



HANCOCK CELEBRATES HOMECOMING!

More photos inside!



FALL 2018
Volume 22, No. 1

WILDCAT NEWS

HANCOCK CENTRAL SCHOOL DISTRICT

WILDCAT PLEDGE

We nurture and empower each learner's unlimited capacity
to become a responsible citizen with a promising future.



HAPPY TO BE BACK!

Take a look at first-day photos on Page 12!



SUPERINTENDENT'S MESSAGE

Hello, Friends,

Welcome to the 2018-19 School Year! We are so pleased and excited to have students, faculty and staff members back on campus and in classrooms.

As has been widely reported, the Board of Education and I intend to convene the 2018-19 Facilities Review Committee so as to examine the state of our buildings, grounds and facilities.

Please note below the text to the article as it appeared on social media (Facebook, Twitter), the Hancock Herald, and our District website (www.hancock.stier.org):

“The Hancock Central School District Board of Education and Superintendent Terry Dougherty invite community members to participate in a Facilities Review that will help determine the scope of a potential capital project in 2019. Dougherty was quick to clarify that if the “HCSD Board of Education chose to recommend a capital project referendum to the community in 2019, it would have ZERO TAX IMPACT on local property owners.”

The Facilities Review Committee will conduct an in-depth study over the next 8-12 months to identify areas in need of renovations and/or updates throughout the district. This study will focus on safety, security, building infrastructures and technology. Specifically, HCSD anticipates that work will be required at the Elementary and Middle/High School food preparation, service and cafeteria areas, the Bus Garage, the Louise Adelia Read Memorial Library, as well as district-wide security and technology infrastructure so as to improve safety and provide students with a state-of-the-art learning environment.

After the review, the Hancock Board of Education would decide whether to advance a referendum vote to the community, possibly in September of 2019. All costs related to the potential capital project vote would be funded by state aid or capital reserve funds set aside by the District as a result of prudent fiscal planning.

The Facilities Review Committee will accept up to three community members to participate on a first-come, first-served basis. The committee will work in concert with fiscal advisors, architects, district representatives, clerks and other designated members to refine the scope and costs of the possible 2019 Capital Project.

“The Hancock Central School District remains committed to capital projects that enhance, improve and maintain learning environments that give our students the opportunity to thrive locally, regionally and globally,” said Dr. Dougherty, whose district was recently honored as one of the 50 safest in upstate New York. “We are thrilled to offer these unique committee positions and strongly encourage community members to help us stay at the forefront of safety, education and technology.”

To learn more about joining the Facilities Review Committee, visit the District Office at 67 Education Lane in Hancock, call the Superintendent’s Office at 607-637-2511, or email Dr. Dougherty at TDougherty@hancock.stier.org.”

Thank you once again for your ongoing support of the Hancock Central School District. I look forward to working with you throughout the course of the school year.

Respectfully,

Terrance P. Dougherty, Ph.D.
Superintendent
Hancock Central School District
tdougherty@hancock.stier.org
Twitter: @SLUDAD2017

HANCOCK APPOINTS INTERIM PRINCIPAL, FULL-TIME DIRECTOR OF PUPIL PERSONNEL



Scot Taylor

Lori Asquith

Julie Bergman

The Hancock Central School District Board of Education approved the appointment of Scot Taylor as Interim Pre-K-12 Principal during a regularly scheduled BOE meeting.

The BOE also accepted the resignation of current Pre-K-12 Principal Lori Asquith, who will become the principal at MacArthur Elementary School in Binghamton next month. Taylor's appointment and Asquith's resignation took effect October 1.

"We are very grateful to Mrs. Asquith for her outstanding service to HCS over the past 14 months and wish her well with her new professional opportunity," HCSD Superintendent Terry Dougherty said.

Taylor recently retired as Superintendent of the Tioga Central School District, following nine years of outstanding service as the chief executive officer.

"Scot is a long-time teacher and administrator who brings tremendous experience and expertise to the position," Dougherty said of Taylor, who served the Tioga CSD for 29 years overall.

Taylor earned a bachelor's degree from SUNY Cortland in 1988 and an MS in Education from Elmira College 1994. In 2001, he completed his Administrative Certification through the New England College of Liberal Arts and SUNY Cortland.

Taylor lives in Nichols, New York, with his wife, Amy, and four of their eight children.

Taylor will work closely with another newcomer to the district, Director of Pupil Personnel Julie Bergman, whose appointment was approved by the BOE in June.

Bergman previously worked in the Delhi, Walton and Franklin school districts. Her credentials include experience as a principal at the elementary, middle and high school levels; director of health, physical education and athletics; CSE/CPSE chairperson; teacher of secondary physical education; and coach of multiple sports teams.

Bergman also serves as the First Vice President of the New York State Public High School Athletic Association. Like Taylor, Bergman earned a bachelor's degree at SUNY Cortland, where she also attained her Certificate of Advanced Study. Bergman owns a MS Ed in Physical Education from Texas A&M University as well.

Bergman lives in Delhi with her husband, Kirk, and children. She replaces Amber Dennis as Hancock's Director of Pupil Personnel.

HANCOCK AMONG SAFEST SCHOOL DISTRICTS

Are your children safe at school?

According to the website www.NYup.com, they are at Hancock.

The Hancock Central School District ranks among the top 50 safest school districts in upstate New York, NYup.com reported earlier this year. Hancock earned a safety grade of "A" and ranks 48th, based on data collected and analyzed by the research company Niche.

"The health, safety and welfare of our students and staff are our top priorities," HCSD Superintendent Terry Dougherty said. "While we are very pleased to be ranked among the 50 safest school districts in upstate New York, our goal is to continuously improve and advance our on-campus safety program."

Dougherty noted there are nearly 500 school districts in upstate New York. NYup.com ranked only the top 50 safest upstate New York school districts, using Niche's research as a baseline. Niche ranks Hancock 87th out of 692 districts in the entire state and 674th out of 11,770 districts nationally with regard to safety.

Niche produces an annual list of rankings that honor the best high schools in the country with the help of parent/student surveys, the National Center for Education Statistics, and Civil Rights Data Collection. The Niche rankings, which include a sub-category for safety in school districts that serve grade K-12 students, are sortable by state at www.niche.com/k12/rankings/.

NYup.com's upstate NY safety rankings include the Deposit Central School District. The Lumberjacks earned an "A-plus" and rank 32nd.

Deposit and Hancock are the only Delaware County school districts ranked in the top 50. They often play together as the Deposit-Hancock Eagles during the fall, winter and spring sports seasons. Last spring, the Eagles won the Class D state championship in baseball.

Other Section 4 schools in NYup.com's top 50 safety rankings are Milford (50th, Otsego County); Edmeston (46th, Otsego); Vestal (23rd, Broome); Maine-Endwell (15th, Broome); Lansing (14th, Tompkins); Chenango Forks (10th, Broome); and Corning (6th, Steuben).

NYup's complete top-50 upstate NY safety rankings are available online at <https://www.newyorkupstate.com/expo/news/erry-2018/08/0e72b79fcd3626/the-safest-schools-in-upstate.html>

Also known as newyorkupstate.com, NYup.com is a subsidiary of Advance Media New York.



Hancock Central School District recognizes longtime employees



**Front row (left to right): Barb Christian (15), Kristy White (15), Tammi Wadson (10), Gloria White (25).
Middle row (l-r): Brianne Drumm (5), Deb Dunlap (5), Shaun Shannon (15).
Back row (l-r): Samantha Spalholz (5), Amy Wormuth (15), Brenda Sherburne (15), Loa Noyd (10), Terry Dougherty.
Not pictured: Lisa Rieman (5), Matt Davis (10). Gloria White received a fleece for her 25 years of service.
Other awards were golf shirts (15 years), umbrellas (10) and travel mugs (5).**

The Hancock Central School District honored 13 staff members in September for reaching career milestones of 5, 10, 15 and 25 years in the district.

Honorees, with their years of service in parentheses, posed with Superintendent Terry Dougherty on the steps just inside the front entrance to the middle/high school.

*Thank you
for your
dedication!*

SOCIAL MEDIA



www.facebook.com/HancockCSD/



www.twitter.com/HCSWildcats

HANCOCK CENTRAL SCHOOL DISTRICT

HOW WE COMMUNICATE

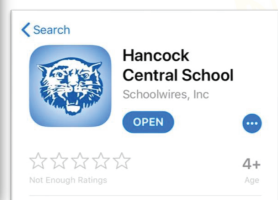
DISTRICT NEWSLETTERS



DISTRICT WEBSITE



DISTRICT APP





WELCOME, NEW FACES!



COLLEEN DULAY

Colleen is a 2013 Marywood University graduate with a dual-certification in Early Childhood/Special Education and teaches at Hancock Middle/High School. She is pursuing her master's degree in Reading with a concentration in Secondary.

Colleen has worked in the Scranton School District for the past four years, following the completion of her teaching degree as a Special Education

Teacher. She is originally from Honesdale, PA, where she lives with her daughter, Ashlyn, and son, Colby.



MACKENZIE HENRY

Mackenzie teaches second grade at Hancock Elementary School and just loves to read. Born and raised in Gilbertsville, Mackenzie spent lots of her childhood reading and playing sports.

Mackenzie graduated from Elmira College with two bachelor's degrees: One in Childhood Education (concentration in Social Studies) and another

in Psychology. While in college, she dedicated a significant amount of time to an afterschool center that focused on the development of the whole child.



ERICA HOWARD

Erica joins the Hancock Central School District as a middle school/high school Spanish Teacher. She grew up in Masonville and attended Sidney High School, then lived in Brazil for one year as a Rotary International Youth Exchange Student. Erica went on to earn a bachelor's degree in Foreign Languages and Adolescent Education from Elmira College.

Erica spent a few years in the Northern Virginia/Washington, D.C., area before moving back to upstate New York in 2017. She tries to take at least one international trip each year to explore new people, places and cultures.



JIM KELLY

Jim returns to the classroom as a teacher of middle school Science and seventh-grade Health following a retirement that included a few long-term substitute jobs. He has more than 20 years of experience as a middle school Science teacher and calls Hancock "a wonderful fit for me."

A Norwich native, Jim lived in Norwich and Oxford during his school years, graduated in 1976 and then served four years in the U.S. Navy as an Electronics Technician. He went on to earn a two-year degree in Civil Engineering from Morrisville, a bachelor's degree in Biology Education from SUNY Oneonta, and a master's degree in Biology from SUNY New Paltz.



OLGA OPSHINSKY

Miss Opshinsky is the new Reading AIS teacher at Hancock and said she's looking forward to getting to know everyone.

Olga grew up in a small town near Scranton, Pennsylvania, and earned her Bachelor of Science in Speech Language Pathology and Audiology from Ithaca College in May 2017. She went on to complete her Master of Science in Childhood Education at Ithaca College in June 2018.



PATRICIA ROBINSON

Patricia is Hancock's new K-2 Special Education teacher. The Queens native moved to Hancock in 1993 with her family and graduated from Hancock High School in 1998.

Patricia attended Broome Community College and transferred to SUNY Oneonta to complete her degree in Early Childhood/Childhood Education (B-6). She worked as a substitute teacher at Hancock and Walton while working on her master's degree in Special Education (1-6), then started her full-time teaching career at Walton.

Patricia and her husband, Brian (also a 1998 Hancock graduate), have three children, Landyn, Livian and Analise.

HANCOCK'S GOT TALENT!



Congratulations to **Lily Ogazalek** and **Cameron Barringer**, who will be part of the All-State Regional Choir in November!

Lily and Cameron were recognized as two of the best singers in the region, based on last spring's Judged NYSSMA Solo scores. The All-State Regional Choir features students from 47 districts.

"I am confident they will represent us well!" Hancock Music Teacher Loa Noyd said.

The duo will participate in rehearsals and a concert at SUNY Oneonta's Union Ballroom the weekend of November 16-17.

THANK YOU BOARD MEMBERS!

The New York State School Boards Association has designated October 22-26 as School Board Recognition Week to build awareness and understanding of the vital function an elected board of education plays in our society.

The Hancock Central School District joined others throughout the state to recognize the important contributions board members make to communities.

"It is my sincere pleasure to continue working with our board members to promote the educational, social and emotional growth of our children," HCS D Superintendent Terry Dougherty said. "Our esteemed board members deserve recognition and praise for their outstanding service to our community."

Hancock's board members are:

Terry Whitt, President

Rebecca Smith, Vice-President

Gene Homer

Todd Jacobs

Christopher "Jake" Geer, Sr.

Lothar Holbert, Wayne Highlands Representative

WELCOME TO SAM'S CLUB!



Hancock K-12 Art Teacher Samantha Spalholz-Olbrys shared these smiles from her art classes and the Deposit-Hancock cross country team just in time for our newsletter! For more information on art and athletics programs at Hancock CSD, visit our website at www.hancock.stier.org.



ROOT FOR THE *Home Team*



The 2018 fall sports season is in full swing! Check out some photos from our combined Deposit-Hancock teams, who are seeking postseason berths in the upcoming Section 4 tournaments. For more information on Hancock athletics, visit the webpage <https://www.hancockstier.org/domain/13>.



Happy Homecoming!



Congratulations to 2018 homecoming queen **Trinity Crawson** and king **Josiah Simmons**! Our Deposit-Hancock football team won the first of its two homecoming games this season, 52-6, over visiting Groton, too! Check out some photos from Spirit Week 2018, which included Curriculum Night, a Pep Rally and all of our Homecoming festivities.



HANCOCK HIGH SCHOOL WELCOMES WIN



Every day at Hancock High School will end with a WIN during the 2018-19 academic year.

The Hancock Central School District has revamped its high school bell schedule to make time for a final period called “What I Need.”

WIN is a K-12 initiative that takes different forms at the elementary, middle and high school levels. Already a key component of Hancock’s elementary and middle school bell schedules, WIN officially became part of the high school’s daily routine September 11, 2018.

This Bell 12 instructional period will feature a variety of WIN classes for the rest of the school year, all designed to give students what they need to enhance their learning experience.

“I applaud the strong leadership and support offered by the Board of Education, as well as the investment, creativity and effort provided by our faculty, staff and administration in implementing a systemic approach to providing comprehensive enrichment and support to our academic programs throughout the K-12 program span,” HCS D Superintendent Terry Dougherty said.

WIN is the epitome of the district’s core belief on collaboration, “We work better together, always.”

Teachers predetermine topics for WIN classes, then place students in closed or open sessions each day. In a closed WIN class, students are assigned for a specific purpose (mandatory classwork, club meeting, special services, etc.) and must have teacher approval to attend. Therefore, students assigned to a closed class cannot attend an open one on the same day.

Similarly, students who are not assigned to a closed WIN class must attend an open one. Unassigned students may request open slots during lunch or their Bell 11 period and are accepted on a first-come, first-served basis as class sizes are limited. If an open class is full on any given day, remaining unassigned students must choose an alternative.

HCS D uses an internal Google document to keep track of WIN attendance in real time. This document shows where everyone, including teachers, will be during the Bell 12 period. Teachers then use the document to confirm WIN attendance, which is double-checked for accuracy by the attendance clerk and the main office.

HANCOCK PART OF CON-TECH



Hancock High School students participated in Con-Tech—Construction & Technology Career Day—on October 3 in Chenango Bridge. Con-Tech organizers Broome-Tioga BOCES, Workforce New York and the Department of Transportation offered a hands-on experience with regard to construction and, this year, technical careers to about 2,000 Southern Tier students.

CUTE AS A PUMPKIN



Our Pre-K and Kindergarten kiddos spent some time with Mrs. Karcher and Mrs. Hull at the Iron Kettle Pumpkin Farm in Candor in early October. For more information on Iron Kettle Farm, visit its website at <https://www.iron-kettlefarm.com/>.



CAT STAFF FEVER



Our kids were off October 5 as the Hancock Central School District hosted a Staff Development Day. This special day of professional development and team bonding aligned with our Collaboration Core Belief: “We work better together, always.”

TOUCHING TRIBUTE



Kristina Dufton's fifth-graders pose with the American flag they created to honor those who lost their lives during the 9/11 terrorist attacks. This hand-made flag is actually made of hands as our kids glued together construction-paper cutouts to add the red & blue colors. The motto above the flag reads: “Hands down, the Best Patriots Around!”

FOOTBALL SHOWCASE



Our Hancock Elementary School third-graders showed off their football skills October 3 during gym class with this throwing-assessment drill. They might be too young for varsity right now, but they can always cheer for our Deposit-Hancock Eagles!

FOOD FOR THOUGHT



Candice Milk shared photos of her second-graders conducting their first science experiment of the year. This hands-on activity featured celery, food coloring and smiles!

A WARM WILDCATS WELCOME



The Hancock Central School District welcomed new staff members August 20 during its “Wildcat Onboarding” program. Newcomers were paired with veteran staff members, serving as instructional coaches, during the three-day onboarding process.

SUMMER ENRICHMENT PROGRAM



FINANCIAL AID AVAILABLE

Students seeking financial aid to attend college must file a Free Application for Federal Student Aid form. Students must create a Federal Student Aid ID at <https://fsaid.ed.gov/npas/index.htm> and then file the FAFSA form at <https://studentaid.ed.gov/sa/fafsa>.

SCHOLARSHIPS AVAILABLE

Hancock High School seniors are encouraged to visit the webpage <https://www.hancock.stier.org/site/Default.aspx?PageID=436> to explore the scholarship opportunities available during the 2018-19 academic year. This list will be updated as more scholarships become available. For more information, email jrice@Hancock.stier.org.

ADULT & CONTINUING EDUCATION

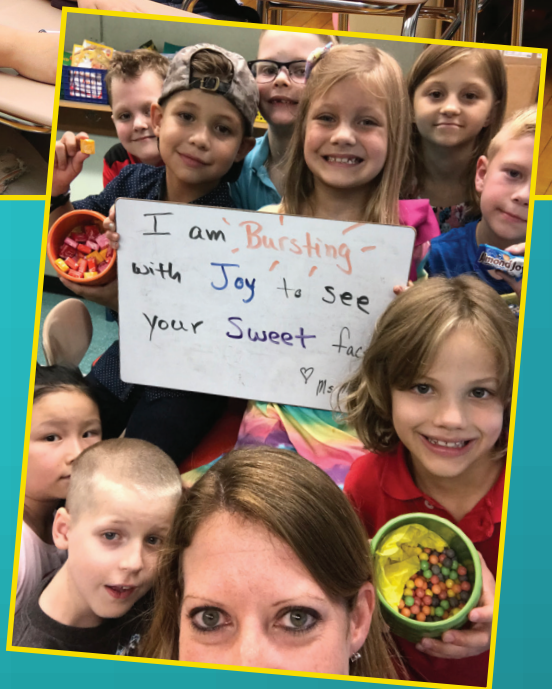
Afton Central School offers a free adult and continuing education program for those interested in earning a high school equivalency diploma or simply to improve reading, writing and math skills. Classes are self-paced and may be joined at any time. All sites are handicap-accessible and prohibit smoking. Sites are Afton Central School, the CDO Workforce Centers in Norwich and Oneonta, the Sidney Civic Center and Walton Elementary. For more information, call 607-639-2811 to verify time and location. For information about a home study program for those who cannot attend classes, call June White at 1-800-792-2145 or 607-639-2811.

HCS D worked in conjunction with The Hancock Community Education Foundation to host another successful Summer Enrichment Program at Hancock Elementary School. Students in grades K-9 from the HCS D and surrounding areas spent their weekday mornings on campus participating in a variety of activities designed to educate and entertain. The program also featured Field Trip Fridays, giving the kids a chance to learn, play and socialize while exploring area attractions. For more information on the Summer Enrichment Program, call Tina Appley at 607-637-1388.



WELCOME BACK!

The Hancock Central School District had plenty of smiles to go around on the opening day of the 2018-19 academic year. Check out these September 6 back-to-school photos of our elementary, middle and high school students and staff. Welcome back everyone!!!



DEVELOPING POSITIVE RELATIONSHIPS THROUGH CONVERSATION

A Guide for Administrators and Teachers when Communicating with Parents

Communication among administrators, educators, parents and/or guardians is the key to student success. Having open and honest communication among school personnel and families is a top priority. So how do administrators and teachers inform parents and/or guardians that the well-being of their child is always first and foremost on their minds? The answer lies in a few key points that school leaders and educators should always consider when discussing the well-being of any student.

School is a safe and nurturing environment

It is our job as employees of the school to remind families that we will do everything necessary to ensure a safe and nurturing place for the kids of this community to live, work, and play.

Communication is key

Keeping open lines of communication between the school and home is paramount to solving problems. If something is bothersome, reach out to school personnel and discuss the situation via phone, email or in-person. If an immediate response is not possible, leave a message and it will be addressed as soon as possible.

Empathy and Understanding

It is very important for administrators and teachers to show support for families, rather than judgement when an issue arises concerning their child. Together, administrators and teachers can create *plans of action* when a student is struggling. Working together in a partnership is what families and schools are all about.

Knowing the students

It's imperative that as school leaders we get to know our students as individuals. Every child is unique and when we learn about their individual characteristics and talents, we can make connections with them. Building positive relationships can transcend far beyond graduation.

Helping Families

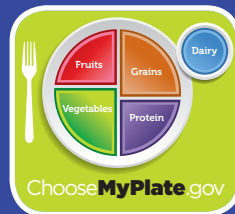
Administrators and educators are here to help. We will work together with families to create *plans of action* when a student is in need. As teachers and leaders, it is our primary responsibility to educate students and act as positive role models. Administrators and teachers are here to assist families in the raising and educating of tomorrow's leaders.

So, please remember that communication between home and school is a crucial component to the growth and well-being of all our students. As school leaders, we recognize that families need to feel that their children are being well cared for in school every day. Relationships are invaluable to creating the necessary partnership between school and home that helps our students to thrive and succeed.

SUBSTITUTE TEACHER TRAINING

People are the Hancock Central School District's greatest assets. The Human Resources mission for the district is to facilitate the selection, support, and development of employees to ensure the goal of maximizing student performance. The substitute teaching staff plays a vital role in ensuring continuous quality instruction to our students when their assigned teacher is absent. Hancock developed a substitute teacher orientation in order to prepare, support, and develop our incoming substitute teaching staff. The program was a tremendous success and we look forward to growing and refining the program for the 2018-2019 school year.

WHAT'S ON YOUR PLATE?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl.

Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.

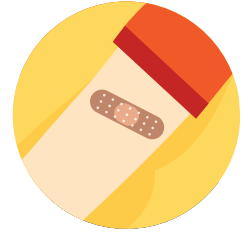


Vary your protein food choices.



The Flu:

A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that since 2010, between 7,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

What parents should know

How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people who are nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



Protect your child

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Common side effects from the flu shot are soreness where the shot is given, headaches, muscle aches, and fever. These side effects are generally mild and go away on their own within a few days. A flu vaccine cannot cause flu illness. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.

- **Flu vaccine can prevent your child from dying from flu.**
A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.
- **Flu vaccination also may make your illness milder if you do get sick.**
- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness

If your child is sick

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older without long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu-related complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs you should go to the emergency room:

- Emergency warning signs of flu:
- Fast breathing or trouble breathing
- Bluish or gray skin color

- Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- Severe or persistent vomiting
- Not waking up or not interacting
- Being so irritable that the child does not want to be held
- Flu symptoms improve, but then return with fever and worse cough
- Fever with rash



Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications. Antivirals can be given to children and pregnant women.

How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

When can my child go back to school after having the flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit

www.cdc.gov/flu

or call 800-CDC-INFO



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Hancock Central School District

Emergency Response Protocols

Prepared by: Terrance P. Dougherty, Superintendent of Schools
Rick Shaw, DCMO BOCES Director of Health and Safety

Introduction

At Hancock Central School District, the safety of all students, and staff members is our number one priority. District and building management plans and procedures have been designed to protect students and staff during emergency situations. Our plans include means of preventing and mitigating crises, as well as preparing for, responding to, and recovering from emergency events.

Responses that may be implemented in the event of an emergency:



Shelter-In-Place

Used to shelter students and staff inside the building.



Hold-In-Place

Used to limit movement of students and staff while dealing with short term emergencies.



Evacuate

Used to evacuate students and staff from the building.



Lockout

Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.



Lockdown

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Each of our schools follows emergency procedures that are much more detailed than those outlined here. Our planning is based on local, state and federal guidelines. Our goal is to help you, as parents, to gain a greater understanding of how we prepare to handle emergencies. This way, in an actual emergency situation, you will know what to expect, just as our ongoing training teaches us what to expect. As the saying goes, the way we train is the way we respond. This is why our emergency drills are so important, and why keeping you informed is such an integral part of that process.

Frequently Asked Questions

Q: What is the difference between a “lockdown” and a “lockout”?

A: In a lockdown, there is a threat inside the school. In a lockout, the threat is outside the building. While such threats may be serious, more often than not the lockdown or lockout does not involve an immediate danger to students and staff, but is implemented because of a potential threat, or the perception of one. When in doubt as to the seriousness of a threat, schools often respond out of an abundance of caution.

Q: What happens in a lockdown?

A: A school will go into lockdown when there is an actual threat, or concern about a potential threat, inside the building. The police are called immediately and take command of the building and grounds. Every interior door is locked, and everyone in the building remains in their respective place out of view of anyone who may look into a room from the hallway. No one is permitted to enter or leave the building. Staff and students are instructed to remain where they are until a law enforcement officer enters the room and gives the “all clear”. This can take some time, as police check every interior space to make sure it is safe. Sometimes, if there’s a lockdown in one building, the other building may implement a lockout as a precaution.

Q: What happens in a lockout?

A: A lockout protects students and staff from a threat outside the building. No one is permitted to enter the building. Doors and windows are locked, and everyone who is already inside avoids being visible near outside windows. A lockout is sometimes called in response to an event in the vicinity, not necessarily even on school grounds. Unlike a lockdown, which will bring a rapid and large police response, the police response to a lockout will vary according to the severity and proximity of the threat. During a lockout, normal activities take place inside the building and outside activities (P.E. and/or recess) are suspended. A lockout may involve more than one school.

Q: What is the difference between shelter-in-place, and hold-in-place?

A: Shelter-in-place means to seek immediate shelter and remain there during an emergency rather than evacuate the area. Shelter-in-place is used when it is safer inside the building or in a room than outside. Certain events may necessitate the initiation of a shelter-in-place, such as severe weather, or a hazardous incident outside of the building. Hold-in-place temporarily limits the movement of students and staff when an internal incident arises, such as a medical emergency, or a maintenance issue. A hold-in-place is initiated to keep students and staff out of the affected area until the situation can be rectified.

Q: What happens during a shelter-in-place?

A: During a shelter-in-place, clear directions will be given based on the situation. Students and staff may be instructed to move away from windows and doors or relocate to an interior hallway or room, such as during a weather emergency, or to move to rooms that can be sealed or without windows, such as in the event of a chemical or biological hazard.

Q: What happens during a hold-in-place?

A: A hold-in-place is a security procedure used to temporarily limit student and staff movement. Therefore, during a hold-in-place all students and staff will be instructed to stay in their classrooms and offices. If students are in the hallways, they should go to the nearest classroom, and remain there until the hold-in-place is lifted. Instruction continues as normally as possible.

Q: How will parents be notified during an emergency?

A: In an actual emergency in which police and/or other first responders are called, parents will be sent a message as quickly as possible through the district's phone messaging system. Updates will be provided continually as information becomes available. Direct communication with the school may not be possible for a period of time, as staff members must take shelter and/or focus on managing the situation.

Q: Can I pick up my child from school during a lockdown or lockout?

A: Not until the incident is over. During a lockdown, a perimeter may be established around the school and no one will be allowed to enter the grounds until the campus is determined to be safe. It is imperative that the police and school staff are able to account for everyone inside the building. During a lockout, no one will be permitted to enter, and staff are trained not to open doors for anyone.

Q: What other kinds of emergency drills do the schools practice?

A: Offsite evacuation drills are held, in which the entire student body and staff move to another building. These drills were very well planned and highly effective. An actual offsite evacuation might take place in the event of a loss of heat or power, or other potentially hazardous, but not necessarily life-threatening situation. In addition to these offsite evacuations, numerous mandated evacuation drills and lockdown drills are also conducted every year.

Q: What should I do if I happen to be in school during an emergency or a drill?

A: Follow the instructions of staff and/or the police. In a lockdown or lockout, you should remain in your location along with students and staff. If the building is evacuated, you must leave the building promptly with students and staff.

Conclusion

Each of our schools follows emergency procedures that are much more detailed than those outlined here. Our planning is based on local, state and federal guidelines. Our goal is to help you, as parents, to gain a greater understanding of how we prepare to handle emergencies. This way, in an actual emergency situation, you will know what to expect, just as our ongoing training teaches us what to expect. As the saying goes, the way we train is the way we respond. This is why our emergency drills are so important, and why keeping you informed is such an integral part of that process.

Sources:

- <http://www.corningareaschools.com/sites/templates/images/8/C-PPSafetyBrochure.pdf>
- <http://www.minervasd.org/cms/lib7/NY01000156/Centricity/Domain/1/Minerva%20safety%20plan%202015.pdf>
- <http://www.nyssba.org/news/2015/03/12/on-board-online-march-16-2015/5-kinds-of-emergency-responses/>
- <http://www.oneonta.edu/security/documents/ShelterInPlace.pdf>
- <http://www.roslynschools.org/Domain/30>

HCS Emergency Closing Procedures and FAQs

When Severe Winter Weather Strikes

Introduction

Winter weather in the Catskill Mountain Region and Northeastern Pennsylvania can be very unpredictable. When severe weather strikes our area, our number one concern is the safety of all Hancock Central School District students. Specific plans and protocols are in place to ensure that all students and staff members arrive at school safely.

Decision-Making Process

The decision to close school is made by the superintendent of schools working in consultation with the district transportation supervisor and representatives from New York State, Delaware County, DCMO BOCES, and the Town and Village of Hancock. Information provided by various weather service reports, newscasts, and computer simulations also factor into the final decision-making process. Finally, as needed, the Superintendent of Schools and Transportation Director will drive district primary and secondary roads in order to evaluate travel safety. Variables that factor into the school closing decision-making process include, but are not limited to, amount and type of snow or freezing rain, timing of first snowfall and anticipated end, ability to clear primary and secondary roads and school district parking lots, building conditions, temperature, and wind and wind

chill. Depending on a host of circumstances and factors, the District may elect to delay the start of school by two hours until 10:00 a.m., close for the day, dismiss early at 12:30 p.m., or cancel all after-school events at the end of the day.

Communications Plan

In general, the decision to delay the start of school or to close for the day is made no later than 5:30 a.m. and is subsequently communicated to all stakeholders via the following media no later than 6:00 a.m.:

Television

WBNG, WNEP, WYOU, WICZ, YNN, WBRE

Radio

WAAL, WHWK, WDLA, WDNH, WNBF, WWYL, WYOS, WINR, WENE, Magic 101.7, STAR 105.7

Website

www.hancock.stier.org

Cell/Telephone

Global Connect automatic notification system, 637-8000. Decisions to dismiss school early or to cancel after-school activities will be similarly disseminated using the communications venues listed above.

FAQS

Q: When is the decision made to close or delay school?

A: In general, the following timeline is used to frame school closing and delay decisions:

5:30 a.m.—Preliminary decision is made to close or delay school

5:45 a.m.—Media outlets are notified of school closing or delay

6:00 a.m.—School closing/delay decision is communicated to all district stakeholders

10:00 a.m.—On days when school is in session and weather conditions deteriorate, the decision to dismiss early is made and communicated at this time

12:30 p.m.—Early dismissal time for inclement weather

1:00 p.m.—On days when school is in session and weather conditions deteriorate, the decision to cancel after-school activities is made and communicated at this time

Q: Who makes the decision to delay or close school?

A: The superintendent of schools makes the decision to close school in concert with the district transportation director, NYS and county officials, and Village and Town of Hancock officials. In addition, select television and computer weather forecasts weigh in the final decision-making process.

Q: If school is closed, are evening and weekend activities canceled?

A: If the Hancock Central School District is closed due to inclement weather, then all evening activities are

canceled as well. On days when school is in session but conditions deteriorate over the course of the day, a decision to continue after-school activities will be made no later than 1:00 p.m.

Q: As a parent/caretaker, can I keep my child home on inclement weather days?

A: Parents/caretakers are encouraged to use their best judgment to determine what is best for their children. Parents/caretakers are expected to notify the school district of their child's excused absence.

Q: Are we going to have to make up snow days?

A: The school district builds additional days into the school calendar each year to account for time lost to inclement weather. However, in the event this additional time is exhausted due to extraordinary weather conditions, the Hancock Central School District Board of Education retains the right to extend the school year by scheduling school during vacation holidays such as the mid-winter break in February or the annual spring recess.

Q: What are the various states of winter weather awareness that may be declared by the National Weather Service?

A: The National Weather Service may make the following declarations when severe winter weather is forecast to present a potential risk to travelers.

Winter Storm Watch

Conditions are favorable for a winter storm event (heavy sleet, heavy snow, ice storm, heavy snow and blowing snow or a combination of events) to meet or exceed local winter storm warning criteria in the next 24 to 72 hours. Criteria for snow is 7 inches or more in 12 hours or less; or 9 inches or more in 24 hours covering at least 50 percent of the zone or encompassing most of the population. Use "mid-point" of snowfall range to trigger a watch (i.e., 5-8 inches of snow = watch).

Winter Storm Warning

A winter storm event (heavy sleet, heavy snow, ice storm, heavy snow and blowing snow or a combination of events) is expected to meet or exceed local winter storm warning criteria in the next 12 to 36 hours. Criteria for snow is 7 inches or more in 12 hours or less; or 9 inches or more in 24 hours covering at least 50 percent of the zone or

encompassing most of the population. Use "mid-point" of snowfall range to trigger warning (i.e., 5-8 inches of snow = warning).

Winter Weather Advisory

A winter storm event (sleet, snow, freezing rain, snow and blowing snow, or a combination of events) is expected to meet or exceed local winter weather advisory criteria in the next 12 to 36 hours but stay below warning criteria. Criteria for snow is 4 inches or more in 12 hours or less covering at least 50 percent of the zone or encompassing most of the population. Use "mid-point" of snowfall range to trigger advisory (i.e., 2-5 inches of snow = advisory).

Q: What are the various states of winter weather awareness that may be declared by Delaware County?

A: Delaware County may declare the following:

State of Emergency

This declaration may be made by the County Chief Executive in the event that conditions are so severe as to require additional resources by the county. Included in the declaration of a state of emergency may be various "orders." These orders could include road closures for the entire county or for specific roads within the county. Road closure orders are meant to keep non-essential persons off the roads and to help keep the roads clear of motorists so that highway departments can more effectively clear them. The superintendent of schools is charged with determining which district personnel are considered essential and thus authorized to travel on roads that have been ordered closed.

Travel Advisory

The County may also issue a travel advisory either in conjunction with the State of Emergency declaration or as a stand-alone "order." A travel advisory is just that—an advisory to motorists to alert them that some road conditions may be deteriorated in the area and that persons traveling should use caution.

Unless otherwise stated by Delaware County, the decision to delay or close school remains at the discretion of the Superintendent of Schools.

ANNUAL NOTIFICATIONS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

TO: Parents and Eligible Students of
Hancock Central School District

You are notified that you have the following rights in relation to student records.

1. The right to inspect and review a student's education records.
2. The right of a student's parents or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading or in violation of the student's rights. These rights include the right to a hearing to present evidence that the records should be changed if the district decides not to alter it according to the parents' or an eligible student's request.
3. The right to report or file a complaint with the Department of Education if the school district violates FERPA.
4. The right to exercise a limited control over other people's access to the student's education records.
5. The right to seek and correct the student's education records, in a hearing if necessary.
6. The right to be informed about FERPA rights. You are further advised:
 - a. The school district shall limit the disclosure of information contained in the student's education records except:
 - (a) by prior written consent of the student's parents or an eligible student, (b) directory information or (c) under certain limited circumstances, as permitted by FERPA.
 - b. If either a student's parents or an eligible student desires to obtain copies of the policy pertaining to student records, notification should be presented to Mr. Terrance Dougherty, 67 Education Lane, Hancock, NY 13783.

All rights and protections given to parents under the FERPA and this policy transfer to the student when the student reaches age 18 or enrolls in a post-secondary school. The student then becomes an "eligible student."

Directory Information

The school district proposes to designate the following personally identifiable information contained in the student's education record as directory information and it will disclose this information without prior written consent:

1. The student's name;
2. The names of the student's parents;
3. The student's address;
4. The student's telephone number;
5. The student's date of birth;
6. The student's class designation (*e.g.*, first grade, tenth grade, and the like)
7. The student's participation in officially recognized activities and sports;
8. The student's achievement awards or honors;
9. The student's weight and height if a member of an athletic team;

10. The student's photograph; and

11. The most recent education institution attended before the student enrolled in the school district.

You need to advise the school district in writing, directed to the Office of the School Superintendent, of any and all items which you refuse to permit the district to designate as directory information about the student. The District may disclose directory information about former students without following the procedure specified for directory information.

SECTION 504 OF THE REHABILITATION ACT OF 1973

No otherwise qualified individual with a disability, as defined in Section 504 of the Rehabilitation Act of 1973, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or subjected to discrimination under any programs or activity conducted by the Hancock Central School District. Furthermore, it is the intent of the District to ensure that students who are disabled within this definition are identified, evaluated and provided with appropriate educational services. For further information, contact the Building Principals.

TITLE IX

The Hancock Central School District does not discriminate on the basis of race, color, religion, creed, national origin, gender, sexual orientation or disability in the employment and educational opportunities it offers, including the vocational education opportunities available.

The District further gives notice that it does not discriminate on the basis of handicap in admission or access to its program and activities, including vocational education programs.

Inquiries regarding these policies may be referred to the Title IX Coordinator, at 637-1219.



ANNUAL NOTIFICATIONS

NOTICE TO PARENTS

You have a right to know if your child's teacher is highly qualified.

Such information must include:

- Whether a teacher has State certification for the grade levels and subjects he or she is teaching;
- The teacher's baccalaureate degree major and any other certifications or degrees; and
- Whether their child receives services from paraprofessionals and, if so, their qualifications.

Schools receiving Title I funds must also give parents timely notice:

- If their child has been assigned to a teacher of a core academic subject who is not "highly qualified," or
- If their child has been taught for four or more weeks in a row by a teacher of a core academic subject who is not "highly qualified."

You can find out if your child's teacher is highly qualified.

- Ask the principal in your child's school about the qualifications of your child's teachers.
- Ask your child's principal or teacher what professional development activities will be offered to help all teachers meet the highly qualified standard.

This is one of a series on New York parent information sheets about the federal education law No Child Left Behind, Section 1119 of No Child Left Behind covers teacher qualifications. For more information ask your principal or email the New York State Education Department at nclbnys@mail.nysed.gov or go to the website at www.emsc.nysed.gov. The Federal No Child Left Behind website has a page especially designed for parents at www.ed.gov/parents/landing.jhtml.

CELL PHONES

Dear Parents,

In light of recent confusion regarding the use of cell phones by students while on Hancock School District buses, please review the following guidelines for cell phone use.

During the School Day

Students and staff are not to use cell phones while on the school bus, with the exception of *an emergency**. This includes using cell phones to take pictures. In the case of an emergency, the bus driver will either make the call or designate an individual to do so.

After School Hours – Sports

Students should not use cell phones on the school bus unless directed to do so by the team coach (ex. calling parents when nearing the school upon return from a contest). Cell phones are not to be used for normal conversational purposes or to take pictures. The decision by the coach will be made after consultation with the bus driver.

Thank you for your cooperation!

**An emergency is defined as an accident or medical emergency on the bus.*

EMERGENCY CLOSING PROCEDURES

Introduction

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Communications Plan

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Television

WBNG, WNEP, WYOU, WICZ, YNN, WBRE

Radio

WAAL, WHWK, WDLA, WDNH, WBNF, WWYL, WYOS, WINR, WENE, Magic 101.7, STAR 105.7

Website

www.hancock.stier.org

Cell/Telephone

The Global Connect automatic notification system phone number is 637-8000.

Decisions to dismiss school early or to cancel after-school activities will be similarly disseminated using the communications venues listed above.

ANNUAL NOTIFICATIONS

REQUEST FOR PESTICIDE APPLICATION NOTICE

Dear Parent, Guardian, and School Staff,

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

The Hancock Central School District is required to maintain a list of persons in parental relation, faculty and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- A school remains unoccupied for a continuous 72-hour following an application;
- Anti-microbial products;
- Nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- Silica gels and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children;
- Boric acid and disodium octaborate tetrahydrate;
- The application of EPA designated biopesticides;
- The application of EPA designated exempt materials under 40CFR152.25; or
- The use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.

The Hancock Central School will not allow the use of any pesticides that require notification unless an emergency exists. In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the school.

AHERA NOTIFICATION

The Hancock Central School District has completed the inspection of its facilities to determine if asbestos is present and if any action is needed to avoid potential health hazards.

A management plan has been developed in compliance with the Asbestos Hazard Emergency Response Alert (AHERA) to insure that the school district continues to provide and maintain a safe environment for students, employees and visitors. The plan includes:

- Training of maintenance staff to prevent disturbance of asbestos;
- Provisions for periodic re-inspection and surveillance, provisions for abatement activities performed by trained personnel;
- Annually school districts are required to notify parent, teacher, and employee organizations of the availability of their management plans. A copy of the management plan is available for inspection at the Main Office of each school building as well as at the Business Office of the School District. Any questions regarding this matter may be directed to 637-1313.

ADMINISTRATION OF MEDICATIONS

If your child anticipates or will be taking any medication for the 2018-19 school year, including over-the-counter drugs (Tylenol®, cough drops, etc.), a form must be signed by his/her physician as well as the custodial parent/guardian and returned to the school nurse. Medications should be labeled and kept in the Nurse's Office.

New York State Law prohibits us from giving any medications without this release. Forms must be renewed for each academic school year and may be obtained from the school nurses.

Hancock Central School District Request for Pesticide Application Notification

Name: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Email Address: _____

Please return to 67 Education Lane, Hancock, NY 13783.

SPECIAL EDUCATION SERVICES

Special Education services are available to all students in grades PK-12. Teachers and/or parents may refer students who are experiencing difficulty learning or who are thought to be gifted. Students identified as exceptional and in need of specially designed instruction will have individualized education plans developed. Parental involvement is critical throughout the duration of the student's time in the special education program. If you suspect your child may have a disability or gifted, please contact your child's teacher, building principal or Julie Bergman, Director of Pupil Personnel.

More information can be found on the district website in the SPECIAL EDUCATION section.

Special Education Six Common Myths

1. Myth: My child needs some simple accommodations in class such as extra time; therefore, she has to have an IEP.

Fact: There are numerous interventions teachers can put in place to assist all children, regardless of having an IEP. Contact your child's teacher if you feel they may need some assistance.

2. Myth: Every child who struggles or has a disability is guaranteed an IEP.

Fact: To qualify for special education services (and an IEP), a student must meet two criteria:

- A.** The student must be formally diagnosed as having a disability as defined under the Individuals (IDEA). This federal law covers 13 categories of disability, one of which is *specific learning disabilities*.
- B.** The school must determine that a student needs special education services in order to make progress in school and learn the general education curriculum. Not all students with disabilities meet both criteria.

3. Myth: Getting an IEP means that the student will have to be pulled from their general education classroom.

Fact: Special education requires that students be educated in the least restrictive environment. Children with disabilities

should be educated in a classroom with their non-disabled peers to the greatest extent possible.

4. Myth: You cannot make changes to an IEP once it is signed until the next annual IEP meeting.

Fact: Parents can ask for a new IEP meeting at any time, which must be held within 30 days of the request. If changes are agreed to in the IEP meeting an amendment can be added to the IEP.

5. Myth: An IEP will provide services and supports for your child beyond high school and in college.

Fact: Many special education students go on to college. IDEA of 2004 specifically requires that students be prepared for independent living and further education to the extent possible. While the IEP ends upon graduation from high school, most colleges and universities have student support services for students with disabilities. These services could include note taking, tape recording lectures and many others. Their growth rather than the loss of their outstanding abilities. Similarly to special education identification, in order to receive a GIEP, the student must be found gifted and in need of specially designed instruction. Some students are gifted, but their current programming is appropriate and they are not in need of a GIEP.

6. Myth: Only gifted students can take college credit bearing courses in high school.

Fact: While college credit bearing classes offer rigorous and advanced coursework, they are not a gifted education program. These courses are offered to high school students who meet the prerequisites set by the department and listed in the course description booklets.



Did you
know?
Children who read
frequently develop
stronger reading skills.



HANCOCK CENTRAL SCHOOL

67 Education Lane
Hancock, NY 13783

Non-Profit
Organization
U.S. Postage
P A I D
PERMIT #18
Norwich, NY
13815

DCMO BOCES Printing Service

Board Members

Terry Whitt, President
Rebecca L. Smith, Vice-President
Gene W. Homer
Todd Jacobs
Christopher "Jake" Geer, Sr.
Lothar Holbert, Wayne Highlands Rep.

CURRENT RESIDENT OR

Visit Us

Website: www.hancock.stier.org/
Facebook: www.facebook.com/HancockCSD/
Twitter: [@HCSDWildcats](https://twitter.com/HCSDWildcats)
Sports Twitter: [@HCSAthDept](https://twitter.com/HCSAthDept)

ECRWSS

BOXHOLDER

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.
Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

CALL ME!

With Facebook, Twitter, texting and the countless other communication tools at our fingertips we have certainly embraced all the advantages that come with this new technology. Nonetheless, the best way to communicate within the Hancock School District is to call us.

When you need clarification, additional information, have a pressing question or any commendations or concerns, the best practice is to call the Main Office of your child's school.

Classroom or course specific questions can be directed to your child's teacher via a call to the Main Office. Email can be effective

when reaching out to school officials, but in most cases it is best to use when scheduling a phone call or face-to-face meeting.

The dialogue that can be established via a phone call cannot be duplicated via text or an email. The best place to start for all school related inquires is your child's principal.

The following communications chart is a tool we hope parents will consult when attempting to contact the School District on the following issues.

For Questions About	1st Contact	2nd Contact	3rd Contact	4th Contact
Academics	Teacher	Guidance Counselor	PK-12 Principal	Superintendent
Athletics	Coach	Athletic Director	PK-12 Principal	Superintendent
Behavior	Teacher	Director of Pupil Personnel/ PK-12 Principal	Superintendent	
BOE Policies	District Clerk	Superintendent	Board of Education	
Budget	Business Administrator	Business Manager	Superintendent	Board of Ed.
Building Use	PK-12 Principal	Supt. Buildings & Grounds	Supt. Secretary	Superintendent
Cafeteria	Café Manager	PK-12 Principal	Superintendent	
Classroom Procedures	Teacher	PK-12 Principal	Superintendent	
Co-Curricular	Advisor	PK-12 Principal	Superintendent	
Facilities	Supt. Bldg. & Gr.	Superintendent		
Health Office	Building Nurse	PK-12 Principal	Superintendent	
Scheduling	Teacher	Guidance Counselor	PK-12 Principal	Superintendent
Special Education	Teacher	Director of Pupil Personnel	PK-12 Principal	Superintendent
Transportation	Bus Driver	Transportation Director	Superintendent	

Contact Information

Elementary School Office	637-1219	Elementary School Health Office	637-1220
Middle/High School Office.....	637-1305	Middle/High School Health Office.....	637-1310
CSE Office	637-1315	Transportation Department	637-5322
Food Service Office.....	637-1320	Buildings and Grounds.....	637-1313
Superintendent's Office	637-1301		