

REQUIRED NOTIFICATIONS TO PARENTS

2022-2023



NEWBURGH
ENLARGED CITY SCHOOL DISTRICT

NEWBURGH ENLARGED CITY SCHOOL DISTRICT

VISION

Through the Work of All We Will Achieve Inclusive Excellence

MISSION

Inspiring Students to Become Tomorrow's Leaders Beyond Academy Field

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Dear Parent/Guardian/Eligible Student:

The Newburgh Enlarged City School District is pleased to provide to you this booklet of required notifications to parents or guardians and to young scholars 18 years of age or older. Please read the notifications and keep the booklet within easy reach, for continuous reference. We hope you find the booklet informative and helpful throughout the school year.

Section B of this booklet includes forms that you can use in order to exercise your rights as explained in the Notifications Section. When appropriate or necessary, please complete and return a form(s) to your child's school or your school.

The District Office and each school's main office can provide additional information about the notifications included in this booklet. Please do not hesitate to call your child's school to ask for clarification, explanations, or help in understanding the contents of this booklet. In addition, please visit the District's website, at <http://www.newburghschools.org>, where the District's policies are available electronically. The Board of Education reviews policies on a consistent basis and may need to modify or align District policies for compliance or to respond to timely concerns. We invite our families to review Board of Education policies on a *regular basis*. **There is a translation pulldown option to translate the District website into several languages. The translation pulldown is in the blue banner at the top of the District homepage.** We also encourage you to tour the website to obtain general information about our District and schools and information about programs and services available to our young scholars and families.

Parents and families are a very important part of our decision-making process and we will continue to make every effort to collaboratively work with you to make our schools better to ensure a bright future for our young scholars. We are committed to continuing this improvement at all levels. Please join one or more of the various committees and groups available in your child's school to lend your ideas and energy to ensure that our young scholars become tomorrow's leaders beyond Academy Field.

Sincerely,
Dr. Jackielyn Manning Campbell
Acting Superintendent of Schools

NOTICE OF NON-DISCRIMINATION

The Newburgh Enlarged City School District does not discriminate on the basis of an individual's actual or perceived race, color, religion, creed, ethnicity, national origin, citizenship status, age, marital status, partnership status, disability, predisposing genetic characteristics, sexual orientation, gender (sex), military status, veteran status, domestic violence victim status or political affiliation, and additionally does not discriminate against students on the basis of weight, gender identity, gender expression, and religious practices or any other basis prohibited by New York State and/or federal non-discrimination laws in employment or its programs and activities. The District provides equal access to community and youth organizations. If one has questions or wants to make an inquiry regarding discrimination, including harassment, contact Mr. Michael McLymore at 124 Grand St., Newburgh, NY 12550, telephone 845-563-3487, or email mmclymore@necsd.net.

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newburghbasics.org
mbk.newburghschools.org**

A. NOTIFICATIONS

Academic Intervention Services Eligibility (Policy 4325)

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance.

Eligibility for academic intervention services will be determined based on a student's performance on state assessment exams and/or in accordance with the uniformly applied district- developed district-adopted procedures. Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification on Commencement of Services. The Building Principal will notify the parents of a student determined to be in need of academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- § A summary of the academic intervention services to be provided;
- § The reason the student needs such services; and
- § Consequences of not achieving expected performance levels.

Notification on Ending of Services. The Principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- § The criteria for ending services; and
- § The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

The Superintendent shall review and revise the description of academic intervention services based on student performance results biannually and present such revised description to the Board for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(4), (d) (Academic Intervention Services)

Anaphylaxis

The Newburgh Enlarged City School District is legally authorized to employ Nurse Practitioners, School Nurse Teachers and Registered Nurses to provide the nursing service of administering anaphylactic treatment agents. All Nurse Practitioners, School Nurse Teachers and Registered Nurses employed by the Newburgh Enlarged City School District may administer epinephrine via a designated or an undesignated epinephrine auto-injector to an individual using professional judgment if an individual is experiencing a potentially life-threatening allergic reaction(anaphylaxis).

Each Nurse Practitioner, School Nurse Teacher and Registered Nurse will be covered by the non-patient specific standing order only while working in the Newburgh Enlarged City School District employment situation. This standing order will be in effect for one year, from September 1, 2022 until August 31, 2023. Each nurse will hold a current CPR Certification and will follow the Health Services Policy and Protocol for immunizations.

For an Anaphylactic Reaction to Immunizations, TB test, Allergens, Insect Bite, Exercised Induced or Idiopathic give:

For individuals 33 to 66 pounds, use one EpiPen Jr. (0.15 mL epinephrine injection, USP, 1:2000) auto-injector to deliver 0.15 mg of epinephrine injection.

For individuals approximately 66 pounds and greater, use one EpiPen® (0.3 mL epinephrine injection, USP, 1:1000) auto-injector to deliver 0.3 mg of epinephrine injection.

Call 911 and transport to Emergency Department via Ambulance. If not breathing and/or pulse ceases, begin CPR.

APPR of teachers and principals (Policy 9420)

The continuing evaluation of administrative and teaching staff members is necessary to enable the Board of Education to monitor the effectiveness and competence of such staff members and to assist them in the improvement of their professional performance.

The Board requires the evaluation of all administrators and teachers by the Superintendent or his/her designee in accordance with law, collective bargaining agreements, Regents Rules and applicable regulations.

Right to Request and Review Information Regarding Teacher

In accordance with the federal Every Student Succeeds Act (ESSA), parents/guardians of students have the right to request specific information about the professional qualifications of their children's classroom teachers. As the parent/guardian of a student in the Newburgh Enlarged City School District, you have the right to request the following information about your child's/children's teachers:

- whether the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he or she teaches;
- whether the teacher is teaching under emergency or other provisional status through which the State qualifications or licensing criteria have been waived;
- the teacher's college major;
- whether the teacher has any advanced degrees and, if so, the subject of the degrees;
- if your child is provided services by any instructional aides or similar paraprofessionals, the services provided to your child and the aide's or paraprofessional's qualifications.

Requests for information about the qualifications of your child's/children's teacher(s) should be directed to Main Office of the school of attendance. Thank you for your continued support and interest in your child's/children's education.

Asbestos Notice

The Newburgh Enlarged City School District has conducted the semi-annual surveillances as per the Asbestos Management Plans and the results of the surveillances are included in each plan. In addition, any response actions undertaken by the District in the preceding year are included in the Asbestos Management Plans. The District will notify you of any current or planned asbestos inspections, response actions, and post-response actions.

The Asbestos Management Plans are available for review at the Main Office at each of the District's schools, during regular school hours. They can also be reviewed in the Administrative Offices of Facilities and Operations, at 20 Chestnut Street, Newburgh, N.Y. 12550, from 8:00 am to 4:00 pm during normal school days. Copies of the plans are available at a cost of \$0.25 per page. Please call telephone # 845-568-6800 or your child's school if you would like to make arrangements to purchase a copy or copies or to review any of the plans.

Attendance (Policy 5100)

Philosophy and Objectives

A positive academic culture is best achieved by the regular and continued exchange of ideas among peers, guided by teachers and educational leaders. This policy recognizes that school attendance is the responsibility of the student and parent/guardian, supported by teachers and administration.

Good attendance and class participation are essential ingredients for academic success. Good attendance also increases the opportunity for a student to participate fully in classes, athletics, extracurricular activities and other school activities. Any absence from class is detrimental to the learning process. It is the objective of this policy to encourage each student to attend school on time, for the maximum number of days and instructional periods possible.

Compulsory Education Under New York State Law

Children between the age of six (6) (by December 1 of a school year) through the school year in which a child turns sixteen (16), must attend school regularly, either in public school or nonpublic school or be home schooled. The Board of Education, in accordance with New York State Education Law, requires students to regularly attend school full time, unless he/she has completed a four-year high school course of study. The compulsory education law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education. Students in the Newburgh Enlarged City School District must attend school on time and for the maximum number of days and instructional periods possible.

Students learning remotely must have prior approval by the Superintendent or designee based on regulations set forth by the New York Department of Education. Parameters of virtual learning participation and attendance will be review with parent/guardian at time of approval.

Strategies to Address the Objectives

School personnel, administration/faculty/staff will:

- Maintain accurate daily recordkeeping via a Register of Attendance to record attendance, absence,
- tardiness, or early departure of each student for every period/day that a student is scheduled to attend instruction or supervised study and other required activities throughout the school year. Attendance data will be kept current, as well as archived, via the student information system. [NYS Records Retention Schedule](#)
 - For students in grades kindergarten through 5, attendance shall be noted and recorded once per day.
 - For students in grades 6 through 12, attendance shall be noted and recorded each period of scheduled instruction (and for homeroom if applicable).
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

- Utilize attendancesworks.org to identify research based and effective practices to support specific intervention strategies to be considered by school/district faculty and staff.
- Maintain communication with parents/guardians and inform them of all student absences, even one- day absences. A call is not necessary if the parent/guardian contacts the school. A reasonable attempt must otherwise be made to reach the child’s parent/guardian.
- Address unexcused absences and class cutting as an infraction of the Code of Conduct in the nature of insubordination to the teacher and school administration. The Code shall prescribe a range of disciplinary interventions to address unexcused absences and class cutting.

The Attendance Coding System

The coding system will be the codes found in the District’s data processing student information system.

Excused Absence – An absence for any portion of the school day or a full school day that meets the conditions specified under “Excused Absence”.

Unexcused Absence – An absence for any portion of the school day or a full school day that does not meet the conditions specified under “Excused Absence”.

Absent/Exempt – An absence for a field trip, internship, visit to school nurse or other authorized school activity.

Tardy – The failure of a student to be physically present in the building at the start of the designated school day, or the designated start of a class period at the middle and secondary levels. A tardy may be excused or unexcused.

Early Departure - The failure of a student to be physically present in the building at the end of the designated school day or a class period. An early departure may be excused or unexcused.

Excused Absence

- A. Requires a written notification to the school from the parent/guardian
 - a. Illness of student
 - b. Serious illness, quarantine or death in the family Observance of a religious holiday
 - c. Doctor’s appointment Family emergency Military obligation
 - d. Extraordinary weather conditions
 - e. Road test (with proof of scheduled test)

- B. Requires pre-approval of the school principal
 - a. Court appearance or appearance before state or federal agency School approved activity
 - b. College visits (no more than 5 days in a school year) – Upon return from the visit, the student must submit a letter from the college/university verifying attendance/participation.
 - c. Approved cooperative or work/study program
 - d. Participation in a full day(s) instructional event that aligns with the New York State Learning Standards – This requires collaboration between the Principal and the Office of Curriculum & Instruction prior to the event in order to determine approval

For absences, the written excuse from the parent/guardian should be presented by the student on the day when returning to school following the absence but must be presented within five (5) school days after returning to school. For tardies and early departures, the written excuse should be presented to the school on the day of the tardy or early departure with the reason for the tardy or early departure.

A student who is offered home instruction for medical or disciplinary reasons by the School District, and who receives such home instruction, shall be counted as present when attendance is verified by home instructor or teacher of intervention program (i.e. R.I.S.E) for school attendance purposes

Any absence, tardy or early departure not provided for on the excused list shall be deemed unexcused, including family vacations and trips.

A student's attendance record may be corrected as a result of a data entry error. . The staff member requesting the attendance change must provide written documentation, or submit electronically, the reason for the change to the school administrator or designee for approval and recertification. This correction must be made no later than 10 days after report cards have been distributed to the parent/guardian and student.

Recordkeeping and Oversight

A.Attendance recordkeeping shall conform to the following:

1. A record shall be maintained of each scheduled day of instruction during which school is closed for all or part of the day because of extraordinary circumstances including adverse weather, failure of the heating system or water supply, fuel supply shortage or structural damage to the building, etc.
2. A record shall be made of the date when a student withdraws from enrollment or is dropped from enrollment in accordance with §3202(3-a) of the Education Law. Students must remain in school to complete the school year in which they become 16 years of age. A student who becomes 16 on or after July 1 of any given school year must complete that school year.
3. A student may withdraw himself/herself from enrollment only if the student is 18 years of age or older, according to procedures. No staff member shall drop any student from enrollment at the request of the student or his/her parent/guardian. Any request to withdraw a student from school shall be made to the Office of Registration and Attendance.

B. A teacher or another employee designated by the Board of Education shall make all entries in the register of attendance. Any individual authorized to make entries in the register of attendance shall, by oath or affirmation, verify the contents of the entries.

C. The register of attendance shall consist of any written or electronic record to record attendance, absence, tardiness or early departure of a student. The register shall be maintained for every period that a student is scheduled to attend actual instruction or supervised study during the course of the school day during the school year, from July 1 through June 30. The register at every school building shall include separate notations regarding student presence, absence, tardiness and early departure. The contents of the register for each student shall contain the information prescribed in regulations of the Commissioner of Education (Part 104).

The register shall be maintained for every period that a student is scheduled to attend actual instruction or supervised study during the course of the school day during the school year, from July 1 through June 30, including, but not limited to, K-12: academic intervention services, instrumental music lessons, related services such as speech, occupational therapy and physical therapy and special area classes such as physical education, music and art.

D. Each quarter, the number of tardies, early departures and absences a student has accumulated in each class will be recorded on the student's progress report.

E. Each marking period, the number of tardies, early departures and absences a student has accumulated in each class will be recorded on the student's report card.

F. Intervention procedures shall be utilized at all levels.

Analysis Process at the School Level

The Building Principal and/or his/her administrative designee shall be responsible for reviewing student attendance records and initiating appropriate action consistent with this policy. The Building Principal shall also be responsible for notifying the Superintendent or designee if there are concerns regarding student attendance.

Parent/Guardian Notification of Violation

If a student exhibits a pattern of unexcused absence, tardiness and/or early departure, the parent(s)/guardian will be contacted. In addition, the student shall meet with the classroom teacher and/or a guidance counselor, social worker or attendance teacher in an effort to remediate the underlying problem. The Building Principal or designee may meet with the student and/or his/her parent(s)/guardian. All verbal, electronic and written contacts with the parent(s)/guardian will be documented by the District.

Annual Review Process of Attendance Data

The Board of Education shall annually review building level student attendance records to determine if the comprehensive student attendance policy is effective. If a decline in attendance is evident, the Board shall revise the policy as deemed necessary to improve student attendance.

Class Attendance Standard

- A. All students are required to attend class regularly and on time to earn course credit. Students are required to make up assignments in a timely fashion for days of excused absence, tardiness or early departure. With the approval of the Building Principal, make-up assignments may be waived or an extension of time granted in exceptional circumstances or where a §504 accommodation is warranted.
 1. Chronically absent students, defined as a student in grades 1-12 being marked absent, for any non-instructional related reason, for 10% or more of school days during the year. This only applies to students who are enrolled a minimum of 10 days. These students will be supported on a case-by-case basis, including but not limited to meetings with guidance counselor, social worker, attendance teacher or building administrator, contact with parents/guardian, meeting with parents/guardian, as well as contact with local social services agencies, as appropriate.
 2. Students who have excessive tardies and/or early departures, defined as no more than three (3) excused or unexcused in a marking period will be addressed by the Building Principal or other administrator, who will regularly monitor the students. The Principal or other administrator will minimally meet with the student and contact the parent/guardian in writing. A student's continued tardiness and/or early departures may result in the student being suspended from attendance at extracurricular activities, including athletics, and privilege events and activities.
 3. Any student entering after student arrival or entering a class after the beginning of period is tardy for that class. The teacher shall record the lateness as either an "excused" tardy or an "unexcused" tardy. Students who bring a valid note will be recorded as "excused" tardy. If the student does not present a note the designation shall be at the discretion of the teacher based on the reason the student is late to class.

Appeals

A student or his/her parent(s)/guardian will have the right to appeal in writing within ten (10) school days to the building principal or another administrator in the building regarding the accuracy of the number of or type of absences for any class. When any such appeal results in a change to a student's attendance record the name of the administrator authorizing the change, the date of the change and the reason for the change must be documented in the student management system. In addition, the written document must be placed in the central attendance excused note file and maintained in each school for a period of one year. Chronic illness or medical conditions which may affect a student's attendance will be considered.

The building principal or other administrator's decision may be appealed to the Superintendent of Schools or designee within ten school days of the Principal's determination.

Community Awareness of Policy

The Superintendent of Schools, at the direction of the Board of Education, shall publish to the community information about the District's Comprehensive Student Attendance Policy. The policy shall be available and explained at student assemblies, at assemblies on open school nights (if any). Each teacher and new teacher(s), promptly upon hire, shall be provided with a copy of or access to the policy and any amendments thereto. Copies of the policy shall also be

maintained on the District’s website and by the District’s Records Access Officer for issuance upon request by any interested party.

Boy Scouts Equal Access Act

Districts must provide equal access to the use of school property to the Boy Scouts and other designated youth groups listed as a patriotic society in Title 36 of the US Code intended to serve young people under the age of 21.

Bullying and Harassment (Policy 0115)

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the district to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events.

Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions:

Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term “harassment”) to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board’s goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person’s actual or perceived:

- race,
- color,
- weight,

- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual’s civil rights. The district is mindful of its responsibilities under the law and in accordance with district policy regarding civil rights protections.

For the purposes of this policy the term “race” includes traits historically associated with race, including but not limited to, hair texture and protective hair styles, such as braids, locks and twists.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key district value. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through district-wide professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Curricular material that raises awareness and sensitivity to discrimination or harassment and civility in the relationships of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, sexes or gender expression or identities will be included in the instructional program K-12.

In order to implement this program the Board will designate at its annual organizational meeting a Bullying Prevention Coordinator (BPC) for each building. The role of the BPC is to coordinate and enforce this policy. In addition, the Superintendent will establish a district-wide Task Force on Bullying Prevention, as well as Bullying Prevention Coordinating Committees in each school that will be overseen by the BPC. Committees will include representation from staff, administration, students and parents. The district-wide task force and the school-level committee will assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. In addition, the program will include reporting, investigating, remedying and tracking allegations of bullying. The accompanying regulation provides more detail on the specific programs and strategies implemented by the district.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches which are targeted to the school or district as a whole.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who do not feel safe at school

The Board acknowledges that, notwithstanding actions taken by district staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the building principal. The building principal, other appropriate staff, the student and the student’s parent will work

together to define and implement any needed accommodations.

The district recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually. The student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion

and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The Superintendent, the BPC and the District Professional Development Team will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to bus drivers, cafeteria and hall monitors and all staff who have contact with students. The BPC will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to their building principals or other administrator who supervises their employment. Supervisors will refer the information to appropriate district staff for investigation as designated in regulation. A district employee may be deemed to have permitted unlawful discrimination or harassment if he/she fails to report an observed incident, whether or not the target complains.

The Building Principal shall maintain a log of bullying incidents as a record for the purpose of tracking repeat offenders, as well as identifying trends. Specifically, all reported incidents of bullying must be documented in the file of student being accused of the conduct. Written records should also capture what action, if any, was taken, or why no action was taken. These reports shall remain in the student's file and will travel with the student from elementary school to high school.

If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. Incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system when applicable.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of

the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's

history of problem behaviors, and must be consistent with the district's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law and district policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on the district's website. A bullying complaint form will be available on the district's website. The district will ensure that the process of reporting bullying is clearly explained.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration.

The Board will receive the annual VADIR report, for each building and for the district as whole, with particular attention to the trends in the incidence of bullying. In addition, the Board will receive on an annual basis a more detailed report of the number of bullying incidents that occur, disaggregated by school, student demographic information and type of incident. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

The district will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

Cross-ref: 0100, Equal Opportunity and Nondiscrimination 0110, Sexual Harassment
4321, Programs for Students with Disabilities 5300, Code of Conduct
5710. Violent and Disruptive Incident Reporting 9700, Staff Development

Ref: Dignity for All Students Act, Education Law, §10 – 18 Americans with Disabilities Act, 42 U.S.C. §12101 et seq. Title VI, Civil Rights Act of 1964, 42 U.S.C. §2000d et seq. Title VII, Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; 34 CFR §100 et seq. Title IX, Education Amendments of 1972, 20 U.S.C. §1681 et seq. §504, Rehabilitation Act of 1973, 29 U.S.C. §794 Individuals with Disabilities Education Law, 20 U.S.C §§1400 et seq. Executive Law §290 et seq. (New York State Human Rights Law) Education Law §§313(3), 3201, 3201-a Tinker v. DesMoines Independent Community School Dist., 393 US 503, (1969) Davis v. Monroe County Board of Education, 526 U.S. 629 (1999) Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998) Faragher v. City of Boca Raton, 524 U.S. 775 (1998) Burlington Industries v. Ellerth, 524 U.S. 742 (1998) Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998) Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992) Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Calculators For Secondary Students

All Grade 6-12 secondary school students have access to calculators for their class assignments and assessments. The District has purchased enough calculators for student use in school when required for coursework. Not every Math or Science course requires the use of calculators.

If your child needs the use of a calculator to complete coursework at home, he/she may borrow one from his/her school. An Equipment Loan Contract, which can be obtained at the school, must be signed prior to a student obtaining a calculator for use outside of school. Please contact your building principal to obtain a copy of the contract.

Child Abuse (Policy 5460)

The Board recognizes the specific dictates of law which require school officials, as defined below, to report suspected instances of child abuse, maltreatment (which includes neglect) in a domestic setting.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist him or her and his or her family.

School officials who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment, must immediately report this to the New York State Central Register for Child Abuse and Maltreatment (Central Register), as required by law. No conditions may be imposed which limit their responsibility to report. A school official is defined as:

- Teacher
- Guidance counselor
- Psychologist
- Nurse
- Administrator
- Coach
- Any school personnel required to hold a teaching or administrative license or certificate.

The school official will also report the matter to the Building Principal.

The report shall be made by telephone or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. A written report shall be made within 48 hours to the appropriate local child protective service, and to the statewide Central Register.

School employees who are not school officials, as defined above, but who have reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment are encouraged to report to the Central Register. However, the school employee must report the matter to the Building Principal. If the matter has not yet been reported to the Central Register, the Building Principal shall make the report, in accordance with state law. The Building Principal does not have discretion with regard to filing this report.

School employees or officials may not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the school official or employee to prove that the child has been abused or maltreated.

Any school official or employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner.

In accordance with the law, any school official who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for

the damages caused by the failure to report. The law grants immunity to persons who, in good faith, report instances of child abuse from any liability.

School employees will not be subject to retaliatory action, as defined in state law, as a result of making a report when they reasonably suspect that a child has been abused or maltreated.

The Board recognizes that knowingly reporting a false claim of child abuse is a violation of state law and this policy acknowledges that it is a crime to do so. The district will make every reasonable effort to ensure the integrity of the district's child abuse reporting process and procedure.

School District Relationship with Local Social Service District

The school district will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse. The Superintendent, or his or her designee, will represent the district when

collaborating with local social service agencies to address instances of abuse or maltreatment, and in the development of policy and procedures regarding abuse or maltreatment (including educational neglect). In addition, the Superintendent will share a copy of the district's student attendance policy, with the local social service district.

If it should be necessary for Child Protective Services to interview a child at school to ascertain whether he/she has been abused or maltreated, or to obtain documentation of such acts, the interview should be conducted in the presence of a school official, unless circumstances require otherwise. The school official shall examine and verify the credentials of Child Protective Services worker(s) before allowing such worker(s) to either interview the child or to examine the child's records.

Training

The school district shall maintain an ongoing training program which will address the identification and reporting of child abuse and maltreatment, including the legal implications of reporting and not reporting. Attendance at sessions of this training program shall be required of district employees who come in contact with students. Attendance records shall be kept, and notations will be made in personnel files as to the dates of attendance.

The Superintendent shall develop, with input from appropriate personnel, a plan for implementation of such a training program. In addition, the policy and regulations will be included in employee handbooks, if any, and made accessible to school officials. The Superintendent will prepare and implement all regulations as are necessary to accomplish the intent of this policy

Cross-ref: Attendance, 5100

Ref: Child Protective Services Act of 1973, Social Services Law §§411 et seq.
Social Services Law §34-a
Family Court Act §1012
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, 45 CFR §99.36 Education
Law §3209-a Penal Law 240.50

Code of Conduct

The Newburgh Enlarged City School District's Code of Conduct governs the conduct of students, teachers, and other school personnel, as well as visitors to schools and all other District facilities, including school buses and other school property. School property has been defined to cover a school building, structure, athletic playing field, playground, parking lot, or land contained within the boundary lines of a public elementary or secondary school, a school bus, or a school function.

The Code of Conduct, annually revised and adopted by the Board of Education, includes information about students' rights and responsibilities, prohibited student conduct, disciplinary procedures and consequences, classroom removal procedures, in-school and out-of-school suspension, due process, student dress code, public conduct on school property, and procedures and penalties for violations. The Code specifies acceptable student behavior expectations, and outlines the consequences of not meeting those expectations.

Schools annually distribute to parents and students eligible because of their age a copy of the Code of Conduct. At the beginning of the school year, you will be asked to sign and return to your child's school the statement on the tear-off page on the back cover of the Code of Conduct booklet, indicating that you received and read the revised booklet for the new school year.

Students are also provided an annual orientation to the contents of the Code of Conduct at the beginning of the school year, and asked to verify that they have received this orientation. Community members or parents new to the District can obtain a copy of the Code of Conduct at any of the schools or at the Board of Education Office, 124 Grand Street, Newburgh, NY.

Child Nutrition Programs

INTRODUCTION

Welcome back to our students, families, teachers, and staff! Our food service staff has been working on preparing new recipes and menu items that we hope you will enjoy. This year all grain items will be made from whole grains, and fruit and vegetables will be unlimited! We hope you have the opportunity to visit our cafeterias to see firsthand the dedication our department has in providing fresh healthy meals to our students. We welcome your feedback and look forward to serving you soon!

BREAKFAST

We all know that breakfast is the most important meal of the day so why not get a healthy start by eating breakfast at school? The School Breakfast Program is a great way for children to get the nutrients they need to stay alert and focused in the classroom. Every school in our district offers breakfast at no cost to all students! Students are able to enjoy breakfast in the classroom each morning in all school buildings. A complete breakfast consists of at least 3 components including at least one serving of fruit. Check our monthly menus for breakfast events and promotions!

LUNCH

School lunch provides students with access to a variety of healthy whole grains, fresh fruit and vegetables, lean meats, and low fat dairy items. Students in grades K-8 have eight entrée choices each day including the hot lunch special of the day, entree salads, lunch “kit” of the day, ham and cheese sandwich, turkey and cheese sandwich, and peanut butter and jelly. Students at both campuses of NFA have entrée specials at each of four stations: Favorites, Pizzeria, International, and a made to order Deli. A variety of healthy sides including red/orange veggies, dark green veggies, legumes, fresh fruit, and low fat milk will be available to all students daily. A complete lunch consists of at least four components including at least one serving of a fruit or vegetable. Lunch is also available to all students at no cost.

CHARGE POLICY

Please refer to the Charge Policy on the district’s website, www.newburghschools.org.

PREPAYMENT

Although lunch and breakfast are available at no cost, you may deposit any amount of money in your child’s individual account for a la carte snack and beverage items. Your child’s PIN number is their student ID number. He or she will enter this number when they arrive at the cashier. The amount spent for a la carte snacks will then be debited from the account. Parents of elementary school students should help their children memorize their student ID number. When students know their number, the lunch lines move efficiently.

ONLINE PREPAYMENT

The district offers MySchoolBucks, an online service that allows you to securely pay for your student’s snacks online using your credit/debit card or electronic check.

Sign up now and you can:

Set Up Automatic Recurring Payments

Create Low Balance Alerts and Make Payments

Track & Review Meal History and More...

Registering for your FREE account is easy, just go to MySchoolBucks.com. Create an account and never worry about sending cash or checks for your student(s) again.

ONLINE NUTRITION AND ALLERGY INFORMATION

Newburgh Enlarged City School District offers menu information, including nutrition information and allergens on the Meal Viewer website and mobile app! Parents and students can create profiles and save information as needed. Notification settings on the app will also allow for notifications of specials and menu changes as needed. Visit <https://schools.mealviewer.com/results/newburgh> to set up a free account.

Concussions and Tackle Football

Parents/Guardians will be provided with an informational packet on concussions and sub-concussive blows developed by the Department of Public Health if they participate in tackle football. If you are not given this packet, please ask your child's coach for the packet.

English Language Learners ENL/Bilingual placement

Students must be enrolled in a school upon registration. Within 5 school days of a student being identified as an English Language Learner, parents/guardians are to receive written notice in their indicated preferred language. Students must be identified and placed in an appropriate ELL Program within 10 school days of enrollment. Bilingual Education is the default ELL Instructional program placement. Parents can opt out of the Bilingual Program. At a minimum, ELLs must receive English as a New Language instruction. For more information about the Parents' Rights for New York State's ELLs, please contact the New York State Education Department Office of Bilingual Education and World Languages, the ELL Parent Hotline at 1-800-469-8224, email: nysparenthotline@nyu.edu, or visit <http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

Graduation Ceremonies

Our annual high school graduation ceremony is held at Academy Field at Newburgh Free Academy. Date and time information as well as ticketing information is distributed by your child's school as well as posted on the Newburgh Schools website.

Homeless Students (Policy 5151)

The Board of Education recognizes its responsibility under federal (McKinney-Vento) and state laws and regulations to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their identification, enrollment, attendance, or success in school which may exist in district practices. The Board will provide homeless children attending the district's schools with access to the same free and appropriate public education and other school programs and activities, including publicly funded preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital; or is a migratory child who qualifies as homeless. An unaccompanied youth is a homeless child not in the physical custody of a parent or guardian.

To assist in determine eligibility for services under the McKinney-Vento Act, the district shall use a housing questionnaire for all enrolling students, and those reporting a change of address, which asks for a description of the student's current living arrangements.

A homeless child or youth has the right to attend his/her school of origin, or any school that permanently housed students who live in the attendance area in which the homeless student is actually living are eligible to attend. For homeless students, a school of origin can be:

1. the public school where he/she attended when permanently housed (i.e., before becoming homeless); or
2. the public school where he/she was last enrolled, or
3. the public school he/she was entitled or eligible to enroll in when the child became homeless, if that child became homeless after such child was eligible to apply, register, or enroll in a public preschool or kindergarten, or he/she is living with a school-age sibling who attends school in the district; or
4. the designated receiving school at the next grade level for any feeder school, where the child has completed the final grade in the feeder school.

Such schools include publicly-funded preschools administered by the district or the State Education Department (SED).

The homeless child is entitled to attend the designated school on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building. If a homeless child completes the final grade level in his/her school of origin, the child may also attend the designated receiving school at the next grade level for all feeder schools.

The Superintendent of Schools shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. Admission: Upon designation, the district shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records (however, the district may temporarily exclude a child from attendance if there are actual symptoms of a communicable disease that poses a significant risk of transmission to others), proof of age or residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals. Homeless children will have the same opportunity as other children to enroll in and succeed in the district's schools. They will not be placed in separate schools or programs based on their status as homeless. The district shall eliminate barriers to identification, enrollment and retention of homeless children, including barriers to enrollment and retention due to outstanding fees, fines or absences.
2. Transportation: The district shall promptly provide transportation for homeless students currently attending district schools as required by applicable law, as described in the accompanying regulation. In general, the district shall ensure that transportation is provided to homeless students enrolled in the district who attend a school of origin, including a publicly funded preschool administered by the district or SED, even if the student lives outside the district's boundaries. Transportation shall be provided for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and one additional year if that is the student's final year in the school.
3. School Records: For homeless students attending school out of the district, the district shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. For homeless students attending school in the district, the district shall request the student's records (academic, medical, etc.) from the school the student last attended.
4. Coordination: The district shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

A portion of the district's Title I, Part A funds shall be set aside for homeless children and youth to provide educationally related support services and services not ordinarily provided to other students.

Information about a homeless child's living situation shall be treated as a student education record, and shall not be considered directory information under FERPA. See policy 5500, Student Records, for more information.

The Board of Education shall designate a McKinney-Vento liaison for homeless children and ensure that this person is aware of, and able to carry out, his or her responsibilities under the law. The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children are informed of the educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;

2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel, through outreach and in coordination with shelters and social service agencies and other appropriate entities, identify homeless children, including homeless preschoolers;
5. homeless children receive educational services, including but not limited to Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services for homeless children and their families;
6. public notice of the educational rights of homeless children is disseminated in locations frequented by homeless unaccompanied youth and parents/guardians of homeless children, in a manner and form understandable to them;
7. staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless students;
8. homeless unaccompanied youth are informed of their rights, are enrolled in school, and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

In accordance with law and regulation, the district will offer a prompt dispute resolution process (described in more detail in the accompanying administrative regulation). A student shall be entitled to continued enrollment in the district's schools, and transportation, pending resolution of the dispute and all available appeals.

In accordance with Commissioner's regulations, the district shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Cross-ref: 5150, School Admissions
 5420, Student Health Services

Parent and Family Engagement (Policy 1900)

The Board of Education believes that positive parent and family engagement is essential to student achievement and, thus, encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities and/or homework “contracts” between parents, family members and children). The Board directs the Superintendent of Schools or designee to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

District Level Parent and Family Engagement Policy

Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act of 2015 (ESSA), the Board will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child’s education. The Board will also ensure that all of its schools receiving Title I, Part A funds develop and implement school level parent and family engagement procedures as required by federal law.

Parent and family engagement programs, activities and procedures at the District and school levels will provide opportunities for the informed participation of parents and family members (including those with limited English proficiency or disabilities), and parents and family members of migratory children.

In addition, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the District’s Title I Plan and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the New York State Education Department. The District will undertake actions to ensure parent and family member involvement in the development of the Title I Plan, such as holding meetings at flexible times and accessible places.

Parents and family members will also have the opportunity to participate in the process for developing either a comprehensive or targeted “support and improvement plan” if the school their child attends is identified by the State as needing this plan.

The term “parent” refers to a natural parent, legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Development of School Level Parent and Family Engagement Approaches

In an effort to encourage parent and family engagement, the Board directs the Superintendent of Schools or designee to assist schools in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet local needs, the Superintendent or designee will hold meetings at flexible times and in accessible locations. This may include consultation with employers, business leaders and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Superintendent or designee shall develop a program that includes the six types of parent involvement outlined by the National Network of Partnership Schools and endorsed by the National PTA:

1. **Parenting:** Help families establish home environments to support children as students.
2. **Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.
3. **Volunteering:** Recruit and organize parent and family help and support.
4. **Learning at Home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.
5. **Decision-Making:** Include parents in school decisions, develop parent leaders and representatives.
6. **Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

Communication to Parents

The Superintendent is authorized and encouraged to develop parent-friendly materials to communicate this policy to District parents and members of the community in an effort to promote and sustain parent and family engagement.

The goal of these and all communications to parents is to ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of students, including those participating in Title I programs, in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

The District-Wide Parent and Family Engagement Policy will be made available to all families in digital form or written form in each school's main office as well as on the District website and printed in the Community Calendar sent to homes at the beginning of the school.

Coordination of Parent and Family Engagement Strategies

1. Community Agencies and Programs

The District will coordinate and integrate strategies adopted to comply with parent and family engagement requirements of federal law and with parent involvement strategies adopted in connection with existing community partners such as the Center for Youth Development Liberty Partnerships Program, Head Start of Eastern Orange County, 21st Century programs, Boys and Girls Clubs of Newburgh, Cornell Cooperative Extension of Orange County, Literacy Orange of New York, Best Resource Center, Inc., etc. The District shall demonstrate its compliance with this project by participating both in resource and information sharing as well as in joint initiatives.

2. District Staff Resources

The Board recognizes the need to dedicate staff resources to the coordination of the District's parent and family engagement efforts including providing for the creation of and funding for a liaison to parents.

Parent Representation

1. Building Planning Teams

Every school in the District is required to have a Building Planning Team. A minimum of two (2) parent representatives shall serve on the Building Planning Team for each school. Parent representatives shall be responsible for communicating with their constituencies and for representing parent opinion on the teams.

2. Parent Teacher Organizations

Schools will support parent-teacher organizations. Principals will work collaboratively with the parent-teacher organizations of their school to develop and sustain parent involvement in their school.

This policy in no way eliminates or diminishes an individual parent's right to make his or her feelings known at any level in the District on any topic of concern, nor does it prevent the District from involving individual parents in other appropriate situations.

Annual Evaluation

The Board, along with its Superintendent of Schools and other appropriate staff will conduct, with the meaningful involvement of parents, an annual evaluation of the content and effectiveness of this policy. This annual evaluation will include the identification of barriers to greater participation by parents and the revision of parent and family engagement policies necessary for more effective involvement.

School-Level Parent and Family Engagement Policies

The Superintendent of Schools will ensure that all District schools are provided with technical assistance and support to assist them in planning and implementing effective parent and family engagement policies identifying programs and activities that improve student achievement and school performance.

Evaluation

All school-level policies will be evaluated at least every three years and, if warranted, revised. Building administrators will include all necessary constituents of the school community (e.g., administrators, Title I parents, teachers, CSEA) in the evaluation and revision of the school-level parent involvement policy.

Building Capacity for Parent Involvement

1. The District and its schools will endeavor to build the capacity of parents and school professionals/staff for strong parent involvement to support the academic achievement of all students through The provision of activities at the District-level, such as workshops, classes, and materials whose goal is to assist parents in understanding such topics as the state's academic content, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child.
2. The provision of materials and training at the School level to help parents work to improve their child's academic achievement, such as literacy training and using technology (including education about the harms of copyright piracy).
3. The development of opportunities for teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and how to:
 - a. Reach out to, communicate with, and work with parents as equal partners
 - b. Implement and coordinate parent programs and activities; and
 - c. Build ties between parents and the schools.

Title I Complaints and Appeals

The District recognizes that any public or nonpublic school parent/guardian, teacher or agency may file a complaint regarding Title I program services. The District shall ensure all complaints are addressed in accordance with the following procedures.

1. All complaints shall be in writing, signed and submitted to the Superintendent or designee, including the name and/or school, specification of issue or concern, supporting evidence of complaint and the desired corrective action.
2. An investigation shall be conducted by the Assistant Superintendent for Instruction or designee, with the relevant parties to determine a fair and appropriate course of action.
3. A written response to the complaint shall be made and sent to the complainant within thirty (30) business days.
4. If the complaint is not resolved to the satisfaction of the complainant within thirty (30) business days, the complainant has the right to send the complaint to the New York State Education Department, Office of Title I School and Community Services, Room 365 EBA, 89 Washington Avenue, Albany, NY 12234 within twenty (20) business days of the District's response to the original complaint.
5. If any party is dissatisfied with the State Education Department's complaint resolution, they may file an appeal directly with the United States Department of Education's Compensatory Education Program Office, 400 Maryland Avenue, SW, Room W 230, FOB #6, Washington, DC 20202-6132.
6. Any appeal must contain a copy of the original signed complaint, a copy of the District's response to the original complaint or a statement that the District failed to respond within thirty (30) business days.
7. All complaints and related documents or reports involved in the process will be maintained by the District's Human Resources Department for at least five (5) years. Records will be made available in accordance with the New York State Freedom of Information Law.

Ref: 20 USC §6318(a) (2), No Child Left Behind Act of 2001 as reauthorized by 20 USC §6318(a) (2); §7801(38); Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act) Section 9304(a) (3)(c) of Elementary and Secondary Education Act
8 NYCRR §§100.2(ee), 100.3(b)(3); 100.4(f); 100.5(d)(4); 149.3(16)
U.S. Department of Education, Parental Involvement, Title I, Part A, Non-Regulatory Guidance, April 23, 2004 U.S. Department of Education & SEDL, Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Karen Mapp. 2013

Pesticide Application Notice

Pursuant to the Pesticide Notification Law, the Newburgh Enlarged City School District is informing through this written notice all persons in parental relation to our students that, during the course of the year, it might become necessary for a school to use pesticide products. The District is required to maintain a list of persons in parental relation who wish to receive 48- hour prior written notice of certain pesticide applications.

The following pesticide applications are *not* subject to prior notification requirements:

1. anti-microbial products
2. non-volatile rodenticides in tamper-resistant bait stations in areas inaccessible to children
3. non-volatile insecticidal baits in tamper-resistant bait stations in areas inaccessible to children
4. silica gel and other non-volatile ready-to-use pastes, foams, or gels in areas inaccessible to children
5. boric acid and disodium octaborate tetrahydrate
6. the application of EPA-designated biopesticides
7. the application of EPA-designated exempt materials under 40 CFR §152.25
8. 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

In addition, there will be *no written notice* of an application when a school remains unoccupied for a continuous 72 hours period following the application. 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 child's school, please complete Form 1L in Section C and return it to the school (please include your address, telephone #, e-mail address, and/or fax number).

For further information on these requirements, please feel free to contact Liberty Pest Control, the District's pesticide representative, through the Administrative Offices of Operations and Maintenance at 20 Chestnut Street, Newburgh, N.Y. 12550, telephone # 845-568-6800.

Student participation in mandated assessments

Parents/Guardians have the right to request information regarding the State and the district's policy on participation in required assessments, and the policy or procedure to opt out of those assessments, if applicable. Information on all required assessments, both state and local, are posted on the district website.

Student Privacy (Policy 5550)

The Board recognizes its responsibility to enact policies that protect student privacy, in accordance with law. This is particularly relevant in the context of the administration of surveys that collect personal information, the disclosure of personal information for marketing purposes and in conducting physical exams.

Surveys

The Board of Education recognizes that student surveys are a valuable tool in determining student needs for educational services. In accordance with law and Board policy, parental consent is required for minors to take part in surveys which gather any of the following information:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. religious practices, affiliations or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

In the event that the district plans to survey students to gather information included in the list above, the district will obtain written consent from the parent/guardian in advance of administering the survey. The notification/consent form will also apprise the parent/guardian of their right to inspect the survey prior to their child's participation and their right to opt out of the survey.

Marketing

It is the policy of the Board not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students or educational institutions such as:

- A. College or other postsecondary education recruitment, or military recruitment;
- B. Book clubs, magazines and programs providing access to low-cost literary products;
- C. Curriculum and instructional materials used in schools;
- D. Tests and assessments used to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information for students or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. Student recognition programs; and
- F. The sale by students of products or services to raise funds for school-related activities.

In the event that such data is collected by the district, disclosure or use of student personal information will be protected by the district pursuant to the requirements of the Family Educational Rights and Privacy act (FERPA).

Inspection of Instructional Material

Parents/guardians shall have the right to inspect, upon request, any instructional material, used as part of the educational curriculum for students. "Instructional material" is defined as: "instructional content that is provided to a student, regardless of format including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). It does not include tests or academic assessments."

A parent/guardian who wishes to inspect and review such instructional material shall submit a request in writing to the Building Principal. Upon receipt of such request, arrangements shall be made to provide access to such material to within 30 calendar days after the request has been received.

Invasive Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law, a student's parent/guardian will be notified and given an opportunity to opt their child out of the exam. Hearing, vision and scoliosis screenings are not subject to prior notification.

Notification

Parents/guardians and eligible students shall be notified at least annually, at the beginning of the school year, and when enrolling students for the first time in district schools of this policy. The school district shall also notify parents/guardians within a reasonable period of time after any substantive change to this policy.

Cross-ref: 5420, Student Health Services
5500, Student Records

Ref: 20 USC §1232h (No Child Left Behind Act) 34 CFR Part 98

Education Law §903

Student Records

The Board of Education recognizes that the confidentiality of student records must be maintained and, therefore, establishes procedures for the confidentiality of student records consistent with federal and state statutes and regulations. The Superintendent shall be responsible for ensuring that the requirements under all federal and state statutes and regulations shall be carried out by the School District.

The Family Educational Rights and Privacy Act (F.E.R.P.A.) affords parents/guardians and students 18 years of age or older (eligible students) certain rights with respect to the student's education records. You have the right to:

Inspect and review the student's education records within forty-five (45) days of the day the Newburgh Enlarged City School District receives from you a request for access. You need to submit to the Building Principal a written request that identifies the record(s) you wish to inspect. The Building Principal will make arrangements for access and notify you of the time and place where the records may be inspected.

Request the amendment of the student's education records that you believe are inaccurate or misleading. You may ask the School District to amend a record that you believe is inaccurate or misleading. You should write to the Building Principal, clearly identifying the part of the record you want changed and specifying why it is inaccurate or misleading.

If the School District decides not to amend the record, as requested by you, the School District will notify you

of the decision and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when you are notified of the right to a hearing.

Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.) authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the Board of Education; a person or company with whom the School District has contracted to perform a special task (such as an attorney, auditor, insurance company, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Not to have Directory Information disclosed without your prior written consent. This District has designated the following items as Directory Information, and may disclose any of these items without your prior written consent, unless notified in writing by you not to disclose the items, by the end of the first thirty (30) days of the school year or within thirty (30) days of receipt of this notice:

Student's name, parent(s)/guardian(s)' name(s), address, telephone number (for high school students only), school of attendance, major field of study, participation in officially recognized school activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and photographs created in conjunction with school sponsored activities and awards for use in school district publications.

File a written complaint with the U.S. Department of Education concerning alleged failure by the Newburgh Enlarged City School District to comply with the requirements of F.E.R.P.A. Written complaints should be sent to:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5920

For High School Students: The right not to have the student's name, address and telephone number disclosed to military recruiters and/or institutions of higher learning without your prior written consent.

The No Child Left Behind Act requires the Newburgh Enlarged City School District to disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone numbers of high school students, unless you notify the School

Student Wellness

The Newburgh Enlarged City School District is committed to providing school environments and experiences that promote children's health, well-being and ability to learn by supporting a coordinated school health approach. The eight key components of a coordinated school health approach are: nutrition services, physical education, health services, health education, counseling/ psychological/social services, healthy school environment, health promotion and family/ community involvement.

The Board of Education recognizes that children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive; and that good health fosters positive student attendance and education.

Healthy eating and physical activity are essential for students to achieve their academic and physical potential, mental growth and lifelong health and well-being.

The coordinated school health approach will allow for the development of procedures that will foster integration with state and Response to Intervention (RTI) standards, as well as K-12 health education mandates. In furtherance of these objectives:

- The School District will engage students, parents, teachers, food service professionals, health professionals, teachers of physical education, school health professionals, and the public in developing, implementing, monitoring, reviewing, and updating the District-wide nutrition and physical activity policies and procedures.
- All students in grades Pre-K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- The Child Nutrition Programs will comply with federal, state, and local requirements.
- Child nutrition programs shall be accessible to all children.
- The School District will annually notify eligible parents and students of the availability of the free and reduced School Breakfast and Lunch programs.
- Guidelines for reimbursable meals shall not be less restrictive than the federal regulations issued by the Secretary of Agriculture.
- Schools will provide nutrition education and physical education as an integral part of the curriculum to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- The School District shall establish a Wellness Committee to enable the NECSD community to be better informed and to have more meaningful input in wellness opportunities being offered.
- When food is offered, healthy food and beverage items (including fruits, vegetables, low fat milk and dairy foods, water and whole grain items) will be strongly encouraged on each school campus and at all school sponsored events.

The Superintendent of Schools is hereby directed to develop procedures to implement this policy. The effects of this policy will be evaluated annually by the Superintendent or designee to ensure that schools comply with the policy, will report the findings to the Board of Education, and will inform and update the public about the content and implementation of the policy. The District will measure and make available to the public an assessment on the implementation of the Wellness Policy, including:

- the extent to which schools are in compliance with the Wellness Policy;
- the extent to which the Wellness Policy compares to model local school wellness policies; and
- a description of the progress made in attaining the goals of the Wellness Policy.

Student's Teacher Does Not Meet State Requirements

In the event that a student is being taught by a Teacher who is not highly qualified for 4 or more weeks a letter will be sent to families. A sample of the letter is below:

This letter is to inform you that your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified. The circumstances of the situation are as follows:

[Circumstances will be listed here]

We hope that this will only be necessary on a temporary basis. We anticipate and appreciate your cooperation in this matter.

Students with Disabilities: meal accommodation

This district requires a physician's note indicating the food allergy and acceptable substitutions. Depending on the severity of the allergies, we may request a parent meeting with the school nurse, the cafeteria manager, and others.

Students with Disabilities: procedural safeguards

Districts must provide parents/guardians of students with disabilities with a copy of the procedural safeguards. Must also be provided upon initial referral or parental request for evaluation, the filing of a first request for a due process hearing, a disciplinary action constituting a change in placement, and at the request of a parent.

The NYS Procedural Safeguards can be found here:

<http://www.p12.nysed.gov/specialed/formsnotices/documents/NYSEDProceduralSafeguardsNoticeJuly2017v2.pdf>

B. FORMS

CONSENT FOR THIRD PARTY TO INSPECT/REVIEW EDUCATION RECORDS

Date: _____

Mr. Matthew McCoy Records Access Officer
Newburgh Enlarged City School District
124 Grand Street
Newburgh, NY 12550

Dear Mr. McCoy:

I authorize (name of third party) _____ to review and inspect the education records identified below, for (name of student) _____, who is (please circle one) my son / my daughter / myself as eligible student. I understand that the records will be made available within forty-five (45) days of the date stated above and that the authorized third party will be notified of the time and place where the records may be inspected. I also understand that the district may require that a district official be present during the inspection and that no documents may be removed from school premises. I further understand that I will not be able to view any portion of any record pertaining to another student. I further understand that, at my request, I will be furnished with a copy of the records reviewed by the third party, at a cost of 25 cents per page.

I authorize that the following records be inspected/reviewed:

- 1) _____
- 2) _____
- 3) _____

The purpose of the records inspection/review is:

The authorized third party can be reached at telephone # _____ . I can be reached at my home telephone # _____ , or at my cellular phone # _____ . Thank you for your attention to this request.

Sincerely,

Notarized Signature of Parent/Guardian/Eligible Student

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PARENT/GUARDIAN/STUDENT REQUEST FOR COPY OF EDUCATION RECORDS

Date: _____

Mr. Matthew McCoy Records Access Officer
Newburgh Enlarged City School District
124 Grand Street
Newburgh, NY 12550

Dear Mr. McCoy:

The purpose of this letter is to request copies of the education records identified below, for (name of student) _____, who is (please circle one) my son / my daughter / myself as eligible student. I understand that, if the records include answers to a standardized test(s), the district will not provide a copy of the standardized test questions.

I request copies of the following records:

- 1) _____
- 2) _____
- 3) _____

I am making this request because of the reason(s) indicated below with an X:

- The student's records are being transferred to another school.
- Information is being released to a third party I have designated.
- District failure to provide copies will effectively deny my right to inspect the records (for example, if the parent lives far away and cannot come in to review/inspect them).

I understand that, unless one of these reasons is indicated, district policy states that copies of records shall not be provided. I also understand that I will reimburse the district a fee of 25 cents per page (or actual cost of reproduction), and postage, if any.

I can be reached at my home telephone # _____, or at my cellular phone # _____.
Thank you for your attention to this request.

Signature of Parent/Guardian/Eligible Student

Printed Name:

Student's DOB:	Current school:
Last school attended:	
Year of graduation:	

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CONSENT TO PROVIDE COPY OF EDUCATION RECORDS TO A THIRD PARTY

Date: _____

Mr. Matthew McCoy Records Access Officer
Newburgh Enlarged City School District 124 Grand Street
Newburgh, NY 12550

Dear Mr. McCoy:

The purpose of this letter is to authorize _____ to receive copies of the education records identified below, for (name of student) _____, who is (please circle one) my son / my daughter / myself as eligible student. I understand that, if the records include answers to a standardized test(s), the district will not provide a copy of the standardized test questions.

I consent to have copies of the following education records provided:

- 1) _____
- 2) _____
- 3) _____

I am making this request because of the reason(s) indicated below with an X:

- The student's records are being transferred to another school.
- District failure to provide copies will effectively deny my right to inspect the records (for example, if the parent lives far away and cannot come in to review/inspect them).

I understand that, unless one of these reasons is marked, district policy states that copies of records shall not be provided. I also understand that the designated third party will reimburse the district a fee of 25 cents per page (or actual cost of reproduction), and postage, if any.

The authorized third party can be reached at telephone # _____. I can be reached at my home telephone # _____, or at my cellular phone # _____. Thank you for your attention to this request.

Sincerely,

Notarized Signature of Parent/Guardian/Eligible Student

Student's	DOB:
Current school:	Last school
attended:	
Year of graduation:	

CONSENT TO PROVIDE COPY OF EDUCATION RECORDS TO AN AGENCY

Date: _____

Mr. Matthew McCoy Records Access Officer
Newburgh Enlarged City School District 124 Grand Street
Newburgh, NY 12550

Dear Mr. McCoy:

The purpose of this letter is to authorize _____ to receive copies of the education records identified below, for (name of student) _____, ID # _____, who is (please circle one) my son / my daughter / myself as eligible student. I understand that, if the records include answers to a standardized test(s), the district will not provide a copy of the standardized test questions.

I consent to have copies of the following education records provided:

- 1) _____ 2) _____
- 3) _____ 4) _____
- 5) _____ 6) _____

I am making this request because the agency needs the records to prepare a report to the State Education Department or to an agency that provides monies for a program in which my child is participating. **As confirmed by the signature of the agency representative below, the agency hereby agrees that it will not release to any unnamed parties any information contained in the copies of the education records identified above unless I consent to such further release.**

I understand that the designated agency will pay the district a fee of 25 cents per page (or actual cost of reproduction) unless waived by the district, and postage, if any. The designated agency's telephone # is _____. Thank you for your attention to this request.

Sincerely,

Signature of Parent/Guardian/Eligible Student Printed Name

Date

Authorized Agency Representative

Date

THIRD PARTY OR AGENCY AGREEMENT
TO MAINTAIN CONFIDENTIALITY OF EDUCATION RECORDS

Date: _____

Mr. Matthew McCoy Records Access Officer
Newburgh Enlarged City School District 124 Grand Street
Newburgh, NY 12550

Dear Mr. McCoy:

I hereby agree that I or the agency I represent will not further release the information contained within the education records and/or copies of the education records identified below, for (name of student) _____, ID# _____, which I have reviewed and/or received from the district with parental/student consent, unless the parent/guardian or eligible student consent to such further release.

I understand that the release of education records without the consent of the parent/guardian or eligible student is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.

Sincerely,

Authorized Third Party

This form must be completed, signed, and attached to FORM 5500-4 2223 or FORM 5500-5 2223

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PARENT/GUARDIAN/ELIGIBLE STUDENT REQUEST TO AMEND EDUCATION RECORDS

Date: _____

Dr. Jackielyn Manning Campbell
Superintendent of Schools
Newburgh Enlarged City School District 124 Grand Street
Newburgh, NY 12550

Dear Dr. Manning Campbell:

The purpose of this letter is to request that the education records or parts of the education records identified below, for (name of student) _____, who is (please circle one) my son / my daughter / myself as eligible student, be amended. Next to each record or part of the record, I have indicated the reason why I believe it is inaccurate, or misleading, or violates the privacy or other rights of the student.

I wish to have the following records or parts of the record amended for the reasons indicated below:

- 1) _____
- 2) _____
- 3) _____

I understand that the district has ten (10) working days from receipt of this request to respond in writing. I also understand that the procedure for appealing the decision of the Superintendent of Schools may be found in the regulations pertaining to Policy No. 5500.

I can be reached at my home telephone # _____, or at my cellular phone # _____.
Thank you for your attention to this request.

Sincerely,

Notarized Signature of
Parent/Guardian/Eligible Student

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OBJECTION TO RELEASE OF DIRECTORY INFORMATION

Date: _____

Dear Parent/Guardian/Eligible Student:

The Newburgh Enlarged City School District has designated the following items as Directory Information, and may disclose any of the items without your prior written consent, unless notified in writing by you not to do so:

Student’s name, parent(s)/guardian(s)’ name(s), address, telephone number (for high school students only), school of attendance, major field of study, participation in officially recognized school activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and photographs created in conjunction with school sponsored activities and awards for use in school district publications.

If you object to the release of any or all of the directory information listed above, you must notify the district in writing by the end of the first thirty (30) days of the school year or within thirty (30) days of receipt of this notice. For your convenience, you may note your objections to the release of directory information on this form and return it to the principal of your child (ren)’s school.

Please do not release directory information without my prior consent.

(Parent/Guardian or Eligible Student Signature)

(Date)

Please return this form to the school if you object to the release of directory information

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RECRUITMENT BY OUTSIDE GROUPS

Date: _____

Dear Parent/Guardian or Eligible Student:

Pursuant to the No Child Left Behind Act (NCLB), the Newburgh Enlarged City School District must disclose to military recruiters and/or institutions of higher learning, upon request, the names, addresses, and telephone numbers of high school students. The District must also notify you, as parent/guardian or eligible student, of your right, and the right of a student who is 18 years of age or older, to request that the District not release such information without prior written parental/eligible student consent.

Therefore, if you, as a parent/guardian of a high school student, or as an eligible student, wish to exercise your option to withhold your consent to the release of the above information to military recruiters and/or institutions of higher learning, you must sign, date and return the form below to the Acting Principal of the respective NFA Campus as soon as possible.

Sincerely,

Co- Principal
Newburgh Free Academy, Campus

Date: _____

TO: Ms. Susan Valentino, Co-Principal, NFA Main Campus
 Mr. Matteo Doddo, Co-Principal, NFA North Campus
 201 Fullerton Avenue or 301 Robinson Avenue Newburgh, New York 12550

I, the parent/guardian of (name of student) _____, or I, _____, a student at Newburgh Free Academy 18 years of age or older, do not consent to the release of the name, address and telephone number of the student named above/my name to (check all that apply) _____ military recruiters and/or _____ institutions of higher education.

(Parent/Guardian Signature) (Printed Name of Parent/Guardian)

(Eligible Student Signature) (Printed Name of Eligible Student)

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CONSENT FOR OR OPT-OUT OF SPECIFIC ACTIVITIES

Date: _____

The Protection of Pupil Rights Amendment (P.P.R.A.), 20 U.S.C. § 1232h, requires the Newburgh Enlarged City School District to notify you and obtain consent or allow your child to opt out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- 1) Political affiliations or beliefs of the student or student’s parent(s);
- 2) Mental or psychological problems of the student or student’s family;
- 3) Sex behavior or attitudes;
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- 5) Critical appraisals of others with whom respondents have close family relationships;
- 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- 7) Religious practices, affiliations, or beliefs of the student or parent(s); or
- 8) Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The school will send you a schedule of activities requiring parental notice and consent or opt-out for the 2018-19 school year. The list might not be exhaustive and, for surveys and activities scheduled after the school year starts, the school will provide you, as the parent, guardian, or eligible student, notification of the surveys and activities and give you, within a reasonable period of time prior to the date the surveys and activities will be administered, the opportunity to opt your child or yourself out, as well as an opportunity to review the surveys.

If you wish your child to participate in the surveys or activities, you will be asked to sign and return a form similar to this form, no later than ten (10) days of the date at the top of the form. If you wish to review any survey instrument or instructional materials used in connection with any protected information or marketing survey, you will be able to contact the principal of your child(ren)’s school. You have the right to review surveys and/or instructional materials before they are administered to your child or to yourself.

I, (parent/guardian or eligible student’s name) _____,
____ Give my consent or ____ do not give my consent (mark one of the two) for my child
(Student’s name) _____ or my participation in the survey
_____, on or about (date) _____.

Parent/Guardian/Eligible Student Signature

Date

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Newburgh Enlarged City School District Media Policy Form

At the Newburgh Enlarged City School District, we believe highlighting our schools, programs, students, faculty, and staff through the use of pictures, videos, audio recordings, and stories is essential toward fostering a great sense of community that promotes our district in a positive way.

The NECSD maintains the right to use photos, videos, audio, names, and/or quotes from our students on the district’s websites, social media networks, and in print materials, including stories the district supplies to the media and circumstances in which the media is on school grounds for approved visits or school related functions off school grounds, unless formally notified by a parent or guardian.

The NECSD is offering this form as a notice to opt-out of such releases for your student(s). This form must be completed each school year to opt-out. **Parents or guardians who do not wish to opt-out do not need to take any further action at this time.**

As the parent or guardian of the student identified below, I understand that if I **opt-out**, my child will be excluded from content posted on the district website, social media accounts, or print materials, including stories supplied by the district to local media.

Note: This opt-out policy does not apply to district yearbooks, or videotaping by security cameras in schools, on school grounds, or on school buses.

If you **do not** want your child to be featured in district media, please complete the form below and return it to your child’s teacher/homeroom teacher. You can also use the form below to rescind a previously submitted opt-out request.

OPT-OUT/RESCIND FORM FOR STUDENTS	
I, the undersigned parent/guardian of (name of student) _____, ID# _____, a student in the Newburgh Enlarged City School District:	
<input type="checkbox"/>	do not want my child featured on the district website, social media accounts, or print materials, including stories supplied by the district to local newspapers.
Or	
<input type="checkbox"/>	would like to rescind my previously submitted opt-out submission.
_____	_____
Parent/Guardian/Eligible Student (18+) Signature	Date
This form should be returned to your child’s teacher as soon as possible.	

**This is a districtwide policy and is not contingent on a specific grade level or school year.
A parent can opt-out or opt back in at any time.**

To view some of these stories, please visit www.newburghschools.org or @NewburghSchools on Facebook, Twitter, Instagram, or LinkedIn.

NECSD policy reference : 5500 Student Records

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Newburgh Enlarged City School District Media Policy Form

At the Newburgh Enlarged City School District, we believe highlighting our schools, programs, students, faculty, and staff through the use of pictures, videos, audio recordings, and stories is essential toward fostering a great sense of community that promotes our district in a positive way.

The NECSD maintains the right to use photos, videos, audio, names, and/or quotes from our students on the district’s websites, social media networks, and in print materials, including stories the district supplies to the media and circumstances in which the media is on school grounds for approved visits or school related functions off school grounds, unless formally notified by a parent or guardian.

The NECSD is offering this form as a notice to opt-out of such releases for your student(s). This form must be completed each school year to opt-out. **Parents or guardians who do not wish to opt-out do not need to take any further action at this time.**

As the parent or guardian of the student identified below, I understand that if I **opt-out**, my child will be excluded from content posted on the district website, social media accounts, or print materials, including stories supplied by the district to local media.

Note: This opt-out policy does not apply to district yearbooks, or videotaping by security cameras in schools, on school grounds, or on school buses.

If you **do not** want your child to be featured in district media, please complete the form below and return it to your child’s teacher/homeroom teacher. You can also use the form below to rescind a previously submitted opt-out request.

OPT-OUT/RESCIND FORM FOR STUDENTS	
I, the undersigned parent/guardian of (name of student) _____, ID# _____, a student in the Newburgh Enlarged City School District:	
<input type="checkbox"/>	do not want my child featured on the district website, social media accounts, or print materials, including stories supplied by the district to local newspapers.
Or	
<input type="checkbox"/>	would like to rescind my previously submitted opt-out submission.
_____	_____
Parent/Guardian/Eligible Student (18+) Signature	Date
This form should be returned to your child’s teacher as soon as possible.	

**This is a districtwide policy and is not contingent on a specific grade level or school year.
A parent can opt-out or opt back in at any time.**

To view some of these stories, please visit www.newburghschools.org or @NewburghSchools on Facebook, Twitter, Instagram, or LinkedIn.

NECSD policy reference : 5500 Student Records

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**REQUEST FOR RELEASE OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW
(APPR) COMPOSITE EFFECTIVENESS SCORES PURSUANT TO EDUCATION LAW
SECTION 3012-c**

Name of Parent(s)/Legal Guardian(s): _____

Name and ID number(s) of student(s): _____

Grade level of student(s): _____

Please write in the spaces provided below the name of the teacher(s) and Grade level/ subject area of instruction each teacher currently provides to the above-named student(s) for each teacher to whom the student is assigned for the current school year for whom you would like to receive the APPR composite effectiveness score and final quality rating:

Name: _____ **Subject Area/Grade Level:** _____

Name: _____ **Subject Area/Grade Level:** _____

Name: _____ **Subject Area/Grade Level:** _____

Name: _____ **Subject Area/Grade Level:** _____

Name: _____ **Subject Area/Grade Level:** _____

Please write in the space provided below the name of the building principal in the building to which the student is assigned for the current school year if you are also requesting his/her final quality rating and composite effectiveness score:

Name: _____ **Building:** _____

I would like to receive the information requested above via (check whichever is applicable):

Regular Mail and my address is: _____

Telephone and my telephone number is: _____

In person [Note: If this option is selected, please provide your telephone number in the space above and the District will contact you shortly after its receipt of this Form to schedule a date and time for a conference.]

**PLEASE RETURN THIS FORM TO: Mr. Michael McLymore
Assistant Superintendent, Human Resources
Board of Education
124 Grand Street
Newburgh, NY 12550**

*** Note:** Pursuant to Education Law Section 3012-c, classroom teachers and building principals are entitled to strict privacy rights with respect to the disclosure by the District of the information that will be furnished to you. We are confident that you will respect those privacy rights.

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PESTICIDE APPLICATIONS NOTIFICATION REQUEST

Date: _____

TO: _____, Principal
_____, School

Address: _____
_____, NY 1255_

School: _____

School Address: _____
New _____, NY 1255_

I, _____ the parent/guardian of (name of student) _____, a
student at _____ School, would like to receive written notification of any future pesticide
applications at the school.

My mailing address is:

Thank you,

(Parent/Guardian Printed Name)

(Parent/Guardian Signature)

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CONSENT TO ADMINISTER EMERGENCY TREATMENT

NEWBURGH ENLARGED CITY SCHOOL DISTRICT

Dear Parent/Guardian:

This card provides the school with:

- Emergency Medical Information
- Emergency Consent
- Release of Health Information to appropriate personnel

It is very important that you provide the school with this information for your child.

In the event of an **emergency situation** (illness, injury, etc.), working phone numbers are necessary to make parent/guardian contact.

.....

It is your responsibility to keep the school up to date with any changes that may occur during the school year – change of phone numbers, address, medication, health problems.

- Medications needed in school must come through the Health Office with the appropriate paperwork
- Any medical/health excuse for Physical Education (Gym), Sports Activities or Recess must be brought to the Health Office

If you have any questions concerning this card, contact the Health Office at your child’s school.

Go to the back of this card to complete the information

CONSENT TO ADMINISTER EMERGENCY TREATMENT

I give permission for this information to be shared with appropriate personnel.

Health Problems: _____

Allergies: _____

Medication for allergies: _____

Daily medication taken at home: _____

Medicaid #: _____

Health Insurance Carrier & #: _____

Child's physician or health care provider: _____

Name Address Phone #

To assure that my child _____ will receive adequate medical attention, I hereby give my consent in the event that an emergency situation arises for the school nurse or other properly trained personnel to activate the Emergency Medical System. This may include transportation via ambulance to the nearest hospital where emergency medical care will continue. I understand that all reasonable attempts to contact me will be made.

Date: _____

Parent/Guardian Signature

School ID Number: _____

Student's Name: _____ M ___ F ___ Date of Birth: _____ Date: _____
Last name First Name

School: _____ Grade: _____ Teacher/Homeroom: _____

Home Address: _____ Home Phone: _____
Street City/Town

Mother: _____ | _____ Work # _____ Cell # _____
Name Work name

Father: _____ | _____ Work # _____ Cell # _____
Name Work name

Guardian or other person to contact in case of emergency:

Name Address Phone #

Name Address Phone #

Siblings (brothers/sisters)

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Written Complaint and Appeals Procedures

For Title I, Parts A, C, and D Or Section 100.2(ee) of Commissioner's Regulations Regarding Academic Intervention Services

As required by Title IX, General Provisions of the Elementary and Secondary Education Act (ESEA), the New York State Education Department (NYSED) has adopted the following procedures for receiving and resolving complaints and for reviewing appeals from decisions of local educational agencies (*LEAs/School Districts and its' schools*). Complaints concerning violations of ESEA Title I, Parts A, C, and D, or of the General Education Provisions Act; or of Section 100.2(ee) Academic Intervention Services of the Regulations of the Commissioner are covered by these procedures.

LEAs must disseminate free of charge, adequate information about the State Complaint and Appeal Procedures to parents of students, and appropriate private school officials or representatives. [General Provisions Regulations, 34 CFR Sections 299.10-299.12]

Procedures for Filing Complaints/Appeals with a LEA:

Who may submit a complaint?

Any public or nonpublic school parent or teacher, other interested person, or agency may file a complaint.

What must a complaint contain?

All complaints must:

- be written;
- be signed by the person or agency representative filing the complaint;
- specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern;
- contain information/evidence supporting the complaint; and
- state the nature of the corrective action desired.

What must an appeal from a LEA's response contain?

An appeal must contain:

- a copy of the original signed complaint
- a copy of the LEA's response to the original complaint or a statement that the LEA failed to respond in 30 business days.

In New York City or rest of State outside of New York City, a copy of the LEA and the Department of Education's response to the original complaint or a statement that the Department of Education failed to respond within 30 business days; and a statement identifying those parts of the LEA's response which the party wishes to appeal.

Where should a complaint/appeal to the LEA be sent?

Complaints/appeals regarding the LEA's administration and implementation of its ESEA Title I Grant or Academic Intervention Services for students identified under Commissioner's Regulations Part 100 should be sent first to the School Superintendent of the LEA against whom the complaint is made. The LEA has a 30 business day period in which to resolve a complaint.

Procedures for Filing Complaints/Appeals with the New York State Education Department

The State Education Department will review complaints when the complaint pertains to:

- the State's administration of the ESEA Title I Basic Grant, Migrant Education, or Neglected or Delinquent Program;
- an appeal from the decision of an LEA regarding an action by the LEA.

Complaints that *do not* meet any of the above criteria, including complaints concerning the LEA's administration of its Title I Program, will be referred for possible resolution to the LEA against whom the complaint is made.

What timelines pertain to the State Education Department's review of complaints/appeals from an LEA action?

Within 60 business days of the receipt of the complaint/appeal, Department staff will complete an on-site review (if necessary) and/or records examination and will notify all parties of its findings. An extension of the 60-day complaint resolution period is permitted under CFR Part 299.11 (b), for exceptional circumstances.

Complaints/appeals regarding Title I for LEAs outside of New York City local school districts/schools should be sent to:

New York State Education Department
Title I School & Community Services Office
Room 320 EB
89 Washington Avenue
Albany, NY 12234

How long does a public or nonpublic teacher, parent, or agency have to file an appeal from a decision of a LEA or the New York City Department of Education?

An appeal must be requested and postmarked within 20 business days of receipt of the LEA's response to the original complaint.

Who shall conduct the review of complaints or appeals?

The Title I representative in the State Education Department office who is assigned as the program manager for the LEA against which the complaint is made and other Department staff as may be appropriate shall conduct the review of complaints or appeals.

What shall the State Education Department's response to the complaint contain?

The Department's response shall contain:

- the names of persons interviewed;
- the records or other evidence examined;
- relevant dates/times/locations/events;
- summary of findings; and
- nature of corrective action to be taken including applicable timelines.

How will State Education Department staff monitor the timely and appropriate implementation of the corrective actions called for in the complaint/appeal resolution?

Failure of the LEA to take corrective action within the time period stipulated in the complaint resolution shall be cause to withhold all, or a portion of, the ESEA Title I allocation to the LEA.

Does the State Education Department maintain a record of all complaints/appeals?

Yes. Copies of correspondence, related documents, investigative reports, and summary reports involved in the complaint/appeal resolution will be maintained by the State Education Department for five years. Records will be made available to interested parties in accordance with the provisions of the New York State Freedom of Information Law (Public Officers Law Sections 84-89).

What shall constitute exceptional circumstances for extending the 60-day limit for State Education Department review of complaints and appeals for relief from an LEA action?

The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the written notification; and/or
- any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60 business day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

Procedures for Adjudicating Appeals from the Decision of the State Education Department

May a person/agency dissatisfied with the State Education Department's complaint resolution file an appeal?

Yes, parties dissatisfied with the State Education Department's complaint resolution may file an appeal directly with the United States Department of Education at:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

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Parents/Guardians,

Please use the Parent Communication logs on the following pages to record and document phone conversations or meetings with school personnel in Newburgh Enlarged City School District schools and sites.

The log is a simple but powerful tool to help you track school conversations, resolve school matters, and monitor the progress of outcomes.

Tracking times, dates, and identifying the personnel you contacted can support faster resolutions and help parents acquire information and answers as it pertains to their child(ren) and school programs and services in a timely fashion.

Parent Communication Log

Date	Time	School/Site	Who	Reason	Outcome

