

H.C. Fenner's Mission Statement:

Our goal is to educate, nurture, and challenge each student and to develop respect, responsibility, and resourcefulness.

Board of Education Members:

Tracy Schrader	President
Tom Frederes	Vice President
Heather Cardot	Member
Robert Carpenter	Member
Marcella Centi	Member
Mark Wilcox	Member
Ro Woodard	Member

District Administrators:

Steve Penhollow	Superintendent of Schools
Jeffrey Jordan	9-12 Principal
Terry English	6-8 Principal/District Data Coordinator
Judith Roach	Director of Instruction & Staff Development
Holly Hannon	Paul B.D. Temple Elementary Principal
Gary Gilbert	H.C. Fenner Elementary Principal
Julie Widen	Director of Special Education
Mary Plumb	District STEAM Coordinator
Ashly Warner	School Psychologist

H.C. Fenner Staff

Gary Gilbert	Principal	Brett Johnson	PE
Vicki Green	Secretary	Lauren Kimball	Art
Bob Buchanan	SSO	Tim Przybelinski	Music
Lori Buchanan	SSO District	Michelle Turecek	Library
Carole Garrison	3 rd Grade	Pam Sigular	STEAM
Julie Pawlak	3 rd Grade	Jessalyn Peterson	Music
Jamie Randazzo	3 rd Grade	Dawn Stanton	Spec. Ed
Nicole Seeley	3 rd Grade	Monica Cummings	Spec. Ed.
Jackie Bohall	4 th Grade	Bryan Voorhis	Spec. Ed.
Mike Chitester	4 th Grade	Renee Schwab	Social Worker
Matt Fredrick	4 th Grade	Elizabeth Giddy	Speech
Nancy Payne	4 th Grade	Marah Micek	Speech
Leslie Bianco	5 th Grade	Dea Voorhis	Counselor
Carrie Roth	5 th Grade	Holly Yagger	OT
Mackenzie Stevenson	5 th Grade	Kimberly Youngberg	COTA
Sandy Valvo	5 th Grade	Lisa Carlson	RN
Sue Arrance	AIS	Melanie Gifford	LPN
Holly Brainard	AIS	Tracey Hendrickson	Shelley Ryberg
Jennifer Heftka	AIS	Sandy Stimson	Penni Johnstone
Alyssa McCarthy	AIS	Sherry Bower	Christy Micek
Ryan Work	AIS	Beverly Glenn	
Emily Narraway	Spec. Ed.		

School Hours:

H.C. Fenner Elementary students are expected to be in their classrooms at **7:45am**. School dismissal is at **2:30pm**. All students entering school after **7:45am** **must** sign in at the office before proceeding to their classroom. School Doors will **NOT** be opened for students to enter the building until **7:30am**. **STUDENTS WILL NOT EXIT THEIR VEHICLE OR BUS UNTIL 7:30AM. Students may NOT be dropped off early.**

Parents' Right to Know:

All teachers are certified in their subject areas at Falconer Central School with a degree or Master's degree in the field or discipline they teach. The teacher certification can be reviewed in the district office.

Breakfast & Lunch Program:

The Fenner school breakfast program is available to all students. Breakfast will be available in the Fenner school cafeteria from 7:30-7:45am each morning. There will be **NO COST** for breakfast and lunch for **ALL** students. All meals are free for students in the Falconer School District.

Early Dismissal/Unplanned Pickup:

Information must be provided prior to the afternoon (1:00pm) if a parent or a designee needs to pick up their child. You will need to sign your child out at the office. The child will then be called down to the office to meet you. This policy is being enforced for the sake of the children's safety.

If a bus change occurs, a note needs to come in the morning stating the change in procedure, as well as, listing **the name of the adult and address of where the child will be dropped off**; please send two copies of this note – one for the bus driver and one for the classroom teacher.

Attendance and Early Dismissal Policy:

If a student is going to be absent from school due to illness, please call and leave a message for the **school nurse – 665-6627 ext. 2 at Fenner School - BEFORE 9AM**. **This is the time that the automated attendance messages will be sent out.**

When a student returns after being absent, **THE STUDENT MUST PRESENT A NOTE FROM A PARENT OR GUARDIAN EXPLAINING THE ABSENCE TO THE TEACHER IF A TELEPHONE CALL HAS NOT ALREADY BEEN MADE:**

Regular and prompt attendance is an important factor in a child's school success. Parents can help their children succeed by ensuring their attendance except when illness or extreme family emergencies occur.

Emergency Closings:

When it becomes necessary to close school for the entire day due to inclement weather or another emergency, it will be announced on local radio stations, along with notification via Power Announcement/School Messenger feature

AM	FM	TV
WJTN - Jamestown 1240	WWSE- Jamestown 93.3	Channels 2, 4 & 7
WKSN - Jamestown 1340	WHUG - Jamestown 101.4	

Emergency Go Home:

Unscheduled early closings due to equipment failure or weather may also be necessary. Each child should know where to go if an emergency arises and school is dismissed early if parents are not at home. WE CANNOT PLACE TELEPHONE CALLS AS ALL LINES MUST BE KEPT OPEN. ALSO, IF WE LOSE OUR ELECTRICITY, WE WILL LOSE THE USE OF OUR TELEPHONES. Emergency Go Home information is included in forms given to each student yearly for updating. If changes need to be made during the year, please contact the office immediately. It is important that phone numbers are updated if changes occur since we cannot reach parents when emergencies occur if numbers are incorrect. ** Please note: All Alternate plans for drop-off locations for emergency closings **MUST BE IN DISTRICT.**

New York State Testing Dates – Grades 3,4,5 – Tests given during:

Grades 3, 4, 5 – ELA, Math, and 5th grade **ONLY Science**

Monday, April 7– Friday, May 16, 2025

Please note these dates are subject to change

Parent Teacher Organization:

The Falconer District PTO is an important part of our school. All parents are encouraged to become members and to support the functions and activities the PTO sponsors. Equally important to the school are the many parent volunteers who provide services and offer assistance to classroom teachers.

PTO Officers for the **2024-2025** School year are as follows:

Co -President -	Jessica LaBadie	The email to reach the PTO is: falconerelementarypto@gmail.com
Co-President -	Hannah Yoder	
Vice President -	Kristen Darling	
Treasurer -	Samantha Vanstrom	
Secretary -	Charlotte MacNeil	
Public Relations -	Stacey Billquist	

School Year Trimesters:

The trimesters end on the following dates: Dec. 6th, March 25th, and June 27th

Parent Conferences:

Parents may make appointments for conferences with teachers or the principal. Scheduled teacher/parent conference days are held in the fall and at the end of the first semester in January. However, parents are urged to call or contact the school when a question or problem concerning a school matter arises.

Parent/Teacher Conference days for the 2024-2025 school year are 1/2 days scheduled on:

November 8th	November 22nd
December 6th	January 24th

***Please note: students at Fenner Elementary will be dismissed at 11:00 for ½ days**

Parents and Guardians: Take advantage of the SMS text messaging service.

**** BE SURE all of your
information is up-to-date with our
Power Announcement/School Messenger feature. Any questions
regarding this can be handled through Lacie Schimek in the high
school guidance office: 716-665-6624**

To participate and receive SMS text alerts on your cell, just text **YES** or **OPTIN** to the short code **68453** or by scanning the QR code with your smartphone.

With this free service,* you will receive text messages notifying you of inclement weather, safety alerts, school closings or other important information impacting your school system.

You can opt-out from alerts at any time – just reply with **STOP** to any message, or **HELP** if you need assistance.

Your privacy is important – your information will not be sold or provided to third parties.

**Message and/or data rates may apply.*



**OPT-IN
ON YOUR
PHONE!**

**SIMPLY
TEXT
YES or
OPTIN
to 68453**



Health Services:

Questions or concerns about a student’s health or medical needs should be directed to the School Nurse. In addition to routine screening for hearing, vision and scoliosis, the school nurse coordinates comprehensive physicals administered by the school physician at appointed times during the school years, and maintains health records for each student.

New York State law states that medication cannot be given to a child in school without a written order from the child’s doctor or dentist. It is also required that we receive a letter from the parent or guardian giving permission for the school nurse or her designee to administer the child’s medication. All medications must be brought to school by an adult in its original prescription container.

Immunization and Registration Procedures:

At the time of registration, a student’s immunization records must be up to date. If records are not up to date, students will not be permitted to enter school. The state requires students entering school for the first time to be immunized against the following diseases:

- 4 doses of diphtheria containing toxoid
- 3 or 4 doses of oral poliovirus (OPV) or enhanced inactivated virus (EIPV) 1 dose after 4 years of age.
- 2 doses measles, mumps, rubella (MMR)
- 3 or 4 doses of the Hepatitis B vaccine
- 2 doses of Varicella (born after 1/1/98)

Because school health services are preventive rather than medical, the following screenings are performed:

SERVICES PROVIDED	GRADE LEVEL
Medical Examination	Pre-K K,1,,3,5,7 9,11
Hearing Screening	Pre-K,K,1,3,5,7,11
Vision Screening	Pre-K,K,1,3,5,7,11
Scoliosis Screening	Girls only grade 5,7 Boys only grade 9

Parents are encouraged to have their family doctor or dentist examine their children as they have better knowledge of the child’s health history. Parents are contacted if there are any discrepancies in a screening test and advised to follow through with proper treatment. Parents are urged to notify the of school on any change in information pertinent to the child’s health and welfare.

H.C. Fenner Elementary School Report Card

The purpose of the report card is to inform parents and students about the achievement of specific learning goals It identifies students’ levels of progress with regards to those goals, areas of strengths and areas where additional time and effort are needed. Students receive scores that show how well they have mastered the skills.

The scores will represent whether the student is exceeding, meeting, approaching or below grade level expectations. Students will get separate marks for effort and work habits, which are important for parents to keep tabs on even if these characteristics aren’t included in the assessment of the student’s academic skills. These are the scores that will be on the report cards:

1 = Below Grade Level Expectations

“I need the teacher right by my side to help me understand the concept.”

2 = Approaching Grade Level Expectations

“I am grasping the concept, but I still need more practice.”

3 = Meeting Grade Level Expectations

“I understand the concept, and I have met the grade level expectations.”

4 = Exceeding Grade Level Expectations

“I automatically apply the concept at a high level and in a consistent manner.”

Promotion Policy:

The classroom teacher, in conjunction with the Principal, will determine students' eligibility to be promoted. The retention of a student will be discussed with parents, and additional evaluative data will be accumulated as necessary before a final decision is made.

Policies and procedures regarding the promotion of children from one grade to the next have been adopted by the school's staff, and include consideration of the mastery of basic skills, social adjustment and maturity, the student's individual history and individual needs. In each case, a student's academic and emotional development will be the prime concern of the professional staff. By law, the final decision about retention is delegated by the Board of Education to the administration of the District.

Speech, Hearing & Language:

The purpose of this program is to provide instruction and remediation for the children with consultation for the parents and classroom teachers. If you are concerned about your child's speech, hearing or language abilities, please contact one of our speech/language therapists.

AIS Reading or Math:

In Grades 4 through 8, the Falconer Central School District screens all students in ELA and mathematics through multiple data points. Upon identification of a student for consideration for AIS, the Falconer Central School District uses a district-developed procedure, to be applied uniformly at each grade level for determining which students shall receive AIS. After the Falconer Central School District considers a student's scores on multiple measures of student performance, the Falconer Central School District determines whether the student is required to receive AIS.

How Parents Can Help:

Foster your child's growth by:

1. Encouraging responsibility, resourcefulness, and poise at home and in the community through habits of orderliness, courtesy of speech and mannerism and confidence in self and others.
2. Providing opportunities for family discussions and shared decisions.
3. Helping them to abide by agreed upon decisions.
4. Prepare your child for a good school day by seeing that they have sufficient rest, complete meals, time for eating and a fixed routine.
5. Check your child's appearance before leaving home.
6. Help your child build favorable attitudes toward school by being interested in their school day, appreciating their work and making constructive criticisms, getting acquainted with school friends and building an appreciation for the abilities of others.

7. Become acquainted with your child's school program by visiting the school, becoming acquainted with the teacher(s), joining the PTO, helping with school activities and attending scheduled conferences.
8. Supplement the school program for your child by taking family trips, providing a quiet, comfortable place for homework.
9. Read to your child daily and encourage your child to read daily.

Student Conduct:

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to emphasize on the student's ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, when they:

- Engage in conduct that is disorderly
- Engage in conduct that is insubordinate
- Engage in conduct that is disruptive
- Engage in conduct that is violent
- Engage in any conduct that endangers the safety, morals, health or welfare of others
- Engage in misconduct while on a school bus
- Engage in any form of academic misconduct

A complete copy of the Code of Conduct Summary is available in the Principal's office for review by any student or parent of the school district.

Students are not allowed to have Handheld Video Games, Cell Phones, Audio Devices, Playing or Trading Cards and Action Hero toys in school. These items interfere with our educational process. If your child uses these items in school, the item will be taken away and not returned until a parent picks the item up in the office. Per the transportation department, students are still allowed to have the above mentioned items on the bus. If students do bring these items to use on the bus, they will have to keep them stored in their backpacks during the school day.

Dress Code:

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents are primarily responsible for acceptable student dress and appearance.

Teachers and district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, be appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), short shorts, and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats, bandanna type headbands except for a medical or religious purpose while school is in session.
6. Not include items that are vulgar, obscene, or degrading of others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or his or her designees shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

Electronic Devices:

Elementary School Cell Phone Procedures. Students may possess or use personal electronic devices on school property, on school busses, or at school-sponsored events according to the following guidelines:

- Students may use them before school, until the student enters their classroom.
- During the student's breakfast, headphones are required while playing music, videos, and games.
- During the school day, all electronic devices must be turned off or muted and kept in the student's backpack.
- Students are not permitted to take them outside during recess.
- At dismissal, students are permitted to use their phones.
- Personal electronic devices will not be used to cause any disruption in the educational process or for unethical or illegal purposes. Prohibited uses include, but are not limited to, cheating on assignments or tests, harassing or bullying, taking or distributing unauthorized photographs, recording others or incidents on Falconer Central School property. Personal electronic devices will not be used to access any obscene, threatening or otherwise inappropriate school material via any form of electronic communication.
- Personal electronic devices will not be used for any activity prohibited by the Falconer Central School Code of Conduct or Dignity Act. These devices are also prohibited from circumventing the Falconer Central School network security or for any unauthorized access to, or inappropriate use of, the school network.

- Falconer Central School is not responsible or liable for the theft, loss, data loss, damage, destruction, misuse, or vandalism of any student's electronic device on school property. Students are provided access to Falconer Central School computers and technology on a daily basis for educational purposes.
- If a student is found to be in violation of these personal electronic device procedures, devices will be confiscated by school personnel and returned to the student or parents, depending on the violation and frequency of the offense. This District is not responsible for any text or data usage and/or charges. Students may also be assigned further consequences, depending on the violation and incident. Failure to use the device appropriately may result in the loss of privileges.

Student Support Team (SST):

SST is a multi-disciplinary group of professionals who meet regularly to collaborate and develop interventions to assist students with difficulties in school. The SST may consist of a classroom teacher, the building principal, school counselor, school psychologist, behavioral specialist and/or a reading teacher. The Team is chaired by the Director of Student Services. Anyone may refer a student to the Student Support Team, including the child's parent/ guardian.

Section 504:

Section 504 is a federal anti-discrimination statute that protects the rights of individuals with disabilities. Any student who 1) has a physical or mental impairment that substantially limits a major life activity, i.e. seeing, hearing, speaking, learning, working, etc.; 2) has a record of such impairment; or 3) is regarded as having such an impairment may be eligible for protection under Section 504. A student may have a disability that does not require special education services, but may require instructional and/or environmental accommodations. If so, the student may be referred to the Section 504 Committee to determine eligibility for a Section 504 Accommodation Plan. For more information regarding the Section 504 referral process, please contact Julie Widen, Director of Special Education & Student Services at 665-6624, ext. 4224.

Special Education:

Special education provides specially designed instruction, services, and programs to meet the unique needs of students with disabilities. Students who are not making academic progress as expected will be monitored utilizing a Response to Intervention (RTI) process. RTI provides students with additional instructional support focused on specific skill deficits. Students' academic progress is monitored closely as they are provided with increasingly intense levels of instruction and intervention based on their individual needs. There is a small percentage of students who do not make expected academic growth and may require further evaluations to determine the reasons for their lack of progress. If there is a concern that a student may have a disability, the school will seek parental consent to conduct a multi-disciplinary evaluation to determine the need for special education services. If a parent thinks his/her child may have a disability, he/she may make a written request to the school to have his/her child referred to the Committee on Special Education for an evaluation. This written request may be submitted to the building principal or the Special Education Office.

Response to Intervention (RTI):

The Falconer Central School District believes in providing the highest quality of education for all its students. This system provides all students with timely and targeted interventions based on the results of universal screening tools in reading, math, and behavior. Universal screenings help school staff determine which students may be academically, socially-emotionally, and/or behaviorally “at risk.”

These screenings can include recent results of state or district tests, as well as specific academic or behavior screening assessments. These assessments are typically administered to all students 2-3 times per year. Students whose scores fall below a specified cut-off are identified as possibly needing more specialized academic, social-emotional, or behavioral interventions.

For RTI, all students will participate in the core curriculum, with three levels (tiers) of intervention for students who demonstrate at-risk skills in reading, math, and/or behavior. Each tier provides additional support beyond the core curriculum. **Tier 1** supports are provided to all students, with the classroom teachers using different strategies within the core curriculum to address all students’ educational needs. Those students who are unsuccessful with only tier 1 supports, will be provided with supplemental research-based interventions matched to their needs, referred to as **Tier 2**. Students who continue to struggle with tier 2 interventions, will receive more intensive and individualized intervention at the **Tier 3** level, provided by a specialist. The specialist will continue to monitor student progress. You will be notified if your student is selected for participation in an intervention program. Students in Tier 3 will be monitored through the Student Support Team (SST). Students who continue to struggle or fail to respond with this level of intervention may be referred to the Committee on Special Education (CSE). For more information regarding the special education process, please contact Julie Widen, Director of Special Education and Student Services at 665-6624, ext. 4224.

Student use of computerized information resources (acceptable use policy):

The BOE will provide access to various computerized resources through the District’s computer system consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called “online services,” and the “Internet”. All use of the DCS shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow students access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to the use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS, nor is it the intention of this policy to define all inappropriate student conduct and use as well as proscribed behavior. District students shall also adhere to the laws, policies and rules governing computers, including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys the property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Sections 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The technology staff may access all such files and communications to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should NOT expect that information stored on the DCS will be private.