

FACULTY HANDBOOK



2023 – 2024

Valley Stream Union
Free School District
Twenty-Four

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PREFACE



VALLEY STREAM SCHOOL DISTRICT 24

75 Horton Avenue, Valley Stream, New York 11581-1499
(516) 434-2825 • FAX: (516) 256-0163

Mr. Unal Karakas
Superintendent of Schools

September 2023

Dear Staff Member,

I hope you had a wonderful summer. The Staff Handbook is an important source of information for many day-to-day procedures in our district. It highlights the district's policies and administrative regulations on many critical issues. Please read it carefully. The *School Calendar* is included in the section titled "Preface." The digital calendar is on our website and will be live.

The Staff Handbook can also be found on our district website: valleystreamschooldistrict24.org. You can view the handbook on our website by clicking on the tab titled "Resources" and then clicking "Staff Links."

Revisions have been made to the existing handbook, so please review it in its entirety to be sure you are familiar with all its content.

The Administrative Council joins me in wishing you a very successful school year!

Sincerely,

Unal Karakas
Superintendent

BOARD OF EDUCATION

Donna LaRocco
President

Armando Hernandez
Vice President

Trustees

Melissa Herrera
John Maier
Cynthia Nuñez
Kimberly Wheeler
Markus Wilson

Lourdes Onesto
District Clerk

Brian Cleary, CPA
Treasurer

Guercio & Guercio, LLP
School Attorney

LOOK FOR THE AWESOME
valleystreamschooldistrict24.org

Valley Stream Union Free School District 24
CALENDAR FOR STUDENT ATTENDANCE 2023-2024

JULY					AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4					1	2	3	4	5	6
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
31					28	29	30	31		25	26	27	28	29	30	31			

NOVEMBER					DECEMBER					JANUARY					FEBRUARY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5				1	2
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
27	28	29	30		25	26	27	28	29	29	30	31			26	27	28	29	

MARCH					APRIL					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3	3	4	5	6	7
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	24	25	26		
25	26	27	28	29	29	30				27	28	29	30	31					

2023-24 Days of Instruction			2023-24	
Month	T	S		
August	1	0	July 4	Independence Day
September	19	19	August 31	Supt.'s Conference Day
October	21	21	September 1	School Opens
November	19	18	September 4	Labor Day
December	16	16	September 25	Yom Kippur
January	21	21	October 9	Columbus Day
February	16	16	November 7	Supt.'s Conference Day
March	20	20	November 10	Veteran's Day
April	13	13	November 23-24	Thanksgiving Recess
May	22	22	December 25-January 1	Holiday Recess
June	16	16	January 2	School Reopens
	184	182	January 15	Martin Luther King Day
			February 19-23	Winter Recess
			March 29-April 1	Easter Recess
			April 10	Eid-al-Fitr
			April 22-30	Spring Recess
			May 27	Memorial Day
			June 17	Eid-al-Adha
			June 19	Juneteenth
			June 26	Last Day of School

Notwithstanding any policy, past practice or calendar notation to the contrary, in the event it becomes necessary to add days in order to ensure a 180 day work year, such days shall be added during the non-legal holidays of the Spring recess period and such other non-legal holidays as are necessary to ensure the work year as set forth above. Such days shall be specifically delineated in advance and set forth in the school calendar and shall be added to the work year beginning with the latest day thereof.

VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR

BOARD OF EDUCATION MEMBERSHIP

POLICY 9300

The Board of Education of the School District shall consist of seven (7) members serving three (3) year staggered terms. The terms of office shall be arranged so that no more than three (3) members' terms expire in any single year.

They are chosen by election at the annual meeting of the School District at the same time that the voters of the School District vote on the annual School District budget.

Vacancies on the Board of Education are considered separate specific offices and the nominating petition shall note the specific seat (incumbent's name, if any) for which the candidate is nominated. No person may be nominated by petition for more than one separate office. The candidate who receives a plurality of the votes cast for each specific vacancy shall be declared duly elected.

Board of Education Member Qualifications

Candidates for the office of Board of Education member must be a resident of the School District for at least one year prior to the election. They must be able to read, write, and be a qualified voter of the School District. No more than one member of a family¹ may be a member of the same Board of Education in any School District.

A Board of Education member may not hold another public office which is incompatible with his or her Board of Education service. A Board of Education member who has been removed from office is ineligible to be appointed or elected to the School District office for one (1) year from the date of removal.

No employee of the School District may be a member of the Board of Education, except as permitted by law.

Nomination of Candidates

Candidates for the office of Board of Education member must be nominated by petition, signed by at least twenty-five (25) qualified voters of the School District or two percent of the number of voters who voted in the last previous annual election, whichever is greater. The petition must state the residence of each signer, the name and residence of the candidate, whether such candidate is nominated for a full term or for the unexpired portion of another's term, and the specific office for which a candidate is nominated.

Petitions must be filed with the District Clerk, between the hours of 8 a.m. and 3 p.m., no later than the thirtieth (30th) day prior to the School District election. However, on the last day for the filing of petitions, petitions may be filed between the hours of 8 a.m. and 5 p.m.

¹ defined as those within the same household.

VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR

BOARD OF EDUCATION MEMBERSHIP

POLICY 9300

The Board of Education shall direct the District Clerk to publish in the notice of the Annual District Election and Public Hearing, a notice stating that petitions nominating candidates for the office of member of the Board of Education must be filed in accordance with Education Law, as described above.

Each vacancy on the Board of Education shall be a separate specific office. No person may be nominated by petition for more than one separate office. However, residents may sign petitions for more than one candidate.

The Board of Education may reject nominations if the candidate is ineligible or has declared an unwillingness to serve. In the event a nominee for election withdraws and then attempts to reenter, such person may not be considered a candidate unless a new nominating petition is filed.

If a candidate for whom a nominating petition for the office of member of the Board of Education has been duly filed withdraws such petition, dies or becomes otherwise ineligible to hold such office at a time which is later than fifteen (15) days before the last day for the filing of nominating petitions, the time for filing nominating petitions for such office shall be extended to 5:00 p.m. on the fifteenth day after the day on which such candidate withdrew, died, or otherwise became ineligible to hold such office, provided that no such nominating petition may be filed after 5:00 p.m. on the seventh day preceding the date of the election.

Order of Names on Ballot

The order of names and candidates on the ballot will be determined by lot. The District Clerk shall notify the candidates of the date and time that he/she will determine the order of names and candidates on the ballot. The District Clerk shall conduct the drawing one day after the final date for filing.

Campaign Expenditure Statements

Any candidate for election to the Board of Education shall file sworn statements with the District Clerk and the Commissioner of Education setting forth all moneys or valuable things, paid, given, expended or promised by the candidate, or incurred for or on the candidate's behalf with the candidate's approval to aid the candidate's nomination or election or to aid or influence the nomination or defeat of another candidate.

If the candidate's expenditures were zero or if total expenditures incurred by others on the candidate's behalf and with the candidate's approval did not exceed \$500, the candidate shall not be required to file any statements with the Commissioner of Education; however such candidate shall file with the District Clerk a sworn statement that the candidate's election expenditures did not exceed \$500 Dollars and contributions received did not exceed \$500 dollars.

A first statement shall be filed on or before the thirtieth day next preceding the election.

A second statement shall be filed on or before the fifth day next preceding the election.

A third statement shall be filed within twenty (20) days next succeeding the election.

Election of Board of Education Members

The election of members of the Board of Education shall be held on the third Tuesday in May, unless this date conflicts with a religious observation on that day. At the request of the Board, the Commissioner may certify by March 1 that a religious conflict exists, in which case the election and budget vote may be held on the second Tuesday in May. The polls shall be open for those hours designated by the School District.

Oath of Office

Members of the Board of Education are required to take and file an oath of office pursuant to the Constitution and Laws of New York State before assuming office or entering upon the discharge of their official duties.

"I do so solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the State of New York, and that I will faithfully discharge the duties of the office of _____ according to the best of my ability."

Members of the Board of Education who are reelected must take the oath again following reelection. Officers of the Board of Education, such as the President, Vice President, District Clerk and District Treasurer must be administered the oath every year following their appointment.

Oaths shall be administered at the annual reorganizational meeting by the District Clerk, President of the Board of Education, or other authorized person. Such oaths shall be filed with the District Clerk. The minutes of the reorganizational meeting reflect that the oath has been administered.

Board Member Removal

A Board of Education member may be removed from office by the Commissioner of Education according to Education Law, §306 or by the Board of Education according to subdivision 18, §1709 of the Education Law.

The Board of Education may declare a vacancy if a member moves out of the School District or has failed to attend three (3) successive meetings of which he/she has been duly notified, without good and valid reason in the judgment of the majority of the Board.

Resignation of Board Member

VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR

BOARD OF EDUCATION MEMBERSHIP

POLICY 9300

A Board of Education member may resign from office at any time by submitting a letter of resignation to the District Clerk. The letter of resignation is self-executing, and takes effect upon delivery or filing, except where a later date is specified. If an effective date is specified, such date may not be more than thirty (30) days after the filing date.

Filling of Board Vacancies

The Board of Education has the power to fill any vacancy, by a majority vote, which may occur on the Board of Education by reason of death, resignation, removal from office from the School District, or refusal to serve, of any member or officer of the Board of Education. The person so appointed in the place of any such member of the Board of Education shall hold his/her office until the next annual election of Board of Education members. The unexpired term of the office will then be filled by election.

The Board of Education shall have the power to call a special School District election for the purpose of filling the unexpired term of office of a member of the Board of Education.

New Board of Education Member Orientation

When a new member is elected or appointed to the Board of Education, he/she shall receive assistance in order to become acquainted with the current status of programs, issues, and goals of the School District.

Within a reasonable period after the election, but prior to July 1, any new Board of Education member(s) shall be provided with an opportunity to meet with the Board President and/or Vice President and Superintendent of School for an orientation.

Contracts under negotiations and other materials of a confidential nature shall not be provided until after the Board-member elect has taken the oath of office.

Upon election, the Board member-elect shall be invited to attend all public meetings of the Board as a non-voting observer and receive all appropriate Board documents until formally taking office.

Board of Education Member Training

Members of the Board of Education elected or appointed shall, within the first year of their term, complete a minimum of six (6) hours of training on the fiscal oversight, accountability and fiduciary responsibilities of a Board of Education member. Such training may be offered as part of a general course of training for the purpose of educating Board of Education members on their powers, functions and duties.

Each member shall demonstrate compliance with this requirement by filing with the School District Clerk a certificate of completion of such course issued by the provider. Actual and

VALLEY STREAM UNION FREE SCHOOL DISTRICT TWENTY-FOUR

BOARD OF EDUCATION MEMBERSHIP

POLICY 9300

necessary expenses incurred in complying with this requirement shall be advanced by the School District or reimbursed to the Board of Education member upon the presentment of documentation reflecting the amount incurred and paid for the by the Board of Education member.

Cross-ref: 9130 Board Officers and Committees

Ref: Education Law §§1709(17), (18); 2102; 2102-a; 2103; 2109; 2113; 2121; 2122; 2130
Election Law § 306

Adoption Date: October 24, 2018

Revision Date: October 19, 2022

I. THE NEW TEACHER

FACULTY HANDBOOK

I. THE NEW TEACHER

Appointment – Probation and Tenure

The Board of Education, upon the recommendation of the Superintendent of Schools, shall appoint a teacher for a position in Valley Stream District #24.

Specific assignments to grade, subject, or building shall be at the discretion of the Superintendent of Schools.

The probationary period a teacher must serve is prescribed by the laws of New York State and set forth in the employment agreement. Upon completion of said probationary period, a teacher may be recommended by the Superintendent of Schools to be placed on tenure by the Board of Education.

Social Security

All newly appointed teachers are required to contribute to the Social Security system. The deduction will appear under the FICA section of your paycheck. The employee's contribution is based on a percentage of a maximum amount of money. These rates are set by the Federal Government and changed periodically. The current figures are available the Business Office.

New York State Teacher Retirement System

All full-time teachers are required to be members of the New York State Teachers Retirement System. Contributions are deducted in accordance with New York State Law.

Health Insurance

All full-time district employees are eligible to join one of the New York State government Employees Health Insurance Program's (NYSHIP) options as follows:

1. Empire BCBS Plan
2. Emblem HIP

The options are more fully explained in brochures available in the Business Office.

Teachers are responsible for 20% of the premium for single or family coverage. Health insurance may be declined and a payment will be made to the employee according to the contract.

Teacher Absence

In the event of absence because of illness or some other unforeseen reason, it is the teacher's responsibility to notify Aesop as soon as possible stating the cause of absence (sick, personal, conference, etc.). The telephone number is 1-800-942-3767 or email address is www.frontlinek12.com/aesop in your web browser or www.aesoponline.com on your mobile device. Anticipated absences or those requiring prior approval should be discussed with the Building Principal who will then advise the District Office.

An absence of five (5) consecutive school days because of personal or family illness shall be substantiated by a doctor's certificate satisfactory to the Board. In the case of prolonged illness, a doctor's statement relative to diagnosis and anticipated date of return should be submitted.

The Board of Education provides fifteen (15) days of absence, with pay, per school year for illness and 3 of those days may be classified as personal days in accordance with the Teacher's contract. Prior notice of these absences shall be given to the Principal. Other absences for personal business shall require prior approval of the Superintendent of Schools, except in case of an emergency, which may be, on its merits, approved after the fact. All unused leave shall be cumulative indefinitely, but may be applied only to personal illness or leave of absence with pay prior to retirement. For further information concerning absences, refer to the agreement between the VSTA and the District.

Parking Regulations for District #24 Schools

The Board of Education of Union Free School District #24, Valley Stream, has posted signs relative to parking regulations at all buildings. With respect to these regulations, the following policy has been established.

1. The Village of Valley Stream limits parking on local streets to four hours.
2. Personnel serving the Brooklyn Avenue School are limited to small parking areas on first come basis; others are limited to “on the street parking” in the area of the Brooklyn Avenue building.
3. Parking regulations posted in school areas should be observed.

Visitors Entering the Building

All visitors entering the building must go through security measures. Your ID will be scanned and all visitors will be logged in.

Visitors are not permitted to enter classrooms at any time without permission from the Principal’s Office. All appointments with visitors must be prearranged, and the office is to be notified in order to clear visitors for such appointments.

Should a parent arrive unannounced, the teacher shall advise the parent of the school regulation and direct him/her to the building office. If necessary, the teacher will call the office for additional directions.

Under no circumstances shall teachers permit children to be taken from the classroom. Students are to be dismissed by the Main Office.

Main entrance doors will be locked at 8:45 a.m.

Collection and Handling of Money

From time to time, it becomes necessary to collect money from the children. Such monies should be counted, placed in an envelope, sealed and turned into the building office at the end of the school day. Indicate, on the envelope, the teacher’s name, purpose of collection and amount of money enclosed.

II. TOWARD GREATER PROFESSIONALISM

Comprehensive District Education Plan

The Comprehensive District Education Plan (CDEP) may be found on the District Website.

Policies

All staff should become familiar with **all** Policies found on the District Website.

III. SUPERVISION

III. SUPERVISION

Refer to APPR Plan and NYSUT rubric located on the District web page.

Philosophy / Policy / Procedure

Formal Classroom Visits

Classroom Atmosphere

Informal Observations

IV. CALENDAR OF MONTHLY MEETINGS

IV. CALENDAR OF MONTHLY FACULTY MEETINGS

Faculty meetings will be scheduled for Wednesday afternoons. Attendance is required (*no one is excused without prior approval by the administrator.*) All teachers are expected to remain until the conclusion of the meeting.

Superintendent's Meeting

Superintendent's meetings will be held monthly.

Curriculum and Instruction Meetings - (Location to be announced)

Curriculum and Instruction meetings will be held monthly.

Building Principal's Meeting

Building Faculty Meetings are held within the individual buildings.

Educational Consultation Committee (ECC) - The ECC meeting is held monthly (unless otherwise noted).

Valley Stream Teachers Association - (Location to be announced)

Unless otherwise noted, Association Meetings will be held on the fourth Wednesday of each month.

Teacher/Parent Conferences

Please follow the schedule and you are encouraged to hold additional conferences as needed when you are not in the classroom.

Board of Education

Please refer to the Website for Calendar of Board of Education Committee and Business meetings. Staff representatives are invited to attend and act as liaisons, informing the teachers of important issues and actions by the Board of Education.

Parent-Teacher Association

Each building in our District has a PTA unit. Although independent of each other, representatives from the individual units meet periodically as a central council. PTA is a valuable community organization designed to bring home and school into a closer relationship.

V. COMMUNICATION SYSTEM

V. COMMUNICATION SYSTEM

Intercom System

The Intercom system has a number of uses both for communication between room and office and for general announcements.

Fire Drills

At least eight fire drills must be held from the opening of school to December 1st. An additional four must be held before the end of June, for a total of twelve drills a year. Posted in each room is specific information concerning the assigned area and how to reach it. The teacher should become familiar with this information and acquaint the children with the route to be followed.

Because attendance must be checked after arrival at the designated area, teachers must take their Attendance Roster Folder and the nearest Command Center must be notified of any absentee.

Emergency/Shelter Drills

Procedures for Emergency / Shelter Drills should be kept with Attendance Rosters. Teachers should become familiar with Emergency procedures. Additional information can be found in the Building Safety Plan.

VI. THE SCHOOL DAY

VI. THE SCHOOL DAY

Teacher's Day

The teacher's day is 8:10 A.M. to 2:55 P.M. Teachers must note their arrival and departure in the building office. All classroom teachers are expected to be in their rooms no later than 8:25 A.M. with students and at completion of lunch period.

SCHOOL HOURS



Kindergarten

Early Dismissal – 8:25-1:30 PM

Regular Hours – 8:25-2:50 PM

Lunch – 12:30 – 1:30 PM

Grades 1-6 – School Day

8:25 – 2:55 PM

Parents will be notified if a child is asked to remain after 2:55 PM

Lunch – Gr. 3, 4, 5 & 6 – 11:30 AM – 12:30 PM

Gr. 1 & 2 – 12:30 PM – 1:30 PM

Arrival Procedures

On days too cold, wet, or inclement and not appropriate for children to remain outdoors until the entering bell sounds, provision will be made for children to await the bell inside the building in a supervised area. Such days will be determined by the Building Principal. If a parent requests that a child be admitted into the building rather than wait on the playground, such request must be discussed with the Building Principal.

Recess (Supervised)

Supervised play, commonly referred to as “recess”, is an accepted part of our curriculum and meets as much planning as any other worthwhile experience for children. Recess periods provide the teacher with an opportunity to observe children at actual play, to note their development in sportsmanship, play skills, social maturation, emotional stability, muscular growth, safety, and exercise of judgment, and respect and care of property. These periods should be used appropriately. Teachers are expected to observe the guidelines that have been developed.

General Guidelines:

- Recess periods should NOT extend beyond (15) fifteen minutes.
- They should not occur immediately before or after the lunch period.
- They should not immediately precede dismissal.
- Recess should be omitted during that session in which the group has a physical education class.
- The playground (like the gymnasium) is a designated teaching station for physical education classes; priority must be granted to the scheduled physical education class.

Noon Time

The school does provide a lunch program, and children will have the opportunity to purchase milk.

Teacher Aides are assigned to noon hour lunchroom and lunch hour physical education. Teachers will be assigned supervisory responsibilities for the noon hour on a scheduled basis determined by the Building Principal.

On rainy days, children are to report to the areas designated for indoor activities.

Pupil Attendance Accounting

Pupil attendance *must* be checked:

1. At the beginning of each day.
2. During fire drills, emergency drills, immediately upon arrival at the designated area.

When a pupil returns to school, following any absence, an explanatory note from the parent or doctor is required a law.

It is important that the classroom teacher take attendance immediately after the class returns from lunch. Please note the name of any child present in the morning, but absent in the afternoon and return the attendance sheet to the building nurse or secretary.

If a child is tardy, a written pass from the nurse is required. Teachers must maintain a file of the absence and tardy excuses which at the end of the year should be packaged and sent to the building office.

A nurse is assigned to each building. Incidents of erratic or unusual attendance should be called to the nurse's attention.

Attendance Roster Sheets

Attendance sheets **MUST NOT** be taken from the school building, except during fire drills and emergency evacuation drills.

Accurate attendance is required by NYS law and it is extremely important that the data concerning it be accurate. Attendance can:

- a) be subpoenaed to be used as legal evidence.
- b) be used to determine the amount of school aid given to a school district.
- c) be used, at the end of the school year, to verify the attendance information made by the teacher.

Attendance is to be entered into the computer program every morning. The lunch envelope should be sent to the Building Secretary by 9:00 am. It should be returned to the teacher's mailbox for the following morning's attendance.

Excusing Children from School. No child may be excused prior to the actual dismissal time, unless the request has been approved by the Building Principal. In such cases the parent must call for the child in the building office and should be prepared to present proper identification. The parent designee is required to sign the pupil out. Release time for religious instruction is permitted, if parents submit a written statement approved by the Building Principal. This should indicate the date and time when the child should be released.

VII. THE CLASSROOM

VII. THE CLASSROOM

Classroom Environment

Any learning environment is enhanced when it is made attractive to the pupil. Teachers are urged to arrange colorful bulletin board displays, exhibit posters and artwork, and authentic student work. Flexible seating is encouraged for collaborative work.

Neat closets and cupboards are additional incentives to good habits on the part of children.

Pupil Health

1. Physical Well-Being

A teacher should be alert to all health conditions. A conference with the nurse/teacher at the beginning of the school year will alert the classroom teacher to the health status of each individual child in the class. Good health practices, including cleanliness, table manners, nutrition, and safety should be stressed continuously.

The health appraisal of every child should be on-going. It includes:

- a) Careful daily observation by the teacher. If the teacher observes any deviation from what is considered normal behavior or reaction for a particular child (physical, mental, emotional), the nurse/teacher should be advised so that further investigation can be made.
- b) Education law requires all New York State (NYS) public school students to have a health exam when they are a new student in a school district and when they enter **Pre-K or Kindergarten** as well as grades **1, 3, & 5**.
- c) Annual height and weight evaluation to determine the child's growth pattern. Evaluation continues during the year for those children who have problems of obesity, possible malnutrition, apparent poor health, etc.
- d) Annual visual and auditory screening for grades **K, 1, 3 & 5** and all **new entrants**, tests as part of a program of conservation of sight and hearing. Priority for early screening is given to those children who have known problems and/or who evidence learning disabilities. The teacher should advise the nurse of all suspected cases for appropriate referral.

2. Exemptions from Physical Activities

A child may be excused from physical activities and participation in recreation upon written request of the parent, subject to approval by the Building Principal. No child may be excused for more than three days without a substantiating statement from a physician and parent.

3. The Homebound Pupil

If because of a physical injury or a prolonged non-communicable illness, a child will be absent from school for a period longer than ten consecutive school days, the parent may request home tutoring. Such requests must be submitted, in writing, to the Superintendent, and must be accompanied by a supportive statement signed by the family physician. The school physician will be consulted, and at his discretion, will make a home visit or discuss the case with the attending physician. All requests for home teaching must be approved by the Board of Education.

4. Sight Conservation

The school sight conservation program provides, through the services of the nurse, screening tests to identify eye health and/or vision problems of pupils and strives to assure professional care and educational follow-up for all children having eye health or vision problems.

The role of the classroom teacher is particularly significant in those aspects of the sight conservation program which are designed to:

- promote eye health
- prevent conditions which may cause loss of vision
- provide for eye health and safety education
- provide for the special educational needs of children who are visually handicapped or blind

To ensure continued well-being and health of the child's eyes, attention must be given to certain environmental aspects of the school. Proper illumination in the classroom is necessary for the visual comfort and efficiency of all pupils. There must be sufficient light to bring out sharp contrast at the critical point of vision. Differences in the brightness and intensity of light, and glare from shiny surfaces should, whenever possible, be eliminated because such poor lighting conditions may contribute to eye discomfort and fatigue. The furniture used in classrooms should provide physical comfort and correct posture for all visual tasks.

Pupil Attire

Children are to dress appropriately and neatly. Good personal hygiene practices should be stressed at all times. If problems in this area occur, please notify the school nurse.

Lunch at School

Learning to eat with friends in an atmosphere that encourages good manners should become part of each child's learning experience.

Specific lunchroom procedures may vary from building to building and should be discussed with the Principal.

Build a sense of responsibility in each child for cleaning up his own place and helping to keep the room clean.

The following points should be stressed during class discussion:

- Practice good manners. Show consideration for others.
- Respect for the teacher aides.
- Refrain from loud talking, shouting, running in the cafeteria or halls.
- Stand quietly in line while waiting to enter the lunchroom.
- Be seated as quickly as possible.
- Report any mishaps to the person in charge.
- All food must be eaten in the lunchroom, unless lunch is served in the classroom.

A "*Lunch Release Form*" signed by the parent/guardian must be on file in the Principal's office. No child may leave the school grounds to purchase lunch without written permission from the parent. This permission is good *only for that day*. (See *Lunch Release Form* in Appendix.)

All lunch boxes should be clearly labeled with owner's name.

PROCEDURES FOR REPORTING SUSPECTED CASES OF CHILD ABUSE AND MALTREATMENT

Background:

In accordance with Social Services Law, Sec. 412 and Sec. 1012 of the Family Court Act, school officials are required to report all suspected cases of child abuse and maltreatment. School officials include teachers, guidance counselors, social workers, psychologists, nurses, teaching assistants, administrators, coaches, and other school personnel required to hold a teaching or administrative license or certificate.

Definitions:

1. **Child Abuse:** An “abused child” means a child less than 18 years of age whose parent, guardian or other person legally responsible for that child’s care:
 - a. Inflicts or allows to be inflicted physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or
 - b. Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ, or
 - c. Commits, or allows to be committed, a sex offense against such child; allows, permits or encourages such child to engage in acts requiring sexual performance.

2. **Child Neglect or Maltreatment:** A “neglected or maltreated child” means a child less than 18 years of age:
 - a. Whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of his/her parent, guardian, or other person legally responsible to exercise a minimum degree of care (i.e., provision of adequate food, shelter, clothing, education, medical/dental/optometrical/surgical care) through financially able to provide such care, or
 - b. Whose parent, guardian, or other person legally responsible for his or her care has failed to provide proper supervision by unreasonably inflicting or allowing to be inflicted the use of excessive corporal punishment or by misusing drugs or alcohol to the extent that self-control is lost, or
 - c. Who has been abandoned by his or her parent, guardian, or other person legally responsible for care.

3. **Educational Neglect:** A child is considered to be “educationally neglected” when all three (3) of the following elements are established:
 - a. Excessive absence from school by the child;

- b. Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and the parent has contributed to the problem or is failing to take steps to effectively address the problem; and
- c. Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.

Procedures for Reporting Cases of Suspected Child Abuse and/or Maltreatment:

In October 2007, New York State Social Services law was amended to require **all** mandated reporters to report to the New York State Central Registry (SCR) when they have reasonable cause to suspect that a child before them in their professional capacity has been abused or maltreated.

Mandated reporters in a school setting include, but are not limited to, school officials, teachers, guidance counselors, social workers, psychologists, nurses, teaching assistants, administrators and other school personnel required to hold a teaching or administrative license or certificate.

The law requires that the mandated reporter with direct knowledge (e.g., the classroom teacher) of the allegation make the report to the SCR **immediately**. The following procedures must be followed when a case of child abuse and/or maltreatment is suspected by a staff member.

Calling in a Report: The actual process of calling in a report to the State Central Registry (SCR) is as follows:

- 1.) Dial the **Mandated Reporter Hotline Number** at **1-800-635-1522**.
- 2.) Press “2” for “calling about a child or children you believe to be abused or maltreated.”
- 3.) Press “1” for “if you are calling as a school official or teacher.”
- 4.) A CPS specialist will answer. Identify yourself and the nature of your suspicion. Share the information you have regarding the child’s situation. If the child has recanted, you can state this to the specialist.
- 5.) The CPS specialist will ask for details. Be prepared to provide:
 - a.) The names, ages, relationships of everyone living in the home.
 - b.) The address of the home.
 - c.) Phone numbers

****Answer to the best of your knowledge. Missing information can be filled in by other school personnel afterwards.**
- 6.) When asked to give your name and contact information, give them the **SCHOOL’s address and phone number**, not your personal contact information.
- 7.) You will be asked to give the names of anyone else in the school who is aware of the situation. You should give this information as well.
- 8.) Write down the Call ID # given to you by the CPS Specialist.
- 9.) You must alert your school’s administration once a report has been called in, and provide them with the Call ID # so that the paperwork can be completed, with form **LDSS 2221-A**.

Important Information to Consider When Making a Report:

- **Reasonable Cause:** You need only reasonable cause to suspect abuse or neglect in order to make a report. If a child discloses to you that he/she is being abused, or if you have reasonable cause to suspect abuse, you should make the phone call to the State Central Registry. The person you speak with there will determine whether the case is reportable.
- **Student Interviews with CPS:** Following a referral to SCR, the child may be interviewed on school property by the Child Protective Services (CPS) worker. However, such interviews will be conducted in the presence of the school Principal or his/her designee. The principal shall also provide access to school records for the CPS worker.
- **Notification of Administration:** You are permitted to, but do not have to consult with anyone *before* making a report. Having someone assist you in calling in a report for the first time (e.g., social worker, school psychologist, Principal, nurse) might be a good way to become more comfortable with the process.
 - Regardless of whether you choose to have someone assist you in making the report, you are **required to alert your administration immediately after making the report**. However, you may also choose to notify your administration before making a report.
- **Parent Contact:** In accordance with policy established by the Board of Education, school employees shall not contact the child's family or other persons to determine the cause of the suspected abuse and/or neglect.
- **Important Legal Considerations:**
 - A mandated reporter's failure to report a suspected case of child abuse or maltreatment, could result in a Class A misdemeanor charge and possible criminal penalties, or a civil suit for monetary damages for any harm caused by their failure to make a report to the SCR.
 - A mandated reporter who makes a "good faith" report (i.e., concern for the welfare of the child) is immune from civil and criminal liability. In addition, it is illegal for any institution to take retaliatory action against an employee who makes a report to the SCR.
 - All reports and forms are confidential.

Indicators of Child Abuse and Maltreatment:

The following lists contain common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect. These lists are not all-inclusive, and some abused or maltreated children may not show any of these symptoms. In addition, it is important to keep in mind that many of the examples listed on the following page are indicators of abuse, rather than evidence of abuse.

Physical Abuse:

- **Physical Indicators of Physical Abuse:**
 - Injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body).
 - Frequent injuries of any kind (e.g., bruises, cuts, and/or burns), especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns, or impressions of other instruments.
 - Unexplained injuries; frequent injuries that are “accidental” or “unexplained.”
 - Human bite marks; premature loss of teeth.
- **Behavioral Indicators of Physical Abuse:**
 - Destructive, aggressive, hyperactive or disruptive behavior;
 - Passive, withdrawn, or emotionless behavior; unnaturally dependent.
 - Fear of going home or fear of parent(s); wary of adult contacts; terrified to make a mess.
 - Frequently truant or late to school; young child who “takes care” of parent.
 - Reports injury by parents; wears long-sleeved clothing to hide injuries.
 - Indiscriminately seeks attention from adults; non-expression of needs; non-communicative.

Sexual Abuse:

- **Physical Indicators of Sexual Abuse:**
 - Symptoms of sexually transmitted diseases; pregnancy.
 - Pain or itching in genital area; Bruises or bleeding in genital area.
 - Difficulty and/or pain when sitting or walking.
 - Torn, stained, or bloody underclothing.
- **Behavioral Indicators of Sexual Abuse:**
 - Sexually suggestive, inappropriate, or promiscuous behavior or verbalization.
 - Sexual victimization of other children.
 - Bizarre, sophisticated, or unusual sexual behavior.
 - Wary of physical contact, especially with an adult.
 - Onset of bed-wetting, nightmares, or thumb-sucking
 - Unwilling to change clothes or participate in gym.
 - Withdrawal, fantasy, or infantile behavior.

Emotional Maltreatment:

- **Physical Indicators of Emotional Maltreatment:**
 - Speech disorders; lags in physical development; failure to thrive.
- **Behavioral Indicators of Emotional Maltreatment:**
 - Habit disorders (e.g., sucking, biting, rocking, etc.)
 - Conduct disorders (e.g., anti-social, destructive, etc.)
 - Neurotic traits (e.g., sleep disorders, speech disorders, inhibition of play)
 - Psychoneurotic reactions (e.g., hysteria, obsessions, compulsions, phobias, hypochondria)
 - Behavioral extremes (e.g., compliant, passive, shy, aggressive, demanding)
 - Overly adaptive behavior (inappropriately infantile)

- Developmental lags (e.g., mental, emotional)
- Learning problems, attempted suicide, sexual abuse

Neglect/Maltreatment:

- **Physical Indicators of Neglect:**
 - Obvious malnourishment, consistent hunger; fatigue, often tired or listless.
 - Lack of personal care (i.e., poor personal hygiene, torn and/or dirty clothes).
 - Consistent lack of supervision, especially in dangerous activities for long periods.
 - Child inappropriately left unattended or without supervision.
 - Abandonment; unattended physical problems or vision/medical/dental needs.
- **Behavioral Indicators of Neglect:**
 - Stealing or begging for food; constant fatigue, listlessness/falling asleep in class.
 - Poor attendance at school; frequent absence from or tardiness to school
 - Extended stays in school (early arrival/late departure)
 - States there is no caretaker
 - Alcohol /drug abuse.

Frequently Asked Questions (FAQ):

1. **Question:** *If you ask a child why they have a mark or bruise and they have a logical explanation that matches the explanation of the parents, should the situation be further pursued?*

Answer: It is sometimes difficult to determine if conditions observed in a child are reportable. There might be some suspicion - something doesn't seem "right", but it is unclear to you whether or not to call in a report. When faced with "gray areas," consulting with other professionals in the school building might be helpful. Reasonable suspicion can be driven by two factors: (1) direct evidence, which includes observation of parental behavior, or firsthand accounts; or (2) circumstantial evidence, which may include the child's physical condition, suggesting abuse or neglect. It is circumstantial evidence that we are discussing with regard to this question.

- If there is a possibility that a child is being abused or neglected, you may want to ask about some questionable visible injuries. If this yields a statement indicating abuse from the child, reasonable suspicion is essentially established, and a call to report should be made.
- Farfetched explanations of suspicious injuries, explanations that are at variance with the appearance/location/type of visible injuries, and other inappropriate behavior **can** establish reasonable cause to suspect that a child was maltreated.
- If the child does not make a statement indicating abuse, or denies that abuse or neglect has taken place, then the context of the overall situation should be considered. If there are no previous questionable injuries, no prior history, and the logical explanation by the child is consistent with the parent's explanation, and the parents' response to an inquiry does not arouse further suspicion, then there appears to be no reasonable cause for suspicion.

2. **Question:** *How do I avoid causing further harm when a child discloses sexual abuse?*

Answer: Most cases of sexual abuse are discovered because the victim, a sibling, another family member or a parent says something. Generally, when a child says they are being sexually abused it should be reported unless there is obvious reason to doubt the truth of his/her statement. If a child discloses abuse, stay calm and believe the child.

- Listen but don't press. DON't ask the child to repeat details.
- Consider the expression "less is more," particularly if you are unsure about how far to go with your questions for the child. ***Too much may risk procedural eros and interference with any subsequent investigation.***
- Praise the child for telling.
- Reassure the child that it is not his or her fault.
- Protect the child ***immediately*** from the suspected offender.

If the abuser is someone in the child's family or household, report immediately to the SCR who will investigate and take action to protect the child. If the abuser is someone outside the family/household, report to the local or state police. Research has found that a child molester is usually:

- A trusted adult or older teen, often a close friend or family member.
- Someone with access to children, such as a babysitter, neighbor, or coach.

3. **Question:** *Is there any way to prove that a child is experiencing emotional abuse if I only see him or her in school?*

Answer: In order to indicate a case, CPS must have proof that emotional maltreatment has occurred. This requires three observable components (from Child Abuse and Neglect, Crosson-Tower, 2001):

- Parental behavior.
- Demonstrable harm to the child.
- A causal link between the parental behavior and the harm to the child.

Emotional maltreatment is characterized by an *ongoing pattern of behavior* on the part of the caretaker. Though emotional maltreatment underlies most forms of abuse, it is difficult to document, particularly on its own. However, as Cynthia Crosson-Tower writes, "The hurtful words, the serious inattention, or the hostile attitude can be enough to leave severe scars."

Whether or not a case is indicated, with a report by a teacher or caring observer, at the very least a child and his/her family might receive the benefit of services and support.

4. **Question:** *How do you distinguish between an "accident" and a situation of neglect?*

Answer: Parents are responsible for keeping their children safe from harm. In the best of world, all accidents involving children are preventable. In the real world, though, parents cannot prevent their children from the occasional accident that may result in a minor or even major injury. It is when chronic failure to provide a safe environment occurs, or gross inattention to a child's need

for safety is observed, that we may see it as physical endangerment and report it to the State Central Registry (SCR).

Chronic physical endangerment is a symptom commonly associated with parental neglect. This may include: seeming indifference to repeated accidents, dangerous home conditions, or statements made by the child, parents, or others that indicate a lack of attention to the provision of safety. If one or more of the above chronic conditions exist, a report should be made. Many reports of physical endangerment are cases where there has been no injury suffered - but where injury could have been suffered. These might be cases where a child is left in a dangerous environment (e.g., locked in a car on a hot day), or is too young to be left alone. These are reportable conditions, even if the intent of the parents seems good. The child still needs protection.

Parental neglect can very often be a symptom of other underlying problems needing attention:

- Lack of education
- Substance abuse
- Psychological or mental health problems
- Other conditions interfering with a person's ability to provide safe and sufficient care of their child to keep them safe.

If abuse or neglect is suspected, the sooner an incident is reported, the better the chances for protecting the child and getting the family the appropriate services that they need.

5. **Question:** *What constitutes educational neglect?*

Answer: Parents have a legal obligation to send their children, ages 6-16, to school on a full-time basis. New York State, though, does not set a specific number of absences after which a school should report educational neglect, nor does it define what steps a school should take to address the problem or determine the parent's responsibility for it. According to the New York State Model Policy on Educational Neglect, as well as the district's Board of Education policy on child abuse, all three of the following elements must be established for a child to be considered "educationally neglected":

- Excessive absence from school by the child;
- Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and the parent has contributed to the problem or is failing to take steps to effectively address the problem; and
- Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.

In addition, it is important to consider that chronic absenteeism may be an indicator of other forms of underlying abuse or maltreatment in the home, or an indicator of a child afraid to attend school due to bullying.

6. **Question:** *What is the Family Assessment Response (FAR)?*

Answer: The Family Assessment Response (FAR) is New York State's alternative CPS response to some reports of child maltreatment. FAR can only be used where caseworkers see that there is no immediate danger to children, and where there are no allegations of serious child abuse. Caseworkers work in partnership with families to address problems that could affect child safety, without an investigation, and without blame. FAR is based on the belief that parents love their children and want them to be safe. This approach is family centered and family-led. It builds on family strengths and responds to their individual needs, connecting them with the services they need to strengthen and support their families, and to prevent future involvement with the child welfare system.

7. **Question:** *How should disclosures be approached and when might it be necessary to interview a child?*

Answer: You are not expected to conduct an in depth interview of a child you suspect is being abused or neglected. If you do feel you need a little more information, then the basic "who, what, when, and where" questions might be a good guideline for questioning a child before you make a decision to call in a report. This should not be an interrogation - you need only enough information to make your call and to justify your reasonable cause to suspect abuse or maltreatment. If a child directly discloses, you do not need more than that to call. Common practice advises the following:

- Express your belief that the child is telling the truth.
- Avoid leading questions or strong reactions to what the child is telling you, since these may inhibit the child from disclosing.
- Do not try to determine or investigate whether the allegation is valid or invalid. In most cases it is inadvisable to call the parent before a report is made.
- Consider the expression "less is more", particularly if you are unsure about how far to go with your questions for the child. "Too much" may risk procedural errors and interference with any subsequent investigation.
- If the child recants, make the call anyway and tell the CPS specialist about the child recanting.

Resources

Child Abuse and Neglect User Manual Series: The Role of Educators in Preventing and Responding to Child Abuse and Neglect, U.S. Dept. of Health and Human Services, Administration on Children, Youth, and Families, Children Bureau Office on Child Abuse and Neglect, Crosson-Tower (2003).

<https://www.childwelfare.gov/pubpdfs/educator.pdf>

Child Abuse Prevention

<https://www.preventchildabuse.ny.org>

Darkness to Light - Sexual Abuse Prevention

<https://www.d2l.org>

Erin's Law - Sexual Abuse Prevention

<https://www.erinslaw.org>

Family Assessment Response (FAR)

<https://ocfs.ny.gov/programs/cps/assessment-response.php>

National Center for Missing and Exploited Children

<https://www.missingkids.org>

New York State Child Protective Services Manual (2020).

<https://ocfs.ny.gov/programs/cps/manual/2020/2020-CPS-Manual.pdf>

New York State Model Policy on Educational Neglect

https://ocfs.ny.gov/main/documents/press/NYS_OCFS_PRESS_022808_Model_policy_educational_neglect.pdf

New York State Office of Children and Family Services

<https://ocfs.ny.gov>

Sexual Abuse Prevention

<https://www.stopitnow.org>

Summary Guide for Mandated Reporters in New York State

<https://ocfs.ny.gov/publications/Pub1159/OCFS-Pub1159.pdf>

The Safe Center Long Island – Education, Training, and Supports for Victims of Abuse

<https://thesafecenterli.org>

VIII. PLAYGROUND REGULATIONS

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In order to ensure sound health and safety practices on the playground, specific rules have been developed. It is essential that all teachers discuss the rules with the children and stress the importance of observing them, not only during the noon hour, but during recess as well.

- Respect for the teacher aides.
- Be properly dressed; wear outer clothing on the playground that was worn to school.
- Footwear should be appropriate.
- Play in assigned play areas.
- Play "approved" games (those which are rough in nature should be discouraged.)
- Observe all game rules.
- Remain within the playground areas for the entire recess/lunch period (a child must have a written statement from the parent permitting him/her to leave the playground during the lunch period; a separate statement is required for each instance.)
- Secure permission from teacher aide on duty before entering the building.
- Respect school property (no climbing on/over fence or gate; no bicycle riding on lawn.)
- Respect school rules.
- Walk to assigned place (line) at sound of first bell.
- Leave the school grounds promptly at close of school day.

IX. ACCIDENTS

IX. ACCIDENTS

Pupil Accident Insurance

Pupil accident insurance is provided by the Board of Education. The premium paid by the Board of Education covers the child to and from, and during school hours, should he/she be involved in any accident.

General Procedure

Any accident which appears to be of a serious nature MUST be reported IMMEDIATELY to the Nurse and Building Principal and the Superintendent of Schools.

If a child is injured in a classroom, in the cafeteria, on the playground, or any place on school grounds, the person supervising the child/children will arrange for the child to be taken to the health office for treatment and/or observation. In the event the nurse is not in the building, it will be necessary to have the child taken to the building office. Hence, it is essential that you familiarize yourself with the nurse's schedule.

At no time should the injured child or the other children in the group be left unattended. You may choose to send a second youngster along to accompany the injured child. If the injury appears more serious, contact the building office for assistance.

All accidents must be entered in the Nurse's record book at the time first aid is administered. For those accidents which require a comprehensive report, the nurse will assume general responsibility for compiling the information. Any staff member and/or pupil who was a witness to or in any way concerned with the accident must complete an account of the accident and sign the report in ink. Report forms are available in the building and the nurse's offices. Completed reports must be submitted to the Building Principal no later than 4:00 p.m.. of the same day. (See Accident Form)

X. AUXILIARY SERVICES

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Technology Materials

The Building Principal or his/her designee will coordinate the use and distribution of all technology materials and equipment and will advise teachers in the operation and utilization of such equipment. Requests for any equipment which is not assigned to the classroom should be submitted to the Building Principal at least one day in advance. Any malfunctioning of equipment should be reported to the Principal, along with a description of the failure, as soon as possible.

Each library maintains a complete file of all available instructional materials.

Custodial Services

Maintaining a clean and healthy environment is an essential part of the educational program. Teachers and children share this responsibility with the custodial staff. Children should be taught to assume some responsibility for keeping the classroom and school grounds clean and in good condition. Good housekeeping habits should be stressed in daily living.

Inter-School Deliveries

Small items, placed in suitable containers and properly labeled, may be submitted to the secretary for inclusion in a transmittal envelope.

Bulky items should be properly packaged and labeled and placed in the Custodian's Office before 9:00 a.m. Prior approval by the Building Principal is necessary.

Secretarial Services

Members of the staff, as well as parents, children and visitors will find the secretary of inestimable value in answering many questions or directing questions and messages to the Building Principal. Secretarial assistance is available in the following areas:

Duplicating The secretary will arrange for the duplication of instructional materials. (See following pages.)

Filing The secretary will file all pupil data in the individual folders.

Recording The secretary will place test result records in the pupil's permanent record card with the exception of NYS ELA and Math Assessments.

Repairs Requests for repairs should be submitted to the new online system School Dude.

Typing Letters of official nature: These should be printed on school stationery with copy for pupil folder. The Building Principal should be advised of the content of such letters.

Plays: Requests should be made four weeks in advance.

Other: Requests for any other items, such as teacher-made tests, class newspaper, etc., must be submitted to the Building Principal for approval.

Supplies Requisition for supplies (appropriate form available) should be submitted to the Building Office. Teachers are urged to anticipate their needs. Except in emergency situations, supplies should be requested before and/or after the pupil's day.

Request for art supplies may be submitted directly to the Art teacher.

Duplicating Services

The service will be provided by a duplicating aide, not the Building Secretary. This will require that all staff members anticipate their duplication needs and plan to submit materials in a timely fashion. Only persons so designated by the Principal can use the copier.

1. Service will be provided on a "first-come, first-serve" basis. Priorities cannot be assigned by the duplicating aide.
2. The number of copies is limited to the number of students in a class plus two.
3. The building duplicating request form must be completed and submitted with the originals to be copied.
4. Originals must be good copy and clearly readable. Use white-out (sparingly) or cover-up tape to eliminate answers from original page.
5. The Principal must approve the duplication of non-instructional materials, i.e., professional articles, letters to parents, notices, department minutes, etc.
6. When possible, please help to save paper by requesting two-sided copies.

XI. INSTRUCTIONAL PROGRAM

NEW YORK STATE
LEARNING STANDARDS

Students will demonstrate the knowledge and skills necessary for:

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

TECHNOLOGY

SOCIAL STUDIES

SPANISH

THE ARTS

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

HEALTH, PHYSICAL EDUCATION

The New York State Learning Standards can be found at
www.p.12.nysed.gov/ciai/standards.html for the above areas.

VALLEY STREAM UFSD 24
NEW YORK STATE LEARNING STANDARDS
Students will demonstrate the knowledge and skills necessary for:

ENGLISH LANGUAGE ARTS

Reading, Writing, Listening and Speaking for
Information and Understanding

Reading, Writing, Listening and Speaking for
Literary Response and Expression

Reading, Writing, Listening and Speaking for
Critical Analysis and Evaluation

Reading, Writing, Listening and Speaking for
Social Interaction

**MATHEMATICS, SCIENCE &
TECHNOLOGY**

Engaging in Mathematical Analysis, Scientific
Inquiry and Technological Design

Managing Information Systems

Understanding Mathematical Concepts and
Principles

Understanding and Applying Scientific Concepts,
Principles and Theories

Understanding and Applying the Concepts and
Principles of Technology

Understanding Common Themes Across
Mathematics, Science and Technology

Applying Interdisciplinary Problem-Solving

SOCIAL STUDIES

Understanding The History of the United States
and New York State

Understanding World History
Understanding The Geography of the World
Understanding Economic Systems
Understanding Civics, Citizenship and Government

SPANISH

Learners communicate effectively in the target
language in order to function in a variety of
contexts and for multiple purposes.

Learners use the target language to identify,
Describe, compare, and explain the
Practices, products, and perspectives of
the cultures studied

THE ARTS

Creating, Performing and Participating in The
Arts
Knowing and Using Arts Materials and
Resources
Responding to and Analyzing Works of Art
Understanding Cultural Dimensions and
Contributions of The Arts

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

Planning a Career
Applying Academic Learning in Real World
Situations
Demonstrating Universal Foundation Skills
Choosing a Career Major

HEALTH, PHYSICAL EDUCATION

Maintaining Personal Health and Fitness

Maintaining a Safe and Healthy Environment

Managing Personal and Community Resources

XI. INSTRUCTIONAL PROGRAM

Lesson Plans and Plan Book

Thoughtful pre-planning by the teacher is essential to satisfactory teacher-pupil planning. It is the framework upon which good cooperative planning depends.

There are two major kinds of planning...long term and short range. The long-term planning involves decisions in regard to the scope of the educational activities of the pupil during the year, the selection and the organization of learning experiences, and the curricular materials that are to be used. The short-range plan is one which may last a period of several days and includes the daily plan. Thoughtful daily planning gives the best assurance that daily class living will be related to long-range objectives.

Teachers should plan with individual students' needs in mind.

Teachers must maintain a "*SUBSTITUTE FOLDER.*" This emergency plan may serve as a one-day list of activities for your class, which may be conducted by the substitute in case of a single day's absence.

Because planning is an important ingredient in effective teaching, plan books are reviewed by the Building Principals.

Class Program

The daily and weekly class schedule should be planned to provide the most efficient and effective instructional program for the group. Consideration must be given to an appropriate distribution of teaching time to all curriculum areas. Pupil interests and needs may make the teacher decide to devote more instructional time to one specific area, perhaps for just a limited period, but not to the detriment of any other subject area. The teacher must not neglect the responsibility for providing adequate instruction in all areas of the curriculum.

Because of the need to share services, class schedules are established for art, foreign language, library (K-6), music and physical education. The classroom teacher must plan his/her activities around the schedule of special subjects developed for the class.

Flexibility is the general rule, however, flexibility is an essential ingredient in program planning, if the teacher is to meet the interests and needs of the pupils. The term itself implies a frame of reference and ability to adapt to existing conditions.

Therefore, each teacher is required to prepare a class program (for a full week) which indicates the approximate time and sequence of subject area lessons. In the implementation of the instructional program, the teacher may choose to plan for large blocks of time. Revision of the program is always possible, but it serves as a valuable guide, not only for the teacher, but for the substitute who must take over in the teacher's absence.

Homework

Independent home study, which branches from the interests a child has developed in school or at home is accepted as a most desirable type of homework. It provides a medium for the home and the school to work together.

Our elementary school encourages children to develop independent study skills. Homework assignments may vary both in content and time required for completion. On average, the work assigned for any one night should fall within the following time limits:

Kindergarten – Grade 2 10 to 20 minutes

Grade 3 – Grade 4 15 to 45 minutes

Grade 5 – Grade 6 30 to 60 minutes

In any event, homework assignments, when made, must be adjusted to each child's needs, abilities, and interests. Assignments may vary from group assignments to individual ones and should reflect the work done in class. Therefore, the amount of time spent on homework may be adjusted based on student need.

XII. SPECIAL SUBJECTS AND SERVICES

XII. SPECIAL SUBJECTS AND SERVICES

Please refer to the District's Program Summary which outlines each Special Area, Services and the RTI Plan.

Pupils with Special Educational Needs (PSEN and Chapter and Chapter 1 -Reading and Math)

In September, initial screening of pupils is accomplished by use of diagnostic inventories. Students are further evaluated for placement in Academic Intervention Services (AIS), if needed.

Inclusion Specialist Teacher

The Inclusion Specialist Teacher is a certified special education teacher. In an effort to educate our students in the least restrictive environment possible, this professional will service those students who require special education services within the main streamed classroom setting. It will be the specialist's responsibility to plan and collaborate with the classroom teachers in modifying curriculum and assignments. The specialist will also be required to assess and evaluate those special education students.

English as a New Language Teacher

The English as a New Language (ENL) Teacher will service students who may be more adept in a language other than English. This teacher will work to support the student with English language acquisition.

School Social Worker

The goal of the Social Worker is to act as a liaison between the school, home, community, and outside agencies in order to ensure that students can succeed in school. The Social Worker collaborates with appropriate school personnel in order to monitor and facilitate student progress. The School Social Worker provides direct services primarily to students, while referring parents and other family members to appropriate outside agencies for assistance with the problems of adults which impact on the student.

**XIII. EXTENDED
CURRICULAR
ACTIVITIES**

XIII. EXTENDED CURRICULAR ACTIVITIES

Assemblies

Assemblies support the curriculum provided in our District. Assemblies must be approved by the building Principals who will inform the Superintendent of Schools.

Field Trips

Field trips are an enhancement and must integrate with the curriculum. They provide students with an opportunity to extend their learning assignments. Building Principals must approve Field Trips and must obtain approval from the Superintendent of Schools.

All plans for a field trip must be discussed with the Building Principal. It is advisable to allow at least two weeks for necessary preparations. *Field Trips are not to be scheduled after the first week of June except with the Permission from the Building Principal. (See Appendix - Permission for Field Trip Form.)*

Field Day

As part of the physical education program, there is an annual spring event in each school celebrating physical activities. The physical education teachers work with the teaching staff and parents to ensure an exciting day.

Outdoor Education

The District's Outdoor Environmental Program involves all students in our sixth grade. This includes an overnight trip that provides our students with activities in Science, Social Studies and problem solving.

Together with the sixth-grade teachers, the students create new friendships and experiences with the students from all three of our schools. In addition, the students are engaged in team building exercises, experiences with nature, and wildlife.

XIV. PUPIL EVALUATION

New Entrants

New entrants are screened within six weeks following registration using the Fountas and Pinnell Benchmark Assessment and other diagnostic assessments. Should further testing be necessary, a referral is made to the Instructional Support Team (IST) and, if appropriate, to the CSE. Otherwise, the new entrant is tested with his/her class during the regular testing program.

Individual Testing

Any request for individual testing should be submitted to the Instructional Support Team (IST). If it is suspected that a student may have an educational disability, a referral is made to the CSE.

Interpretation of Test Results

Following the administration of standardized tests or an individual psycho-educational evaluation, the Instructional Support Team (Principal, psychologist, speech-language therapist, special education teacher and school nurse) assists teachers in interpretation of test results and the development of educational recommendations.

Guide to Evaluating and Reporting Student Progress

The evaluation and reporting of student progress is fundamental to the educational program. Knowledge of each student's needs, including strengths and weaknesses, is of utmost importance, when communicating growth and progress to both the child and parent(s)/guardian(s). Such reporting requires knowledge of the instructional possibilities within the educational program; adapting the program to the needs of the child and monitoring, evaluating and constantly communicating progress. The teacher must actively seek information from the child and parents/guardians. To accomplish these ends, teachers must diagnose individual student needs, plan instructional opportunities to meet these needs and determine and report progress in all areas of instruction. Important elements of success in evaluating and reporting the child's progress are:

- presenting realistic and challenging programs that match a child's diagnosed needs and abilities.
- presenting to the child manageable units of instruction which can be evaluated.
- maintaining accurate records of student progress in relation to the program objectives.
- determining when the child has gained proficiency or mastery as required by the program.
- communicating teacher expectations and progress to the child and to the parents/guardians.

Basic Assumptions

The following basic assumptions for reporting practices establish both the general and specific aims of evaluating and reporting progress:

- 1) A progress report should present a positive, as well as objective and constructive statement to the parents/guardians and child about the child's progress and general school behavior.
- 2) Parent/Guardian conferences are an essential part of effectively communicating the child's progress.
- 3) Reporting to parents/guardians, both formally and informally, is a continuous process.
- 4) Progress Reports should indicate how the child is progressing in relation to realistic, attainable goals within the instructional program.
- 5) Students should be informed of the goals established for them and made aware of progress toward these goals.
- 6) Progress Reports must reflect the social, emotional and academic growth of the child as assessed by the members of the professional staff who provide direct instruction.

Record Keeping

The main purpose of maintaining records is to monitor a child's progress in the educational program. The objective is to be able, at any time, to indicate a child's standing or proficiency in achieving mastery in all areas of the instructional program.

Preparing for a Conference

Organize a folder of the pupil's work to review with the parents/guardians.
Include samples of work done in every subject area
Establish a conference date.

The Conference Session

- 1) Be warm in your welcome.
- 2) Have in evidence some creative work the child may have done recently or be prepared to comment on some pleasant experience of the child in the classroom. Always start the conference with a positive experience that the child has had in the classroom.
- 3) Be a good listener. Ask the parent/guardian about the child's feelings regarding school, your class, the program, etc. Encourage the parent/guardian to share with you their observations about the child. Their comments will assist you in working with the child. Respect what is said as personal and confidential.
- 4) Be honest but at the same time - diplomatic. Give a full and accurate report of the child's school life. In the Fall conference, be prepared to explain to the parents/guardians how you arrived at the grades on the Report Card.
- 5) Avoid clichés and educational jargon. Use language and terms the parents/guardians understand and are familiar with.
- 6) Supplement your own observations and the child's class work with anecdotal records, test results, reports of special teachers.
- 7) Be professional and objective. Avoid discussions of and comparisons with other children, other teachers, and other schools. Help the parent/guardian to understand the instructional program and your teaching methods.
- 8) If a parent/guardian is hostile or emotional, retain your self-control. Remain calm and do not become defensive. If you feel it would help, invite the Principal to join the conference.
- 9) Accept and respect suggestions from the parents/guardians which may help the student. Offer help in school and provide suggestions and materials for help at home.

XV. ACCESS TO PUPIL RECORDS

XV. ACCESS TO PUPIL RECORDS

Pursuant to the "Family Educational Rights and Privacy Act of 1974," (Buckley Amendment), the Board of Education recognizes and respects that the rights and privacy of parents and pupils to review and inspect a child's permanent record. The Board of Education, therefore, directs the Superintendent of Schools to adopt administrative procedures that will comply with statutes and regulations governing the inspection of pupil records and will annually advise parents of these procedures.

Rights of Parents/Guardians

The parent(s) or lawful guardian(s) of any pupil enrolled within the District has (have) the following rights and responsibilities regarding the inspection of their child's permanent records:

- To make an appointment with the School Principal, or his/her designated representative, to inspect the child's records. Within a reasonable and mutually agreed upon time/date, the Principal or his/her designated representative will arrange to have the data available and will be present during its inspection.
- To look at and review the school records concerning the child.
- To be assured that such records are confidential except to authorized personnel.
- To question such records if they appear inaccurate or misleading, or if they violate the rights and privacy of the child.
- To request answers or explanations of the contents of the records.
- To provide parental explanations which will, at the parent's request, become part of the record.
- To request amendments to and/or deletion of any data in the record. Should the administration refuse such a request, the parent has the right to challenge the refusal through a due process proceeding involving informal or formal hearings.
- To take notes of the contents of the record or to request copies of part or all of the contents. Requests for duplications or copies are to be directed to the Superintendent of Schools, and, if approved, will require a reasonable service charge.
- To decide and request, in writing, what optional information may be forwarded to employers, other school systems, government and legal agencies, medical personnel and other authorities.
- To file a complaint of alleged violations or non-compliance with the Family Educational Rights and Privacy Act (FERPA) Office, Department of Education, Washington, DC 20202.

Rights of Pupils

If the child is a high school student under eighteen years of age, he/she has the right to inspect his/her records with parental consent.

If the person is over eighteen years of age or a high school graduate, he/she has the sole right to examine his/her records.

Student Records.....Procedures to Administer the Family Educational Rights & Privacy Act of 1974

The maintenance of student records has become very important in the public school. Records provide a cumulative picture of the student as he/she advances through the public-school system. Student records generally contain information concerning attendance, academic standing and achievement, family background, health status, standardized test scores, personality data, teacher and counselor observations and other pertinent anecdotal material. Student records contain sensitive information which potentially could prove to be harmful to an individual if not kept confidential.

Legal principles applicable to access and disclosure of student record maintained by public institutions have undergone major revisions following Congressional enactment of the Family Educational Rights and Privacy Act. (FERPA) FERPA is applicable to all public educational institutions receiving federal monies. Failure to adhere to FERPA regulations can mean a loss of federal dollars.

The Board of Education has established a policy designed to meet the provisions of the Family Educational Rights and Privacy Act. The "Act" ensures the availability of student records to the parents of students under 18 years of age and to students and former students over 18 years of age and ensures the confidentiality of such records.

The materials contained herein attempt to delineate the procedures (and persons responsible) that will be followed in carrying out the requirements of the Family Educational Rights and Privacy Act.

Notification

Notification of FERPA Rights will be published annually at the beginning of each school year. It will be printed in the Family Handbook and included with the packet of materials given to new entrants. The notice will be substantively in the following form:

You Have the Right to See Your Child's Records

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), parents are encouraged to exercise all of their rights under the "Act."

Parents have the following rights:

1. The right to be informed about FERPA rights.
2. The right to inspect and review the student's education record.
3. The right to seek to correct a student's record.
4. The right to exercise a limited control over people's access to the student's record.
5. The right to report violations of the "Act" to the U.S. Department of Education.

The rights and protection given parents also becomes available to the student when s/he reaches 18 or enrolls in an institution of post-secondary education. The student then becomes the "eligible student."

Parents who wish to inspect their child's records may obtain applications for inspection of records from the School Principal.

Copies of the Policy pertaining to FERPA are available for parents and eligible students to review in the Principal's office of each school building and in the Superintendent's Office.

Inspection of Education Records

Parents should contact the Building Principal and request an Application for Public Access to Records (Records Form #1.)

Upon receipt of the application for inspection, the Principal or other custodian will contact the parent in person, or by telephone, if possible, to discuss how access will be best arranged. A determination will be made pertaining to the following:

1. The need to provide copies of records.
2. The location(s) where the record shall be inspected.

3. Time which are convenient to the parent.
4. Amount of time the parent or eligible student may be expected to use.
5. The professional person who will be present to explain the records.
6. Arrangements to be made to assure the security and safety of the records.

Within two weeks from the receipt of the request for access, the Principal (or other custodian) will notify the parent or eligible student in writing of the time and place the records may be inspected (Records Form #2.)

If for any valid reason such as working hours, distance between record location sites, or health, a parent cannot personally inspect and review a student's education record, the District will arrange for the parent to obtain copies of the record. The District, however, reserves the right to charge a copying fee.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records or the other students.

Procedure for "Correcting" Records

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading and not in violation of student rights. Also, the term "requester" will be used to describe the parent of a student who is asking the School District to correct a record. To establish an orderly process to review and correct an education record for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the correction will be made to the satisfaction of the requester. In such cases, a copy of the corrected record shall be provided to the requester within two weeks.

If the custodian cannot change the record to the requestor's satisfaction or the record does not appear to be obviously incorrect, s/he will:

1. Provide the requester with a copy of the questioned record at no cost.
2. Ask the requester to initiate a written request for the change (Record Form #3.)
3. Follow procedures for a second level decision.

Second Level Decision

Within two weeks after the record custodian receives a written request, s/he will:

1. Study the request.
2. Discuss it with other school officials (the person who made the record or those who may have a professional concern about the District's response to this request.)
3. Make a decision to comply with the request and complete the appropriate steps to notify the requester or move the request to the next level for a decision.
4. If, as a result of this review and discussion, the record custodian decides the record should be corrected, s/he will affect the change and notify the requester that s/he has made the change (Records Form #4.)
5. The written note will include a copy of the changed record or if the request was to purge a part of the record, s/he may include the part itself with the notice.
6. Each notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.
7. If the custodian decides the record is correct, s/he will make a written summary of any discussions with other officials and of his/her findings in the matter. S/He will transmit this summary and a copy of the written requests to the Superintendent (Records Form #5.)

Third Level Decision

The Superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the School Board (in Executive Session.) S/He will then make a decision concerning the request and complete the steps at this decision level. If the procedure will take longer than two weeks, the Superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

1. If the Superintendent decides the record is incorrect and should be changed, s/he will direct the record custodian to make the changes. The record custodian will advise the requester of the decision as s/he would if the change had been made at the second level.
2. If the Superintendent decides the record is correct, s/he will prepare a letter to the requester which will include:

- a. The School District's decision that the record is correct and the basis for the decision.
- b. A notice to the requester that s/he has a right to ask for a hearing to present evidence that the record is incorrect and that the District will grant such a hearing.
- c. Instructions for the requester to contact the Superintendent or an official s/he designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions on these items but will, so far as possible, arrange the hearing as the requester wishes.)
- d. Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney. The cost of such representation shall be the responsibility of the requester.

Fourth Level Decision

After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within a week, notify the requester when and where the District will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record.

Within one week after the hearing, the hearing officer will submit to the School Superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his/her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The School Superintendent will prepare the District's decision within two weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if s/he believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent will take one of the following actions:

1. If the decision is that the District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the District will not change the record, the Superintendent will prepare a written notice to the requester which will include:

- a. The School District's decision that the record is correct and will not be changed.
- b. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision.
- c. Advice to the requester that s/he may place in the student's education record an explanatory statement which states the reasons s/he disagrees with the School District's decision and/or the reasons s/he believes the record is incorrect.

Final Administration Step in the Procedure

When the District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education record as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

Disclosure

Without Prior Written Consent

The District will only release information from or permit access to a student's education record with a parent's prior written consent except that the School Superintendent or a person designated in writing by the Superintendent may permit disclosure:

1. When a student seeks or intends to enroll in another School District. The District will not notify parents or eligible student prior to such a transfer of records, but it encourages the parents and eligible students to exercise their right to inspect and seek corrections (if appropriate) to such records before they are transferred. Parents and students have a right to obtain copies of records transferred under this provision.
2. When certain Federal and State officials need information in order to audit or enforce legal conditions related to Federally supported education programs in the District.
3. To parties who provide or may provide financial aid to a student to:
 - a. Establish the student's eligibility for the aid.
 - b. Determine the amount of financial aid.
 - c. Establish the conditions for the receipt of the financial aid.
 - d. Enforce the agreement between the provider and the receiver of financial aid.

With Prior Written Consent

The School Superintendent, or a person designated in writing by the Superintendent to do so, may release information from a student's education record, if the student's parent or the eligible student gives his prior written consent for the disclosure. The written consent must include at least (Records Form #6):

1. A specification of the records to be released.
2. The reason for the disclosure.
3. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.
4. The parent or student's signature.
5. The date of the consent, and, if appropriate, a date when the consent is to be terminated.

The student's parents or the eligible student may obtain a copy of any records disclosed under this provision.

Procedure for Keeping Records of Requests for Access or Disclosure

1. A record of requests for disclosure will be maintained with the student's records from the time of entrance into the School District (Records Form #7.)
2. This form will be kept with but will not become a part of the student's educational records.
3. The record of requests for disclosure of information and information disclosed will contain:
 - a. Name of person or organization making the request.
 - b. The interest in the educational record.
 - c. Date the request was made.
 - d. Request granted or denied.
 - e. Date information was disclosed.

The record of requests will be available only to the record custodian, the parent of the student, or to Federal, State or local officials for the purpose of auditing or enforcing Federally supported education programs.

The record of requests will not include:

1. Requests for access or access granted to officials of Union Free School District #24 or parents of the students.
2. Requests for disclosure or disclosure granted if the request is accompanied by the prior written consent of the parent or eligible student.
3. Requests for disclosure or disclosure of Directory Information.

The District will maintain this record as long as it maintains the student's education record.

APPENDIX

VALLEY STREAM UNION FREE SCHOOL DISTRICT #24

Valley Stream, NY 11581

Date: _____
(must be at least 2 weeks prior to date of trip)

TO: Building Principal

SUBJECT: Permission for Field Trip

I have tentatively planned a field trip and provide the following information:

Teacher: _____ Grade: _____ Date of Trip: _____

Resource Area and Location: _____

Specific purpose of trip: _____

Transportation: _____ Departure Time: _____ Return Time: _____

Estimated cost per pupil: _____

Provision for refreshments: _____

Are there any other classes in the District making this trip at the same time?: _____

If so, what buildings? _____

If this is a joint request, please list the names of other classroom/special area teachers:

Total number of classes attending: _____

Total number of pupils attending: _____

Indicate number of adults (other than those listed above) who will be in attendance: _____

Have you considered provisions for your duty assignments and for any children who may not participate in this field trip? _____

Approved by: _____ Date: _____

Transportation Arrangements Confirmed: _____

**VALLEY STREAM UFSD #24
FIELD TRIP
BUS REQUEST FORM
2023 / 2024 SCHOOL YEAR**

Complete and return this form to the District Business Office so they can order a bus per your request listed below:

SEAT BELTS ARE REQUIRED FOR ALL TRIPS.

Departure Date: _____ Time Bus Requested: _____ AM/PM

***Reminder-the bus time is from 9:00 AM and must return to school no later than 2:00 PM.**

Building of Departure: _____

Grade: _____ Name(s) of Teacher(s) in Charge: _____

Number of Students: _____ Number of Adults: _____ Total Passengers: _____

*(Buses hold 44 passengers, 2 per seat. They are provided only for teachers and students. Chaperones can ride along on the bus **only** if the total amount of passengers does not exceed the 44 person limit.)*

Number of buses needed for this trip: _____

Field trip destination: _____

(Site)

(Address of Site)

Other stops to be made, if any: _____

Approximate time ***leaving destination to return to school:*** _____

Approximate time ***arriving back to school:*** _____

Teacher(s):

If arrangements need to be canceled due to inclement weather, please call the Business Office or email Nancy Jakobsen at njakobsen@vs24.org. All cancellations should be made before 7:00 AM. ***It is imperative to notify the business office of any cancellations or other changes.***

*****PAYMENT MUST BE CASH, or CHECK OR MONEY ORDER MADE PAYABLE TO:
VALLEY STREAM UFSD 24 STUDENT DEPOSIT A/C**

Business Office:

This bus request was ___ emailed ___ faxed or ___ called in to the bus company on _____

Bus Company:

Please fax confirmation to (516) 256-0214. Thank you.

**VALLEY STREAM UFSD #24
FIELD TRIP
BUS REQUEST FORM
2023 / 2024 SCHOOL YEAR**

Complete **BOTH SIDES** and return this form to the Business Office.

Destination	Price for Bus (9 AM - 3 PM) 6 hours	Price Per Pupil*
2 Hour Field Trip	\$259.78	\$5.71
3 Hour Field Trip	\$389.15	\$8.85
4 Hour Field Trip	\$517.50	\$11.77
5 Hour Field Trip	\$672.75	\$15.29

*The Price Per Pupil is to be used for **ONE TRIP ONLY, PER GRADE**, during the **2023 / 2024** school year.

Parking fees, overtime charges and tolls are **not included in the above prices.

All prices are for a 44 passenger bus equipped with seat belts, excluding tolls, overtime charges & parking fees. It is important that arrangements be made through the business office. Do not pay the driver. All fees should be given to the building secretary to forward to the business office.

TEACHER: This form and Field Trip Payment List **MUST** be filled out completely.

TEACHER(S) NAME: _____ GRADE: _____

DATE OF TRIP: _____ DESTINATION: _____

BUS MONEY: Per Bus Price: _____ X _____ number of buses = \$ _____ total for buses

OR

Per Pupil Price*: _____ approx. # of Students X \$ _____ price per pupil = \$ _____

•**ALL** bus money should be given to your **building secretary** upon completion of trip. The money will then be forwarded to the business office. •**Parking fees, overtime charges & tolls are NOT included in the above prices.**

ADMISSION: WILL A CHECK BE NEEDED FOR THIS TRIP? YES NO

AMOUNT OF CHECK NEEDED: _____

If a check is needed from the business office for admission you must send:

1. An invoice from the vendor
2. All monies collected
3. ****A class list showing how each student has paid (cash, check or money order)**

to the building secretary **at least 6 weeks before the deadline.** This is to ensure that the check will have sufficient time to get approved and signed. If there are any additional students to attend after the deadline, the parent needs to send **CASH ONLY** which is to be used to pay for the additional tickets at the door. Teachers can no longer pay admissions for the class and be reimbursed.

*****PAYMENT MUST BE CASH, or CHECK OR MONEY ORDER MADE PAYABLE TO:**

VALLEY STREAM UFSD 24 STUDENT DEPOSIT A/C

Valley Stream Union Free School District Twenty-Four

Employee

***-Accident Record-
(Not Automobile)***

1. Name: _____
Last First

Social Security #: _____ DOB: _____

2. Address: _____ Phone: _____

3. Name of Person Notified: _____

4. Type of Injury: _____ Date: _____ Time: _____

5. Body Part Injured: _____

6. Activity at time of accident: _____

7. School Location: _____ Where did accident occur?: _____

8. Description of accident: _____

9. Witnesses to accident: _____

10. Treated by: _____

11. Description of first aid rendered: _____

12. Disposition: Home Hospital Returned to Class Other

13. Method of Transportation: _____

14. Was Family/Spouse Notified: Yes No When: _____

15. Was Physician Called: Yes No Yes, at whose request?: _____

16. Name of Physician: _____ Phone: _____

17. Date Prepared: _____ Information obtained from: _____

Building Administrator: _____ *Date:* _____

Signature of Employee: _____

STUDENT INCIDENT REPORT

Please fully complete the form including codes.
Refer to reverse side of form for appropriate codes.

School District/BOCES	CODE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student Name	Last Name	Alleged Incident Date		Time			
<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Home Address/Telephone		D.O.B.		/ /			
<input type="text"/>		<input type="text"/>		<input type="text"/>			
Building/Location	CODE	Grade		CODE			
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>			

PLEASE SEE NURSE FOR FORM

<h3>ALLEGED INCIDENT INFORMATION</h3> <p>Reported By _____ Date _____ Time _____</p> <p>Describe Where Within Building/Location Alleged Incident Occurred and How:</p> <p>_____</p> <p>_____</p> <p>BOCES Activities/Class: <input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p>Person Supervising Student _____</p> <p>Please Describe Alleged Injury (Include part of body):</p> <p>_____</p> <p>_____</p> <p>Name/Address/ Telephone of any Witnesses. (Please indicate if none)</p> <p>_____</p> <p>_____</p> <p>Was first aid rendered? <input type="checkbox"/> Yes or <input type="checkbox"/> No If Yes, by whom/date/time _____</p> <p>Did student remain in school remainder of day/activity? <input type="checkbox"/> Yes or <input type="checkbox"/> No Describe first aid _____</p> <p>Did student receive medical attention by a physician or hospital? <input type="checkbox"/> Yes or <input type="checkbox"/> No If Yes, describe medical attention. If unknown, please state. _____</p> <p>Name/Address/Telephone # of physician or hospital _____</p>	<p style="text-align: center; font-size: 0.8em;">SEE REVERSE SIDE FOR APPROPRIATE CODES</p> <p>ACTIVITY CODE</p> <p><input type="text"/></p> <p>INJURY/DAMAGE CODE</p> <p><input type="text"/></p> <p>PART OF BODY CODE</p> <p><input type="text"/></p>
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EMERGENCY CONTACT INFORMATION		
Person Contacted/Relationship _____		
Address _____	Telephone _____	
Contacted by _____	Date _____	Time _____
If Emergency Contact Was Not Contacted, Please State Reason _____		

Completed by Name: _____	Date: _____	Title: _____
Reviewed by Name: _____	Date: _____	Title: _____

**Valley Stream Union Free School District Twenty-Four
Valley Stream, New York**

Absence – Personal Business

Excerpt from Teachers Bylaw 5.7.1 relative to days of absence:

Three of these days may be used for the following personal business: closing title on own house; moving to new residence (one day); special religious ceremony, i.e., confirmation, circumcision of own child; graduation of member of immediate family; attending own child's school performance; attendance at funeral of member of family or close friend; adoption of a child; other urgent and personal business that cannot be transacted outside normal school hours; own wedding and wedding of member of immediate family. Prior notice of these absences shall be given to the principal.

Personal Days not itemized in Bylaws

“Other absences for personal business shall require prior approval of the superintendent of schools, except in the case of an emergency, which may on its merits be approved after the fact.”

Approval of absence for personal business is requested as indicated below:

Reason for Absence

Date or Dates of Absence

Name (Print) _____ Signature _____ Date _____

Building _____ Grade _____

Building Principal's Signature _____

Action of Superintendent of Schools:

Approved _____

Disapproved _____

Referred to Board
Of Education _____

Union Free School District
Valley Stream, New York

THIS IS AN INFORMATION
ONLY PAGE. PLEASE USE TAN
SHEET FROM SCHOOL
SECRETARY.

**REQUEST FOR APPROVAL OF
STUDY**

_____ Date

Name _____

Building / Grade / Area, Assignment _____

Placement on Salary Schedule: Step _____ Column _____

Since my present "column" placement, I have acquired the following additional credits:

	Name of Course	Credits	Institution	School Year
Degree granting institution*				
Local In-Service course				
Cooperating Teacher (no more than 4 within each 15)				
Authorship (no more than 2 within each 15 - no more than 4 during employment)				
Study Group (no more than 4 within each 15)				
TOTAL:				

*(At least 6 credits of each 15 must be earned in degree granting institutions)

Approval is requested for:

<u>Course Title</u>	<u>Institution</u>	<u>Semester</u>	<u>Credit</u>
_____	_____	_____	_____
_____	_____	_____	_____

Day(s) Course is given: _____ Time: _____
(Include days per week and number of sessions)

THIS IS AN INFORMATION ONLY PAGE. PLEASE USE TAN SHEET FROM SCHOOL SECRETARY.

The information provided below will be considered in determining course approval.

Please answer the following:

1. Briefly describe the course content or attach a course description:

2. How does this course pertain to the established District goals for the present school year?

3. How will you apply this course in your present teaching assignment?

4. Is this course required as part of a degree you are pursuing for permanent certification?

5. What similar courses have you received approval for in the past 5 years?

Administrative Approval:

_____	Granted ()	Denied ()	_____
Building Principal			Date
_____	Granted ()	Denied ()	_____
Superintendent of Schools			Date

NOTE: A teacher shall not receive in-service credit toward salary for any course which is paid for by the District.

VALLEY STREAM UNION FREE SCHOOL DISTRICT #24
Valley Stream, NY 11582

LUNCHTIME STUDENT RELEASE FORM

SCHOOL: _____

CHILD'S NAME: _____

GRADE: _____ TEACHER: _____

HOME TELEPHONE: _____

PARENT'S WORK TELEPHONE NUMBER: _____

NEIGHBOR OR EMERGENCY TELEPHONE NUMBER: _____

PLEASE INDICATE BELOW ONE OF THE FOLLOWING:

- My child will be eating lunch in school every day, Monday through Friday.
- My child will be eating lunch in school on the following day(s) only -
(Fill in) _____
- My child will NOT be eating lunch in school.

Parent/Guardian Signature _____

Date: _____

**IMPORTANT: YOUR CHILD WILL NOT BE ALLOWED TO LEAVE
SCHOOL AT LUNCHTIME UNLESS THIS FORM HAS BEEN
SIGNED AND RETURNED.**

PLEASE RETURN BY FRIDAY OF THE FIRST WEEK OF SCHOOL

LAMINATION REQUEST FORM

1. Name: _____ Room: _____

Date: _____ Building: _____

2. Check One: Instructional Non-Instructional

3. Brief description of materials to be laminated:

4. Special Instructions:

5. *Date Needed: _____

◆REQUEST MUST BE RECEIVED AT LEAST 10 DAYS PRIOR TO DATE NEEDED.

Principal's Approval: _____

Send to W. L. Buck School Principal's Office