical education activity, a student is required to furnish a note from his/her parent, physician or school nurse explaining why and for how long the excuse is to be in effect. After a long period of illness or after an injury which requires medical attention, students will not be permitted to resume physical education activities without written approval of their parent, school nurse and/or family physician.

PSYCHOLOGICAL SERVICES

The School Psychologist, **Dr. Seniha Purisic** provides important educational services for children, teachers, parents and the administrative staff. Her major job is to enhance the learner's experiences by evaluating, diagnosing and recommending strategies for individual learners who are experiencing difficulties in school. These difficulties may reflect information processing conditions, personal or emotional problems or styles of learning that differ from the manner in which instruction is carried on. The School Psychologist serves as an advisor and consultant to the entire staff, as a member of the District Committee of Special Education, and as a participant in a variety of district-wide or individual building committees.

SOCIAL WORKER SERVICES

Our social worker, **Ms. Nayeli Calle** is available to work with individual students, small groups, and families. She pushes into the classrooms to work with learners and teachers, as well as provides out of the classroom support for learners and their families.

SPEECH THERAPISTS

The Speech Therapist (**Mrs. Rodocker and Mrs. McDonald**) services a variety of children with varying degrees and types of communication difficulties. The Speech Therapists are responsible for assessing, evaluating and improving difficulties in the following areas:

Articulation: The actual speech sounds a child uses during conversation

Language: Receptive-expressive vocabulary, sequencing skills, grammatical structures, auditory memory skills (i.e. the child's ability to recall information), auditory processing skills (i.e. the child's ability to absorb and decode spoken messages), socialization skills and interpreting innuendos and humor; Voice: Vocal quality, rhythm, rate of conversational speech

Fluency; Hearing Impairment: Language, speech, reading and auditory discrimination skills

The Speech Therapist also screens each new student entering the school for difficulties in any of the above areas.

IV. STUDENT ACTIVITIES

INTRAMURALS

Intramurals will be provided if school and staff schedules allow. Intramurals is a laboratory period where children can practice skills learned in their physical education classes. Information concerning specific days and times will be sent home before sessions begin.

EXTRA SUPPORT AND ENRICHMENT

Various extra-help opportunities are offered by our staff during the school year. Some are before and after school activities offered by formal invitation. Some are more informal.

Parents who believe that their child is experiencing difficulties with any aspect of their school work or school day should contact the teacher to discuss their concerns.

Learners who have a deep passion for learning about a specific topic or subject, will receive enrichment support. Enrichment is built into the curriculum, as well as part of the K-2 Badge Book. Additionally, for learners who are more than two grade levels above in math skill, we provide an enrichment specialist, **Ms. Cailin Giard**, who pulls out learners in K-2 to continue accelerated learning math.

SLA ENRICHMENT is also offered to students interested in learning about various topics in Spanish. They will have the opportunity to practice their language and oracy skills as they learn about topics of interest.

HEALTH AND SAFETY GUIDELINES FOR BEFORE/ AFTER SCHOOL ACTIVITIES

Before/ After School and Evening Activities:

- If your child participates in any before-school activities, we ask you please to wait with your child at the front door until the teacher arrives at the door at the activity's starting time to meet the children. We do not have any supervision prior to 8:30. **Never** leave your child unsupervised.

- Please make sure your child's teacher knows if your child will be staying after school for any supervised activities for which you have signed up your child. Pick up will be outside the front door at the ending time, rain or shine. Please wait outside and the person supervising your child will bring your child to you.
- If your child has a Health Care Plan, medications stored at school, or other special health needs, please note:

Medical Care Before or Afterschool:

- The nurse is present only from 8:50 - 3:27, and, at other times, there is not always someone available who is able to access the locked medicine cabinet.
- Staff members offering before/after school extra help or intramurals will have access to children's medications. But if your child is attending a PTA event outside regular hours or any event run by any other organization outside regular school hours, please make sure that your child is equipped with any needed items. (If, due to your child's medical needs, you feel you need to stay on site when the nurse is not present, it is fine with us if you wait in the lobby.)
- Many activities take place in our school building but do not involve our own staff members (PTA-sponsored events and activities such as Chess Nuts or FAST Athletics, activities led by community organizations, etc.). The people leading these activities will not know about your child's medical needs unless you inform them. Therefore, please be sure to do so.

PARENTS CAN MAKE THE DIFFERENCE

Many thanks for your cooperation, interest and involvement. We wish you and yours a most successful year. Together, we can create a wonderful school experience for our children.

**MINEOLA UFSD
ELEMENTARY HOMEWORK GUIDELINES**

DEFINITION

Homework is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study.

NATURE and PURPOSE

Homework has long been a vital part of education. It extends the time available for learning, by increasing the amount of time students are actively engaged in learning and extending time on task. It is useful to teachers for monitoring student progress and diagnosing student needs. Homework is an effective way to increase student personal responsibility and individual accountability. It facilitates more rapid movement through the curriculum: students augment class time with outside study, freeing teachers to introduce new material more quickly. Additionally, it may reinforce learned skills in the classroom independently at home. Homework leads to increased communications between parents and the schools and encourages parent awareness of student learning and contributes to students' and parents' understanding that the

school holds high expectations of students. It is important to let the classroom teacher know if your child is having any difficulty with homework as this information is helpful in gathering data and supporting each learner.

The purposes and objectives of homework are as follows:

- Provide background for upcoming lessons and units of study
- Provide opportunities for concept and skill development
- Extend classroom learning and/or provide practice I applying concepts initially learned in the classroom
- Provide opportunities for extensions
- Provide opportunities to identify and use resources, such as the library, the internet, reference books and other community resources

RESEARCH

Over 100 studies on the effects of homework conclude the following:

- There is little evidence that homework at the elementary school level has an impact on school achievement
- Studies at the junior high level have found some modest benefits of homework
- Studies of homework at the high school level have found clear benefits.

HOMework GUIDELINES

TIME

The younger the child, the less time he/she should spend on homework. A general rule is that children should do 10 minutes of homework for each grade level. Additionally, they should also partake in nightly independent reading time. Therefore, the following guidelines for the amount of time children should spend on homework, by grade, is as follows:

GRADE AMOUNT OF TIME

Grade 3: 30-40 minutes + independent reading
Grade 4: 40-45 minutes + independent reading

WEEKENDS & VACATIONS

Homework may be given over the weekend or on a day prior to a school holiday. Circumstances which may warrant homework over a weekend or prior to a school holiday are:

- Day of cycle: specific days may be homework days even when they fall on a Friday or the day before a holiday.
- Long term projects (i.e., research project, book report, etc.) may necessitate work over the

- weekend.
- A special education program may need consistency and daily reinforcement of instruction.
- A student may need to “catch up” due to an extended absence or illness.

Building good reading habits should be a daily event. Children should be participating in independent reading activities as often as possible, including weekends, holidays and vacations. It is recommended that in collaboration with their parents, guardians, an adult relative or older sibling, students document their nightly independent reading via a reading log.

Teachers are not expected to provide homework to children who go on extended vacations during the school year. Students will be asked to read, take pictures and keep a journal during this time. They may also return with a product to share with the teacher and the class through a written or oral format.

RELIGIOUS OBSERVANCE

Homework will not be assigned on designated religious holidays or when students will be absent due to religious observances.

TEACHER RESPONSIBILITIES

- Homework assignments are to be directly related to instructional objectives and should take into account the differences among students so that it can be completed independently.
- Homework will be used to review and reinforce material taught in class. · Teachers will clearly communicate classroom policies and procedures to students and parents each September.
- Teachers will communicate due dates and directions for completing each homework assignment to students and parents.
- Teachers will be responsible for providing complete directions and explanations of homework assignments so that the students are able to complete the assignments independently.
- Teachers will institute procedures to monitor students with poor organization skills and develop student accountability for writing down homework and bringing home materials needed to complete their assignments.
- Homework will be varied and encourage creativity.
- Incomplete school work may be assigned as homework, however teachers are responsible for determining why a child is unable to complete class assignments and developing procedures to ensure each student is developing competency in completing all assigned class work. Individual modifications of class assignments may be needed for some students. Parents will be notified if this becomes an on-going concern.
- Homework will never be assigned as a punishment.
- Checking homework and reviewing responses during class time will be minimal so as not to detract from valuable instructional time.
- When assigning “study” homework, teachers will be specific about what needs to be studied so that both students and parents understand how to prepare for the test. · Students may make up assignments missed due to excused absences. Teachers are not expected to provide assignments in advance for absences of any type.
- Teachers will solicit feedback from students and parents regarding the level of assistance needed to complete homework assignments as needed.

- Teachers will provide opportunities for students to ask questions and receive clarification of expectations when the assignment is given.
- Completed homework assignments will be reviewed and feedback will be provided to students. This feedback may include self-evaluation and/or tracking of progress, peer feedback or teacher comments.

STUDENT RESPONSIBILITIES

- Copy or write down homework assignments in class.
- Bring home the assignments and materials needed.
- Complete homework as assigned and hand in assignments on time.
- Work should be neat.
- Review homework with parents.
- Ask for help when needed.

PARENT/SCHOOL PARTNERSHIP

The parent/school partnership is vital to ensure students' success in school. The following guidelines will assist parents in maximizing the benefits of home assignments:

- Provide a quiet workplace free of distraction.
- Supply the necessary materials to allow your child to complete the assignments.
- Periodically monitor your child's progress.
- Even though your child may be able to complete the homework assignments independently, you should periodically monitor his/her progress and be available to help, where needed.
- If your child is experiencing difficulty with homework, please contact your child's teacher.
- On the night before an assessment, study with your child to help prepare for the test.

These guidelines were adapted from the homework guidelines of the following schools and school districts: Franklin Square School District Homework Guidelines, Garrett Park Elementary School Homework Policy, Merrick UFSD Homework Guidelines, Mineola UFSD Homework Guidelines of Cross, Hampton, Jackson and Meadow Drive Schools, Robeson County Homework Guide

References

National Association of Elementary School Principals

School Improvement Research Series (SIRS), Helping your child with homework by Nancy Paul

ELEMENTARY SCHOOLS

CODE OF CONDUCT

3rd and 4th Grade

Below please find the Mineola School District's *Code of Conduct* designed to promote a safe and orderly learning environment for every student. Please read it carefully and discuss it with your child/children. If you have any questions, please contact your building principal.

*Students and parent/guardians will be asked to sign the **Jackson Avenue School Signature Form** to attest that they have received/been given access to the Mineola School District's Student Code of Conduct, they have reviewed the contents of the Student Code of Conduct with their child in a manner appropriate for their child's age and developmental level, and agree to help their child follow the rules and policies it sets forth.*

**ELEMENTARY SCHOOLS
CODE OF CONDUCT
Grades 3 & 4**

**Mineola UFSD
The Students' Bill of Rights
Mineola Mission**

The mission of the Mineola Union Free School District is to inspire each student to be a life-long learner, pursue excellence, exhibit strength of character and contribute positively to a global society.

The Mineola UFSD is committed to the above mission state and to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services. Responsible behavior by students, teachers, other district personnel, parents and other family members and other visitors is essential to achieving this goal.

The Board of Education recognizes the need to clearly define expectations for acceptable behavior for students, staff and parents. These expectations are in accordance with the core values adopted by the Mineola School District and are based on the principals of achieving academic excellence, mutual respect, character, honesty and integrity.

The image a school system portrays is often determined by the manner in which people act and treat each other. We must all - students, teachers, administrators, staff, parents and community members - show pride by doing our share to make the Mineola UFSD an exceptional place in which to learn and work.

In order to ensure that the expectations of the Mineola UFSD are followed a Student Bill of Rights was created. This Bill of Rights entitles students to the following:

- A clear statement of the academic standards that both define what students are expected to know and be able to do at every educational level and specify the basic conditions for learning that students and families can expect from the educational system.
- Adequate learning materials and resources.
- High quality teachers and counselors.
- A safe and supportive school environment.
- Fair and authentic assessment that is used to measure and improve the quality of education students receive and supplementary educational services that respond to identified student needs.
- Easily understood, current, reliable information on the performance of the school in delivering each of the rights.
- Regular public forums that allow students and parents to communicate their experiences relative to these rights to educators and the Board of Education responsible for insuring these rights.
- Attend school in circumstances which permit healthy intellectual, emotional, physical, and moral development.
- A free, sound, basic education.
- An education appropriate for his or her individual needs.
- An education which respects their culture, race, socioeconomic background, and the language of their home.
- Schools and educational programs which are effective.
- Educational programs which prepare them for jobs, for college, for responsible family life, and for citizenship in a self-governing society.
- Pursue their education without fear.
- An education which involves responsibilities as well as rights.

These rights were adapted from, Teaching to Change LA, An on-line Journal of IDEA, UCLA's Institute for Democracy, Education and Access, An Educational Bill of Rights, Vol. 2, 2001-02.

Constituent Responsibilities

Each constituent in the Mineola UFSD also has responsibilities for ensuring that the Mineola UFSD is a district of excellence. To this end, each party must know and adhere to their responsibilities, as follows:

Students' Responsibilities

- Adhere to guidelines set forth by the school district.
- Attend school regularly.
- Come to class with all necessary materials and be prepared to learn
- Take advantage of learning opportunities.
- Treat other people and property with respect.
- Report hazardous or dangerous situations to an adult.
- Follow all bus, classroom and school safety rules and procedures.
- Complete classroom assignments, homework and projects/reports.
- Share school reports, including grades and progress reports with parents/guardians.

Parents' Responsibilities

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
- Send their child(ren) to school ready to participate and learn.
- Ensure their child(ren) attend school regularly and on time.
- Ensure absences are excused.
- Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their child(ren) understand them.
- Convey to their child(ren) a supportive attitude toward education and the district.
- Build good relationships with teachers, school personnel and other parents.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student performance.

- Provide a place for study and ensure homework assignments are completed.
- Provide support with homework and the development of social skills.
- Act in a respectful manner toward teachers, administrators and all school personnel.
- Serve as role model for students and model appropriate behavior.
- Maintain an awareness of the child(ren)'s school performance.

Faculty Responsibilities

- Share responsibility for supervising students.
- Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn.
- Be prepared to carry out job responsibilities.
- Demonstrate interest in learning and concern for student achievement.
- Know school policies, rules and enforce them in a fair and consistent manner.
- Communicate to students and parents regarding course objectives and requirements, marking/grading procedures, assignment deadlines, expectations for student and classroom expectations.
- Communicate regularly with students, parents, administrators and teachers concerning growth and achievement.
- Exercise appropriate instructional and supervisory responsibility for assigned students and take appropriate action where necessary.
- Serve as role model for students and model appropriate behavior.
- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Initiate and attend teacher/student/counselor conferences and parent/ teacher/student/counselor conferences, as necessary, to resolve problems.
- Regularly review, with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Respect the confidentiality of student information.

Administrators' Responsibilities

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students, staff and parents have the opportunity to communicate regularly with the principal
- Evaluate, on a regularly basis, all instructional programs.
- Support the development of and student participation in, appropriate extracurricular activities.
- Be responsible for enforcing appropriate discipline and ensuring that all situations are resolved promptly and fairly.
- Serve as a role model for students and model appropriate behavior.
- Communicate concerns about students with parents.
- Respect the confidentiality of student information.

Non-Instructional Staff Responsibilities

- Recognize that the education of children is a joint responsibility of the parent and school community.
- Maintain a climate of mutual respect and dignity, which will strengthen student's self-concept and promote confidence to learn.
- Be prepared to carry out job responsibilities.
- Serve as a role model for students and model appropriate behavior.
- Respect the confidentiality of student information.

The responsibilities were adapted from Mineola High School Code of Conduct.

Elementary Dress Code

The responsibility for student dress and general appearance rests with the individual students and parents. However, the Mineola School District requires that students attend school in appropriate for dress that meets health and safety standards and does not interfere with the learning process.

The following clothing items are in violation of the dress code policy.

- Attire or accessories which are libelous, portray disruptive or obscene writing or pictures, logos or emblems that condone and/or encourage the use of violence, prejudice, illegal drugs, tobacco products, or alcoholic beverages.
- Clothing that is distracting in nature including:
 - low cut, tight or bare midriff garments
 - any clothing where the undergarments become visible
 - blouses or shirts resembling undergarments
 - shorts-shorts or mini skirts
 - hoods or head coverings unless for religious purposes, including, but not limited to hats, caps or hoods
- For the safety of children, proper foot attire is necessary. Flip flops and sandals are not permitted.

Making Appropriate Choices **Grades 3 & 4**

Here are some ways you can show that you are responsible for making appropriate choices at school, on the bus and during school related activities.

- Always walk and remain quiet in the hallways.
- Use respectful language at all times.
- Treat all school property as if it were yours.
- Follow teacher/assistant/aide directions respectfully.
- Keep hands, feet and personal objects to yourself.
- Do your part to keep school property, including bathrooms and playgrounds, neat and clean.
- Always be honest.
- Keep valuable or dangerous items at home.
- Ask permission to use other's property.
- Treat everyone the way you would like to be treated.
- Always be listening carefully and trying to produce your best work.

- Demonstrate your best effort at all times.
- Report any events that affect you or peers that may be considered bullying. This may be with words, actions or through electronic media (emails, texts or social media sites).

Instructional Programs that Promote Respect, Dignity and Equality to Ensure a Safe Environment

Goals of DASA: To design safe learning environments and safe school climate.

School wide prevention, intervention and classroom programs used to teach students alternatives to discriminatory or harassing behaviors:

- School will hold an assembly at the beginning of each year that addresses/ explains the code of conduct to students.
- Various assemblies and workshops from outside cultural art companies to help prevent bullying. Each workshop is done on a grade level appropriate scale. One big assembly with the whole grade and then each classroom break off into their own classes to role play situations for bullying.
- Codes of conduct are provided to students and to parents via posting on school websites.
- Character Education Curriculum Guides:
 - Classrooms focus on the pillars of promoting good character (trustworthiness, respect, responsibility, fairness, caring and citizenship)
 - Students will:
 - Understand basic safety rules
 - Recognize potential dangerous situations and know how to avoid or reduce the risk
 - Recognize how individual behavior affects the quality of the environment
 - Understand consequences (both positive and negative) for our actions
 - Be able to make ethical choices + help guide their decisions

Description:

Our school provides curricular based experiences for students that promote tolerance, respect for others and dignity. The curricular programs consist of assemblies, activities and materials geared to raise awareness and sensitivity to different cultures, religions, physical appearances, gender, ethnicity, weight, mental or physical abilities and/or sexual orientation or perceived sexual orientation.

- CAPS - Bully Prevention
- Instructional programs/assemblies/environment workshops
- Selected literature such as *Have You Filled a Bucket Today?* by Carol McCloud, *Rainbow Fish* by Marcus Pfister, *Swimmy* by Leo Lionni, *Oliver Button is a Sissy* by Tomie DePaola, *Chrysanthemum* by Kevin Henkes, *The Grouchy Ladybug*, by Eric Carle, *Do You Want to be My Friend*, by Eric Carle and *Officer Buckle & Gloria* by Peggy Rathmann.
- The *Making Meaning Read Aloud Program* which integrates academic achievement with social and ethical development
- Child abuse prevention strategies (CAPS) a core of committed, trained volunteers that work with students and teachers in the area of child abuse, neglect, bully prevention, internet safety and other important character developments.
- Hoops for Heart: a fundraiser where sponsors support students and financially match the number of hoops with a dollar amount. Monies are given to the American Heart Association.
- Jump Rope-a-thon: a fundraiser where sponsors supports students and financially match the number of times or amount of time they jump rope. Monies are given to the American Heart.
- Cultural Arts: Character Education programs are reinforced via various performances.

Offenses and Corrective Measures

- **ISS** - In School Suspension (to include support from the classroom teacher and therapeutic support reflection under the direction of the School Psychologist or School Social Worker).
- **OSS** - Out of School Suspension: Pursuant to Education Law Section 3214(3)(e), the student is eligible for tutoring during the time that he or she is suspended.
- Detention occurs either before or after school.
- All consequences must be relevant to the student's level of understanding.
- Manifestation meetings will be conducted to students with disabilities where appropriate.
- Delinquent or criminal conduct will result in immediate notification to the Principal, Parent School Psychologist/ Social Worker and appropriate law enforcement agency.
- Parent meetings can be either in person or via telephone conference.

Type of Misconduct	1 st Offense	2 nd Offense	3 rd Offense
Bus misconduct	<ul style="list-style-type: none"> • Bus driver warning • Parent component informed/ conference 	<ul style="list-style-type: none"> • Bus driver written report to principal • Teacher informed • Parent informed • Reflection sheet signed by parent 	<ul style="list-style-type: none"> • Bus driver written report to principal • Teacher informed • Parent informed • Reflection sheet signed by parent • Transportation personnel to work with principal to determine if bus suspension is appropriate
Academic dishonesty Describe	<ul style="list-style-type: none"> • Teacher and parent informed/ conference 	<ul style="list-style-type: none"> • Teacher informed • Principal informed • Reflection sheet signed by parent • Possible ISS or detention 	<ul style="list-style-type: none"> • Teacher informed • Principal informed • Reflection sheet signed by parent • Possible OSS or ISS

Leaving classroom/being in an unauthorized location; hallway misconduct; lying or showing disrespect towards others	<ul style="list-style-type: none"> Person in charge gives warning 	<ul style="list-style-type: none"> Teacher informed Principal informed Reflection sheet signed by parent Possible recess removal 	<ul style="list-style-type: none"> Teacher informed Principal informed Either reflection, recess removal or full lunch removal Possible parent meeting Reflection sheet signed by parent Possible ISS or detention
Cafeteria or recess misconduct	<ul style="list-style-type: none"> Person in charge or aide gives warning 	<ul style="list-style-type: none"> Teacher informed Principal informed Person in charge or aide seats student separately from class in cafeteria or recess location Reflection sheet signed by parent 	<ul style="list-style-type: none"> Teacher informed Principal informed Either reflection, recess removal or full lunch removal Reflection sheet signed by parent Possible alternative lunch setting
Physical/verbal abuse Threaten welfare of others Bullying	<ul style="list-style-type: none"> Parent contacted Reflection sheet signed by parent Written or verbal apology Depending on the severity of the incident, may go immediately to more intense consequences as listed in the next two columns 	<ul style="list-style-type: none"> Principal/parent/teacher meeting Reflection sheet signed by parent Written or verbal apology ISS or detention 	<ul style="list-style-type: none"> Principal/parent/teacher meeting Either reflection, recess removal or full lunch removal Reflection sheet signed by parent Written or verbal apology OSS or ISS
Damage property of school or others	<ul style="list-style-type: none"> Person in charge gives warning 	<ul style="list-style-type: none"> Principal/parent/teacher meeting Reflection sheet signed by parent Written or verbal apology ISS or detention Possible replacement of damaged property or performance of school service 	<ul style="list-style-type: none"> Principal/parent/teacher meeting Reflection sheet signed by parent Written or verbal apology OSS or ISS Possible replacement of damaged property

Escuela Jackson Avenue School

Manual para Padres



2024-25

