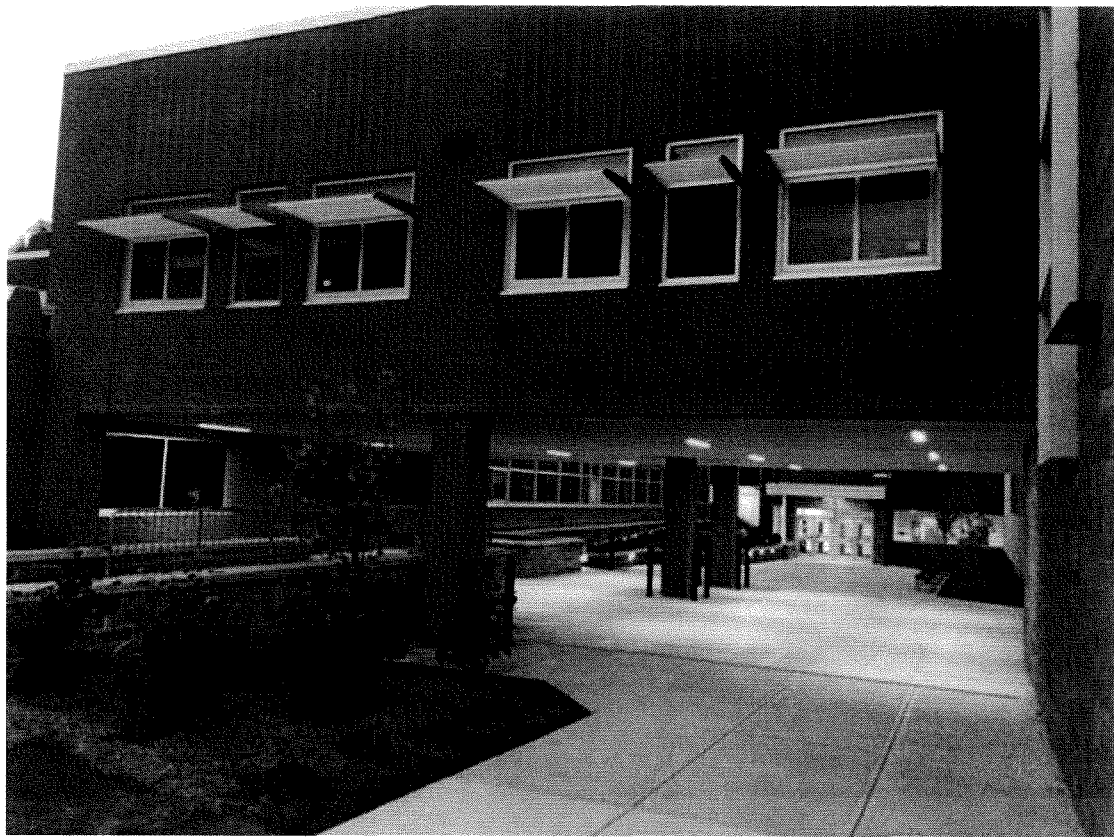


NEW PALTZ MIDDLE SCHOOL



STUDENT PACKET
2021-2022

NEW PALTZ MIDDLE SCHOOL
REPORT CARD/COMMENT DATES 2021-2022

OCTOBER	15	FRIDAY	END OF 5 WEEK MARKING PERIOD
	22	FRIDAY	REPORT CARD DISTRIBUTION
NOVEMBER	19	FRIDAY	END OF FIRST QUARTER
	30	TUESDAY	REPORT CARD DISTRIBUTION
DECEMBER	17	FRIDAY	END OF 15 WEEK MARKING PERIOD
	22	WEDNESDAY	REPORT CARD DISTRIBUTION
**Winter Recess			
JANUARY	28	FRIDAY	END OF SECOND QUARTER
FEBRUARY	4	FRIDAY	REPORT CARD DISTRIBUTION
MARCH	4	FRIDAY	END OF 25 WEEK MARKING PERIOD
	11	FRIDAY	REPORT CARD DISTRIBUTION
APRIL	8	FRIDAY	END OF THIRD QUARTER
	22	FRIDAY	REPORT CARD DISTRIBUTION
MAY	20	FRIDAY	END OF 35 WEEK MARKING PERIOD
	27	FRIDAY	REPORT CARD DISTRIBUTION
JUNE	22	WEDNESDAY	END OF FOURTH QUARTER
	24	FRIDAY	REPORT CARD DISTRIBUTION (LAST DAY OF SCHOOL)

2021 – 2022 IMPORTANT MIDDLE SCHOOL DATES**

Report Card Distribution: Quarter 1 – November 23 | Quarter 2 – February 4 | Quarter 3 – April 22 | Quarter 4 – June 24

PTA Open House - September 21 (6:30-8:30 pm)
MS Picture Day - October 4 & 5
Parent/Teacher Night Conferences - November 22 (6:00 - 8:00 pm)
Parent/Teacher Day Conferences - November 23 (12:00 pm - 2:45 pm)
MS Picture Retake Day - November 10

Winter Concert - 7th & 8th Grade - December 13
Winter Concert - 6th Grade - January 11
NPMS Musical Play - February 25, 26, 27
Parent/Teacher Conferences - March 15 (6:00 - 8:00 pm)
MS Arts & Music Festival - May 9 (7 - 8:30 pm)
Spring Concert - 6th Grade - May 19
Spring Concert - 7th & 8th Grade - May 24
Moving-Up Day Ceremony - June 23
Last Day of School - June 24

Co-Recs (7:00 P.M. – 9:00 P.M.)

TBD

PTA Meeting Dates Meetings start at 6:00 P.M. (except where noted)

TBD

PTA- we are thrilled to have an active, supportive Parent-Teacher Association. This group of dedicated people provides many exciting events for our students throughout the year. They also support teachers in numerous ways and provide assistance and refreshments for various activities including, 6th Grade/New Student Orientation and Open House. Several fundraising events are held during the year to support their efforts. All parents and teachers are encouraged to join the PTA and help with any projects they can. The Middle School PTA will meet at the dates and times listed below. We meet in the Middle School library beginning at 6:00 pm, unless noted differently.

**** All Dates Above Are Subject To Change**

NEW PALTZ

our mission The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our school community – students, staff, families and community members are *citizens of the world, passionate about learning* and empowered to achieve their dreams.

our vision

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

educational standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:

Standard 1.0: All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:

Standard 2.0: All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:

Standard 3.0: All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:

Standard 4.0: A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:

Standard 5.0: Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:

Standard 6.0: The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0: The District is a valued resource within the community.

our guiding principles

- ★ To maintain a focus on learning and success for all.
- ★ To create a cohesive and inclusive culture PK-12, across buildings and departments.
- ★ To empower and create success for disengaged and disenfranchised students.

NEW PALTZ

nuestra misión

El Distrito Escolar Central de New Paltz se debe a los niños de la comunidad. En el centro de los programas y las actividades que ofrece está el compromiso con la excelencia comprobable, el crecimiento y el desarrollo continuo para todos.

Nuestra comunidad escolar — los estudiantes, el personal, las familias y los miembros de la comunidad — son *Ciudadanos del mundo*, apasionados por el aprendizaje y empoderados para cumplir sus sueños.

nuestra visión

Ciudadanos del mundo: responsables, éticos, solidarios, integrantes activos de las comunidades locales, nacionales y globales que valoran a todas las personas y se preocupan por el bienestar común; respetamos el medio ambiente; trabajamos para mejorar la sociedad en la que vivimos y comprendemos el rol que desempeñamos en ella.

Apasionados por el aprendizaje: seguros y reflexivos, curiosos, ágiles, pensadores cuyo conocimiento del pasado los hace capaces de cuestionar, analizar y asimilar nueva información. Son tecnológicamente creativos y capaces de imaginar alternativas a lo que es y a lo que puede ser. También se atreven a tomar riesgos para construir sus futuros.

Empoderados: están bien preparados para ser autónomos y expresivos, para desarrollar y aplicar sus habilidades y capacidades personales, para sentirse cómodos con el cambio, alcanzar una comprensión profunda, tomar decisiones informadas y razonables, y para cooperar, colaborar y competir. Llevan estilos de vida saludables, son creativos y están empoderados para cumplir sus sueños.

estándares educativos

Los siguientes estándares son el andamio sobre el que se erige el plan maestro educativo:

Inteligencia esencial:

Estándar 1.0: Todas las políticas, decisiones, acuerdos y procedimientos desarrollados e implementados por los formuladores de políticas y el personal directivo del Distrito Escolar Central de New Paltz son compatibles con la misión, la visión y los principios rectores, y están orientados a mejorar y garantizar el aprendizaje y el éxito de todos los estudiantes.

Coherencia del programa:

Estándar 2.0: Todos los programas, los planes de estudio y las estrategias educativas que se emplean dentro del distrito son coherentes y forjan en los estudiantes el conocimiento, las habilidades y las actitudes que se esperan de los ciudadanos del futuro; se basan en estrategias que permiten a los estudiantes alcanzar los niveles más altos de comprensión, empatía y autoconocimiento y les brindan las herramientas para que sean curiosos, autónomos, responsables, éticos, seguros, reflexivos y tengan pasión por el aprendizaje.

Habilidades y competencias de los docentes:

Estándar 3.0: Todos los docentes del distrito demuestran conocimiento y comprensión integral del contenido que enseñan, conocimiento y aplicación de las teorías y los principios actuales de aprendizaje, y competencia para dirigir, guiar y asesorar la enseñanza y el proceso de aprendizaje.

Entorno de aprendizaje:

Estándar 4.0: Se promueve un ambiente de aprendizaje seguro y motivador en todo el distrito para fomentar la investigación y el aprendizaje de todos los estudiantes.

Capacidad de liderazgo:

Estándar 5.0: El liderazgo dentro del distrito es colaborativo, está en línea con la misión y visión del distrito, promueve que el personal aporte a la investigación en equipo y a la toma de decisiones, y promueve la excelencia para potenciar y mejorar el aprendizaje de los estudiantes.

Recursos:

Estándar 6.0: El Distrito garantiza que todos los recursos (humanos, físicos y financieros) se asignen y se brinden de forma equitativa, eficiente y oportuna para respaldar y mejorar el aprendizaje de los estudiantes.

Estándar 7.0: El Distrito es un recurso valioso para la comunidad.

nuestros principios rectores

- ★ Mantener el foco en el aprendizaje y el éxito para todos.
- ★ Crear una cultura K-12 coherente e inclusiva, en todos los establecimientos y departamentos.
- ★ Empoderar y posibilitar logros en los estudiantes más desfavorecidos y que no participan activamente.

CORE INTELLIGENCE

Our Mission...

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision...

Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning. confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

Our Guiding Principles...

1. To maintain a focus on learning and success for all.
2. To create a cohesive and inclusive culture PK-12, across buildings and departments.
3. To empower and create success for disengaged and disenfranchised students.



PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

Pursuant to Section 2-c and 2-d of the Education Law, parents and students are entitled to certain protections regarding confidential student information. The District is committed to safeguarding personally identifiable information from unauthorized access or disclosure as set forth below:

1. A student's personally identifiable information cannot be sold or released for any commercial purposes;
2. Parents have the right to inspect and review the complete contents of their child's education record;
3. The District is committed to implementing safeguards associated with industry standards and best practice under state and federal laws protecting the confidentiality of personally identifiable information, including but not limited to, encryption, firewalls, and password protection when data is stored or transferred;
4. A complete list of all student data elements collected by the State is available for public review at <http://www.nysed.gov/data-privacy-security/student-data-inventory> or by writing to the **Superintendent's Office, New Paltz Central School District, 196 Main St., New Paltz, NY 12561**; and
5. Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed to your child's building principal.
6. The District has entered into contracts with certain third party contractors who have been sent student data and/or teacher data and/or principal data. The following information about such contractors appears in the attachment to this document as required by law:
 - The names of the third party contractors, the exclusive purpose(s) for which the data will be used;
 - the commencement and termination dates of each such agreement;
 - A description of how the data will be disposed by the contractor when the contract purpose has been fulfilled;
 - The data storage and security measures undertaken.
7. Agreements with third party contractors will ensure that the subcontractors, persons or entities that the third party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements.
8. A parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected by filing a written request with the Superintendent of Schools.

SCHOOL BUS SAFETY FACTS

Every year children are killed and hurt in accidents with cars, airplanes, bicycles, and school buses. You may not know anyone who has been hurt around a school bus. If you and your friends are careful around the bus, maybe you never will. Across the United States about 35 students are killed and 9,000 are injured each year in school bus accidents. This may seem like a lot, but remember that over 23,000,000 children ride the bus to school every day. These SAFETY GUIDELINES will help you stay safe each day as you ride the bus.

SAFETY SKILLS

SAFETY REASONS

WAITING

- WALK SAFELY TO YOUR BUS STOP
- BE ON TIME
- WAIT QUIETLY AWAY FROM THE ROAD
- DON'T MOVE TOWARDS THE BUS UNTIL THE DRIVER SIGNALS

- Always be careful near traffic and stay away from strangers.
- Too early – you are waiting alone too long. Too late – you could get hurt rushing to the bus.
- Cars don't always stay on the road. If you are running you might go into the road by accident.
- The bus might skid as it stops or traffic might not stop right away. The driver signals when it's safe to load.

LOADING

- USE THE HANDRAIL
- DO NOT BRING LARGE, SHARP, OR BREAKABLE THINGS ON THE BUS
- DON'T CARRY AWKWARD LOADS – USE A BACKPACK OR BOOK BAG TO KEEP STUFF TOGETHER
- SIT DOWN IMMEDIATELY, STAY SEATED

- A fall on the stairs could hurt. Could strings or straps on your coat or backpack catch on the handrail or door?
- In an accident you will be thrown against whatever you are carrying.
- Students have been killed picking up things they have dropped near the bus where the driver cannot see them.
- A quick start could knock you down if you are not seated. Stay in your seat until time to get off.

RIDING

- DON'T DISTRACT THE DRIVER
- KEEP BODY INSIDE THE BUS
- DON'T BOTHER THE OTHER STUDENTS
- KNOW HOW TO EVACUATE YOUR BUS

- The driver's full attention must be on driving safely. Noisy students have caused serious driver mistakes.
- Trees, trucks, and utility poles have caused bad injuries to children hanging our windows.
- Every student deserves a safe ride to school. Quiet talking with friends is OK.
- Keep the aisles and floor clear. Know where emergency exits are on your bus and how to use them.

UNLOADING

- CHECK BEFORE YOU STEP
- MOVE AWAY FROM THE BUS RIGHT AWAY
- GO DIRECTLY HOME

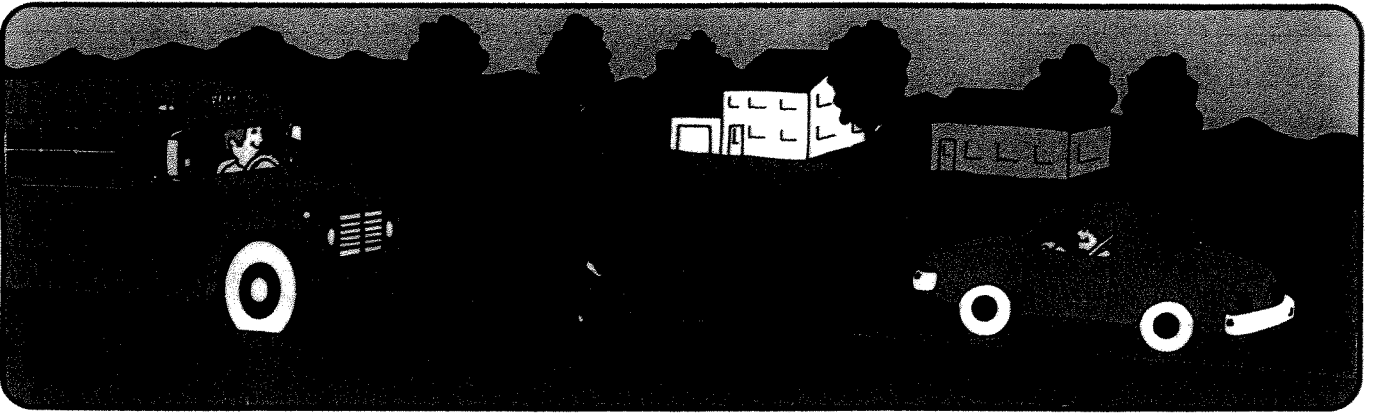
- Be sure no cars are trying to pass on the shoulder. Be sure you have enough room to move away from the bus.
- If you can touch the bus you are too close. Don't walk alongside the bus. The bus can be very dangerous.
- Be sure to stop at home before you go to a friend's house to play or visit. Stay away from strangers!

CROSSING

- WALK TEN GIANT STEPS AHEAD OF THE BUS UNTIL YOU CAN SEE THE DRIVER'S FACE
- WAIT FOR THE DRIVER'S SIGNAL
- CROSS TO THE OUTSIDE EDGE OF THE BUS AND MAKE SURE ALL TRAFFIC IS STOPPED
- IF CLEAR, CROSS QUICKLY
IF NOT CLEAR, RETURN TO CURB

- The driver must always be able to see you. If you drop something near the bus, ask for the driver's help to get it.
- The driver will signal when it is safe to cross. Be sure you know the driver's signals.
- You must make sure it is safe to cross. The driver might blow the bus horn to warn you of danger.
- If it isn't safe to cross, move back to the side of the road. Don't just stand waiting in the road.

HOW TO CROSS SAFELY





Concussions: The Invisible Injury

Student and Parent Information Sheet

CONCUSSION DEFINITION

A concussion is a reaction by the brain to a jolt or force that can be transmitted to the head by an impact or blow occurring anywhere on the body. Essentially a concussion results from the brain moving back and forth or twisting rapidly inside the skull.

FACTS ABOUT CONCUSSIONS ACCORDING TO THE CENTER FOR DISEASE CONTROL (CDC)

- An estimated 4 million people under age 19 sustain a head injury annually. Of these approximately 52,000 die and 275,000 are hospitalized.
- An estimated 300,000 sports and recreation related concussions occur each year.
- Students who have had at least one concussion are at increased risk for another concussion.

In New York State in 2009, approximately 50,500 children under the age of 19 visited the emergency room for a traumatic brain injury and of those approximately 3,000 were hospitalized.

REQUIREMENTS OF SCHOOL DISTRICTS

Education:

- Each school coach, physical education teacher, nurse, and athletic trainer will have to complete an approved course on concussion management on a biennial basis, starting with the 2012-2013 school year.
 - * School coaches and physical education teachers must complete the CDC course. (www.cdc.gov/concussion/HeadsUp/online_training.html)
 - * School nurses and certified athletic trainers must complete the concussion course. (<http://preventingconcussions.org>)

Information:

- Provide concussion management information and sign off with any parental permission form. **The NYSPHSAA will provide a pamphlet to member schools on the concussion management information for parents.**
- The concussion management and awareness information or the State Education Department's web site must be made available on the school web site, if one exists.

Removal from athletics:

- Require the immediate removal from athletic activities of any pupil that has or is believed to have sustained a mild traumatic brain injury.
- No pupils will be allowed to resume athletic activity until they have been symptom free for 24 hours and have been evaluated by and received written and signed authorization from a licensed physician. For interscholastic athletics, clearance must come from the school medical director.
 - * Such authorization must be kept in the pupil's permanent health record.
 - * Schools shall follow directives issued by the pupil's treating physician.

SYMPTOMS

Symptoms of a concussion are the result of a temporary change in the brain's function. In most cases, the symptoms of a concussion generally resolve over a short period of time; however, in some cases, symptoms will last for weeks or longer. Children and adolescents are more susceptible to concussions and take longer than adults to recover.

It is imperative that any student who is suspected of having a concussion is removed from athletic activity (e.g. recess, PE class, sports) and remains out of such activities until evaluated and cleared to return to activity by a physician.

Symptoms include, but are not limited to:

- Decreased or absent memory of events prior to or immediately after the injury, or difficulty retaining new information
- Confusion or appears dazed
- Headache or head pressure
- Loss of consciousness
- Balance difficulties, dizziness, or clumsy movements
- Double or blurry vision
- Sensitivity to light and/or sound
- Nausea, vomiting and/or loss of appetite
- Irritability, sadness or other changes in personality
- Feeling sluggish, foggy or light-headed
- Concentration or focusing problems
- Drowsiness
- Fatigue and/or sleep issues – sleeping more or less than usual

Students who develop any of the following signs, or if signs and symptoms worsen, should be seen and evaluated immediately at the nearest hospital emergency room.

- Headaches that worsen
- Seizures
- Looks drowsy and/or cannot be awakened
- Repeated vomiting
- Slurred speech
- Unable to recognize people or places
- Weakness or numbing in arms or legs, facial drooping
- Unsteady gait
- Change in pupil size in one eye
- Significant irritability
- Any loss of consciousness
- Suspicion for skull fracture: blood draining from ear or clear fluid from the nose

STATE EDUCATION DEPARTMENT'S GUIDANCE FOR CONCUSSION MANAGEMENT

Schools are advised to develop a written concussion management policy. A sample policy is available on the NYSPHSAA web site at www.nysphsaa.org. The policy should include:

- A commitment to reduce the risk of head injuries.
- A procedure and treatment plan developed by the district medical director.
- A procedure to ensure proper education for school nurses, certified athletic trainers, physical education teachers, and coaches.
- A procedure for a coordinated communication plan among appropriate staff.
- A procedure for periodic review of the concussion management program.

RETURN TO LEARN and RETURN TO PLAY PROTOCOLS

Cognitive Rest: Activities students should avoid include, but are not limited to, the following:

- Computers and video games
- Television viewing
- Texting
- Reading or writing
- Studying or homework
- Taking a test or completing significant projects
- Loud music
- Bright lights

Students may only be able to attend school for short periods of time. Accommodations may have to be made for missed tests and assignments.

Physical Rest: Activities students should avoid include, but are not limited to, the following:

- Contact and collision
- High speed, intense exercise and/or sports
- High risk for re-injury or impacts
- Any activity that results in an increased heart rate or increased head pressure

Return to Play Protocol once symptom free for 24 hours and cleared by School Medical Director:

Day 1: Low impact, non strenuous, light aerobic activity.

Day 2: Higher impact, higher exertion, moderate aerobic activity. No resistance training.

Day 3: Sport specific non-contact activity. Low resistance weight training with a spotter.

Day 4: Sport specific activity, non-contact drills. Higher resistance weight training with a spotter.

Day 5: Full contact training drills and intense aerobic activity.

Day 6: Return to full activities with clearance from School Medical Director.

Any return of symptoms during the return to play protocol, the student will return to previous day's activities until symptom free.

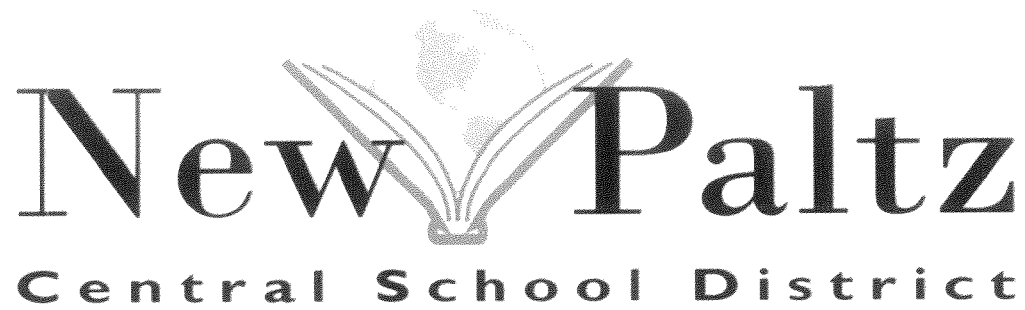
CONCUSSION MANAGEMENT TEAM

Schools may, at their discretion, form a concussion management team to implement and monitor the concussion management policy and program. The team could include, but is not limited to, the following:

- Students
- Parents/Guardians
- School Administrators
- Medical Director
- Private Medical Provider
- School Nurse
- Director of Physical Education and/or Athletic Director
- Certified Athletic Trainer
- Physical Education Teacher and/or Coaches
- Classroom Teachers

OTHER RESOURCES

- New York State Education Department
- New York State Department of Health
http://www.health.ny.gov/prevention/injury_prevention/concussion/htm
- New York State Public High School Athletic Association
www.nysphsaa.org/safety/
- Center for Disease Control and Prevention
<http://cdc.gov/concussions>
- National Federation of High Schools
www.nfhslearn.com – The FREE Concussion Management course does not meet education requirement.
- Child Health Plus
http://www.health.ny.gov/health_care/managed_care/consumer_guide/about_child_health_plus.htm
- Local Department of Social Services – New York State Department of Health
http://www.health.ny.gov/health_care/medicaid/ldss/htm
- Brain Injury Association of New York State
<http://www.bianys.org>
- Nationwide Children's Hospital – Concussions in the Classroom
<http://www.nationwidechildrens.org/concussions-in-the-classroom>
- Upstate University Hospital – Concussions in the Classroom
<http://www.upstate.edu/pmr/healthcare/programs/concussion/classroom.php>
- ESPN Video – Life Changed by Concussion
<http://espn.go.com/video/clip?id=7525526&categoryId=5595394>
- SportsConcussions.org
<http://www.sportsconcussions.org/ibaseline/>
- American Association of Neurological Surgeons
<http://www.aans.org/Patient%20Information/Conditions%20and%20Treatment/Concussion.aspx>
- Consensus Statement on Concussion in Sport – Zurich
<http://sportconcussions.com/html/Zurich%20Statement.pdf>



Code of Conduct

2021-2022

The New Paltz Central School District
Code of Conduct
Approved by the Board of Education June 2, 2021

I. INTRODUCTION

The New Paltz Board of Education hopes that our students will become passionate learners who are empowered to achieve their dreams and act as good citizens of the world.

To achieve that goal, the Board strives to provide safe schools for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape where all members of the school community behave with personal responsibility and mutual respect. The Board recognizes that to maintain such an environment, we must all live within certain boundaries and that inappropriate action by one person can infringe upon the rights of another. When conflicts arise, we are committed to nonviolent resolutions that encourage personal growth, responsibility and that treat each individual with respect and dignity.

This Code of Conduct describes the behavior that the Board expects from all members of the school community, identifies interventions if those standards are not met, and establishes procedures to ensure that discipline, when necessary, is prompt, fair and effective.

Attachment A defines the terms used in this Code.

II. STUDENT RIGHTS AND RESPONSIBILITIES

Students have a right to:	Students have the responsibility to:
A free education that will prepare them for active citizenship in a democracy.	Attend classes, observe school rules and work for satisfactory achievement.
A safe and secure environment that promotes learning.	Refrain from violence. Notify an adult of the presence of drugs, alcohol, weapons, harassment and other violent acts or threats of violence.
Speak and be heard.	Listen to others.
Take part in any school activity on an equal basis.	Participate and support others in school events.
Be treated with courtesy and respect.	Be courteous and respectful.
Freedom from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape.	Speak up about and refrain from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape.
Academic and emotional support.	Ask for help when it is needed, and offer help to peers when needed
Express themselves through their choices in clothing.	Adhere to the school dress code.
Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.	Show consideration for people whose beliefs differ from their own.
Assemble peacefully.	Get permission from appropriate school personnel before assembling.
Learn strategies that develop cooperation, tolerance, and conflict resolution.	Use cooperative solutions.
Be informed of school policies and rules.	Abide by the Code of Conduct.

III. EXPECTED BEHAVIOR

All members of the school community should respect the rights and welfare of others, act ethically, and care for school facilities and equipment. The Board expects respectful behavior and civil conduct on all school property, including buses, and at all school functions, whether on or off school property.

The Board will not tolerate:

- Possession or use of weapons or illegal materials.
- Possession, distribution, use, or being under the influence of alcohol or illegal substances (including synthetic drugs).
- Behaviors that infringe on the physical, mental or emotional well-being of others, or that disrupt the safe and supportive educational environment.
- Intimidation, harassment or discrimination on the basis of, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and prohibit denigration of a student's physical size/shape or for any other reason.
- Academic misconduct (e.g., plagiarism, cheating, copying, altering records, assisting another student in any of these actions).
- Damage to school property, including buses, or the property of others.
- The distribution of materials that are obscene, advocate illegal action or appear libelous.
- Entering or remaining on school property without authorization.
- Violation of any federal, state or local law, or Board policy.

Attachment B describes the specific expectations for staff, parents/legal guardians and visitors. **Attachment C** describes the specific expectations for students. **Attachment D** describes interventions for infractions of the Code.

IV. DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, hazing and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events, including cyberbullying, which can reasonably be expected to materially and substantially disrupt the educational process where it is foreseeable that the conduct might reach school property, may be subject to discipline. See **Attachment E** - DASA Policy

V. DRESS CODE

All students and staff should show healthy and respectful attention to their personal cleanliness and clothing. Adults should model and reinforce acceptable dress for students. **Attachment F** lists the specific dress code rules.

VI. REPORTING CODE VIOLATIONS

Each individual in the school community has the responsibility to report code violations that he or she witnesses. Violations involving weapons, alcohol or illegal substances (including synthetic drugs such as synthetic cannabinoids) must be reported immediately. Students should report violations to the building principal or a school counselor, social worker, teacher or any adult they trust. Adults should report violations in accordance with District Policy 7310 When code violations break not only school policy but the law, the school principal or designee must promptly notify the appropriate law enforcement agency.

VII. DISCIPLINE

The Board believes that the best discipline is self-imposed. Adults should model self-discipline and help students accept responsibility for their actions.

Disciplinary action should be used only when necessary and in accordance with applicable contracts, laws, regulations and policies. Such actions should not just punish, but should encourage personal growth and individual responsibility. Staff members authorized to impose discipline should act in a prompt, fair and problem-solving manner.

School personnel administering student discipline should consider:

- The student's age, and prior disciplinary record.
- The nature and circumstances of the offense.
- The effectiveness of any prior discipline.
- Information from parents/legal guardians, teachers or others, as appropriate.
- Other extenuating circumstances.

Interventions. For students, these can range from an oral warning to permanent school suspension. Disciplinary action for staff will conform to law and applicable contracts. Visitors will be asked to leave the building. **Attachment D** more fully describes the possible interventions.

Procedures. All disciplinary action should adhere to District contracts, regulations and policies. Students accused of misconduct should be told by authorized personnel of the nature of the accusation. If necessary, authorized school staff should investigate the facts surrounding the alleged misconduct. Students will have an opportunity to tell their version of the events. Depending on the nature of the misconduct, students may be entitled to additional rights before an intervention is imposed. **Attachment G** more fully describes disciplinary procedures.

Minimum suspensions. A student who brings a weapon to school (including but not limited to a weapon under the Gun Free Schools Act) will be suspended for at least one calendar year, unless the Superintendent modifies the penalty based upon the student's age, prior disciplinary record, the belief that other forms of discipline may be more effective, other relevant information from parent(s)/legal guardian(s), teacher(s) or others, or other extenuating circumstances. A student who commits any other violent act or who repeatedly and substantially disrupts the educational process will be suspended for at least five days, unless the Superintendent modifies the penalty, based upon the factors listed above. **Attachment H** more fully describes minimum suspensions.

Alternative instruction for disciplined students. The District will provide immediate, alternative instruction to all students removed from classes by teachers or suspended from school.

Referrals. Students may be referred for counseling, a Person in Need of Supervision (PINS) petition through Family Court, or juvenile delinquency proceedings. **Attachment I** describes when students may be referred to such counseling or proceedings.

Disciplining students with disabilities. Students with known or suspected disabilities who are determined to have committed an act of misconduct may be referred to the District's Committee on Special Education (CSE). A student will not be punished if the CSE determines that the conduct stems from the student's disability. But when the CSE determines that discipline is allowed, it will conform to the federal and state laws and regulations governing the discipline of students with disabilities. Such students will not receive harsher punishments than students who are not disabled. **Attachment J** describes the specific policies for disciplining students with disabilities.

Use of physical force. Corporal, or physical punishment, is strictly forbidden. However, reasonable physical force may be used to:

- Protect oneself or others from physical injury.
- Protect another student, teacher or any other person from physical injury.
- Protect the property of the school or of others.

- Restrain or remove a disruptive or violent student who refuses to refrain from disruptive or violent acts where methods not involving the use of physical force cannot be reasonably employed to achieve the aforementioned purposes.

The District will file reports on incidents of the use of physical force with the Commissioner of Education in accordance with Commissioner's Regulations. The Building Principal or designee is responsible for enforcing these rules, as described in **Attachment K**.

VIII. STUDENT SEARCHES AND INTERVIEWS

Searches. The superintendent, building principals and assistant principals, may search students and their possessions for illegal matter, matter that threatens the health, safety, welfare or morals of fellow students or matter that violates this code, if there is reasonable individualized suspicion to believe a student is violating a law or this code of conduct. If a search is warranted, it must be reasonable in scope.

School computers, desks, lockers and storage spaces are school property and may be opened and inspected by school officials from time to time without prior notice or student consent, but mindful of the student's rights and the nature of the school as an educational institution.

Questioning. School officials may question students about possible violations of school rules. The student's parents/legal guardians may be contacted, however, there is no right for a student's parents/legal guardians to be contacted while school officials are investigating violations of school rules.

Law enforcement may enter the schools if a crime has been committed on school property, if they have an arrest or search warrant, or if they have been invited by school officials. Prior to questioning students, law enforcement must give students their "Miranda rights" and school administrators or law enforcement must diligently try to notify the student's parents/legal guardians and give them the opportunity to be present.

Child Protective Services (CPS) may interview students on school property without notification to the parents/legal guardians regarding allegations of suspected child abuse, maltreatment or neglect (including educational neglect).

Attachment L more fully describes the rules governing student searches and questioning.

IX. SCHOOL VISITORS

The Board encourages parents/legal guardians and other community members to visit our schools to observe the work of students, teachers and other staff. All visitors must first report to the office and obtain authorization for being on school premises. The building principal or his or her designee is responsible for all persons in the building and on the grounds. **Attachment M** more fully describes the policy governing school visitors.

X. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful and safe environment that is conducive to learning. All persons on school property or attending a school function, whether on or off of school property, shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, while on school property or attending a school function, shall:

- Intentionally injure or threaten to injure any person.
- Intentionally damage or destroy school property or the property of others, or remove or use such property without authorization.
- Disrupt the orderly conduct of classes, school programs and activities.
- Distribute or wear materials that are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program.

- Intimidate, harass or discriminate against any person on the basis of, for example, actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sexual orientation or disability, prohibit denigration of a student's physical size/shape or any other discriminatory reason.
- Harass, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements (verbal, by electronic or other means), an identifiable individual or group which is intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
- Intimidate, which includes engaging in actions or statements that put an individual in fear of bodily harm, including threats.
- Enter any school property without authorization or remain in any school premises after it is closed.
- Obstruct the free movement of any person.
- Violate traffic laws, parking regulations or other vehicle restrictions.
- Possess, consume, solicit a sale, sell, buy, distribute or exchange alcoholic beverages, any form of tobacco including but not limited to, cigarettes, smokeless tobacco, e-cigarettes and electronic smoking devices, or controlled substances (including but not limited to synthetic drugs such as synthetic cannabinoids), or be under the influence of the above.
- Possess, display or use weapons (unless specifically authorized by the District).
- Loiter, gamble, litter or spit.
- Refuse to comply with reasonable directives of school officials while they are performing their duty.
- Willfully incite others to commit any acts prohibited by the Code of Conduct.
- Violate any federal or state law, local ordinance or Board policy.

XI. DISSEMINATION AND REVIEW OF CODE

The school district will educate the community about this Code of Conduct by:

- Providing a summary of the code to all students and parents/legal guardians at the beginning of each school year, including a form encouraging comments on how to improve or change the code.
- Providing the code to all students and parents/legal guardians at the beginning of each school year.
- Providing a summary of the Code of Conduct written in a plain-language age-appropriate manner to students at a school- or grade-level assembly or within the classroom held at the beginning of the school year.
- Providing copies of the code, including any amendments, to all school personnel as soon as practical after adoption.
- Providing new employees with a copy of the code when they are hired.
- Providing copies of the code to any student, parent/legal guardian, or community member who asks for one.

Copies of the complete code are available on the District website. **Attachment N** more fully describes the district's plan for educating the community about the Code of Conduct.

ATTACHMENT F: DRESS CODE

A person's dress is a reflection of our school, community, parents/legal guardians, faculty, staff and students. All students are expected to adhere to the Dress Code while on school property or any school activity or event.

The Primary Purpose of the Dress Code is:

To maintain a safe learning environment for all students and to ensure that all students are treated equitably regardless of actual or perceived race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The Goals of the Dress Code are:

- Ensure the ongoing participation of students/staff in the school and not result in unnecessary barriers to participation
- Allow students to wear clothing of their choice that is comfortable
- Allow students to wear clothing that expresses their self-identified gender
- Allow students to wear religious attire without fear of discipline or discrimination
- Prevent students from wearing clothing or accessories with offensive images or language, including, but not limited to, profanity, curses, vulgarity, obscenity, hate speech, lewdness and pornography
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other unlawful or illegal conduct or activities
- Prevent students from wearing clothing or accessories that do, or are reasonably foreseen to -, interfere with the operation of the school or that do, or are reasonably foreseen to, disrupt the educational process
- Prevent students from wearing clothing or accessories that are, or reasonably can be construed as being or including, content that is racist, - or that reasonably can be construed as containing fighting words or speech that incites others to imminent lawless action, defamatory speech or true threats to others

Basic Principles:

1. Certain body parts must be covered at all times. Clothes must be worn so that genitals, buttocks, and nipples are fully covered with opaque fabric. There is no requirement for cleavage coverage. All items listed in the "must wear" and "may wear" categories must meet these basic principles.
2. All attire must support a safe learning environment for all.

Classes that include attire as part of the curriculum, may include assignment-specific attire, but should not focus on covering bodies in a specific way or promoting culturally-specific attire.

Must wear attire that is consistent with the Basic Principles as specified previously in this document:

- Shirt (with fabric in the front, back and the sides under the arms), AND
- Pants/jeans/skirt or the equivalent (for example, sweatpants, leggings, shorts, or dresses) AND
- Shoes, including, but not limited to, boots, slides, flip flops, heels.

May wear attire that is consistent with the Basic Principles as specified previously in this document:

- Hats as long as the entire face is visible
- Cultural or religious headwear or cultural or religious attire
- Hoodie sweatshirts, as long as face and ears are visible to school staff
- Fitted pants, including leggings, yoga pants and skinny jeans
- Pajamas, consistent with Basic Principles and Goals, set forth above
- Ripped jeans as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps and tube tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under clothing.

The following, although not an exhaustive listing, are deemed to be inappropriate, either because they interfere with the health and safety of our students or staff or are disruptive to the educational process.

- Violent language or images on clothing
- Images or language depicting drugs or alcohol on clothing
- Hate speech, profanity or pornography on clothing

- Images or language that creates a hostile or intimidating environment based on any protected class or historically marginalized group on clothing. Swimsuits, except as required in class or athletic practice/performance
- Accessories that could be dangerous or can be used as a weapon
- Any item that obscures the face or ears, except as a religious observance

Enforcement

School staff shall be trained and able to use body positive language to explain the Dress Code and to address violations. To ensure effective and equitable enforcement of the Dress Code, school staff shall enforce the Dress Code consistently and shall not have the discretion to vary the requirements in ways that lead to discriminatory -impact. Any student found to have violated the Dress Code may be asked to put on their own alternative clothing, if available, or may be given temporary school clothing to be in compliance with the Dress Code for the remainder of the day. If necessary, students' parents/legal guardians may be called to bring alternative clothing for the student to wear.

It is essential that students not be shamed or required to display their bodies in front of others in school.

Shaming includes but is not limited to:

- Kneeling or bending over to check attire fit
- Measuring straps or skirt length
- Asking students to account for their attire in front of others
- Calling out students in open spaces in front of others about perceived Dress Code violations
- Asking students to correct sagging bra straps or pants
- Accusing students of distracting other students with their clothing

Students at the Middle/High School level should contact the Principal, Assistant Principal, or any member of the Counseling staff to discuss any concerns related to the Dress Code.

Students at the Elementary schools should contact the Principal, Coordinator of Student Support Services, the Social Worker or School Psychologist to discuss any concerns related to the Dress Code.

POLICY

2021

7315
1 of 4

Students

SUBJECT: STUDENT COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

The New Paltz Central School District recognizes the value of electronic resources to enhance student learning and the overall operation of our schools. To this end, the District encourages the responsible use of computers, the District Network, the /Internet, and other electronic resources to support the mission and vision of the New Paltz Central School District. This policy is designed to protect and provide guidance for our students and staff that will have access to these resources.

The Network and Internet are provided to students and staff for educational purposes. Access to the Network and Internet will be provided to users who act in accordance with this policy. The smooth operation of the Network and Internet relies upon the responsible conduct of the end users and requires efficient, ethical, and legal utilization of the Network and Internet resources.

Digital Citizenship and Personal Accountability

The District advocates for equal digital rights and access for all. Through this process it is imperative that all students and staff understand the importance of being responsible, ethical digital citizens. This includes, but is not limited to:

- (a) Treating all others with respect online;
- (b) Refraining from participating in cyberbullying and reporting any harassing activities you witness;
- (c) Making appropriate decisions while communicating online through any digital channels;
- (d) Respecting others' digital work. Do not steal or damage anyone's digital property;
- (e) Effective use of using network and online tools effectively to empower and enhance your learning experience.
- (f) Limiting screen time and the understanding the health risks of technology. Technology is a learning tool, but should not be used exclusively in the learning environment. Maintaining awareness of the physical and psychological risks.

Internet Safety/Managing Your Digital Footprint

In addition to being a good digital citizen, users must also be aware of their own digital footprint. Developing a positive digital footprint is essential. It can be harmful to the user or District's reputation if mismanaged, or in the event a user's account has been compromised. Good management includes, but is not limited to:

POLICY

2021

7315
2 of 4

Students

SUBJECT: STUDENT COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

- (a) Protecting the user: Users may not give out any personal identifiable information online (name, age, ID numbers, address, etc.);
- (b) Protection of passwords: Passwords are confidential. If a user believes their password has been compromised, it should be changed immediately and an administrator alerted. Each user is responsible for keeping their password secure;
- (c) Privacy on the District network: District email, files, and anything else created and stored on local or cloud-based servers are not private. The network administrator may monitor any account at any time for subject, content, and appropriateness. Users are responsible for their actions on the District network and any violations of this policy will be reported to the school administrator;
- (d) Internet etiquette and social media: Users must follow the District Code of Conduct for guidelines on accepted behaviors both online and in our schools. Each user is responsible for what they say online. Social media platforms or other online programs may not be used to create, send, display, or distribute anti-social, harassing or threatening messages, pictures, icons, avatars, or other media, including that which is defamatory, abusive, obscene, profane, racially offensive, or offensive to human dignity;
- (e) Videos and photographs: No user is permitted to take photos or videos of any staff member or student without their explicit consent;
- (f) Proxy use: Users are not permitted to employ the use of proxies to circumvent the content filtering put in place by the District;
- (g) Refraining from plagiarism and adhering to copyright laws.

Additional Responsibilities

- a) Each user must use the school Network and Internet primarily for educational purposes.
- b) Each user is responsible for all material retrieved via the Internet.
- c) Each user may NOT:
 - 1. Attempt to circumvent Network and Internet security measures;
 - 2. Tamper with or in any way adjust default or teacher-created settings;
 - 3. Create a computer virus or place a virus onto any computer;

POLICY

2021

7315
3 of 4

Students

SUBJECT: STUDENT COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

4. Trespass in another-user's folder, work, or files;
 5. Share their own ID or password with others;
 6. Log in using another user's account;
 7. Reveal personal information about themselves or others on Websites, including last names, addresses, and/or phone numbers;
 8. Receive or transmit information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices;
 9. Create, send, or display hate mail, discriminatory or other antisocial remarks, or information which is intended to harass;
 10. Damage, dismantle, detach, or remove computers, mobile devices, network equipment, computer peripherals, printers, scanners, or cameras;
 11. Remove keys from keyboards;
 12. Disconnect or alter cables;
 13. Intentionally waste limited resources (paper, ink and toner, storage space, etc.);
 14. Employ the Network or Internet for commercial purposes;
 15. Bring gum, food, or drink into computer equipment areas;
 16. Access the Network to play non-educational games or for other non-academic activities;
 17. Delete, rename, move, copy, any file or its properties, other than your personally owned data files;
 18. Violate federal copyright laws or software license agreements;
 19. Load, run, or copy software or executable files of any kind onto any of the District's computers or network servers;
- d) User's access and system rights will be assigned by the network administrator.
- e) The user will be responsible for any cost to the District due to user negligence or misuse.

POLICY

2021

7315
4 of 4

Students

**SUBJECT: STUDENT COMPUTER NETWORK AND INTERNET ACCEPTABLE USE
POLICY (AUP)**

Users must also conform to any additional site restrictions that may be in effect. All Board policies and school regulations apply to the use of the Network and Internet.

Consequences

It is the user's responsibility to abide by the rules set forth in this policy. Violations will result in the user's account being removed from the Network or Internet for a period of one week, one month, one semester, or one year depending on the gravity of the offense.

Depending on the gravity of the offense, other administrative and/or legal action may occur.

Attempts to log in to the system as a system administrator will result in immediate cancellation of user privileges.

The network administrator, school administrators, Superintendent, or School Board may request specific accounts to be denied, revoked, or suspended.

Adopted: 7/16/08
Revised: 2/1/12
Revised: 4/24/2019
Revised: 5/5/2021



New Paltz

Central School District

196 Main Street, New Paltz, New York 12561 Phone: 845-256-4050 www.newpaltz.k12.ny.us

Sheila Moran
Food Service Director

August 1, 2021

Dear Parent or Guardian:

Enclosed is a free and reduced price breakfast and lunch application that we ask you to complete if you think you may be eligible for these benefits. We believe that some parents may not be taking advantage of the free and reduced price program. Please be assured that if your son or daughter is eligible for this program, he or she will not be treated differently than any other student in the district. Take a moment to go over the income scale/family size chart enclosed to see if you may be eligible. Please note: Breakfast is available at all of the district schools.

New Paltz Central School District could receive larger amounts of financial aid for technology and general operating costs as well as federal grants for special education, remedial education and teacher training, if the free and reduced priced eligible students make up 35 percent or more of the student body. The possible approval of your family for the free and reduced priced meals will assist both your family and the School District.

We invite **all** students to show their support for the school food service program through frequent participation. Increased participation in the program boosts federally funded reimbursements in money and government commodity foodstuffs that help keep costs low for your children's meals.

All parents are encouraged to take part in this program. Checks for snack and drinks are to be made payable to NEW PALTZ SCHOOL FOOD SERVICES.

BAG LUNCHES: Are available whenever a student goes on a class/field trip. Arrangements can be made in your child's building cafeteria.

BREAKFAST AND LUNCH PRICES 2021-2022

	<u>BREAKFAST</u>	<u>LUNCH</u>
DUZINE & LENAPE DAILY	\$0.00	\$0.00
MIDDLE SCHOOL DAILY	\$0.00	\$0.00
HIGH SCHOOL DAILY	\$0.00	\$0.00
REDUCED RATES	\$.00	\$.00
STUDENT MILK	\$.70	\$.70

Please contact the School Food Service Office if you have any questions at 256-4050.

Sincerely,



Sheila Moran
Food Service Director

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Letter to Parents for School Meal Programs

Dear Parent/Guardian:

Children need healthy meals to learn **New Paltz Central School District** offers healthy meals every school day. Breakfast costs **\$0 for secondary students and \$0 for elementary students**; lunch costs **\$0 for secondary students and \$0 for elementary students**. Beginning July 1, 2019 students in New York State that are approved for reduced price meals will receive breakfast and lunch meals and snacks served through the Afterschool Snack Program at no charge.

1. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. Complete the application to apply for free or reduced price meals. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: **Food Services, New Paltz Central School District, 196 Main Street New Paltz, NY 12561.**
2. WHO CAN GET FREE MEALS? All children in households receiving benefits from **SNAP, the Food Distribution Program on Indian Reservations** or **TANF**, can get free meals regardless of your income. Categorical eligibility for free meal benefits is extended to all children in a household when the application lists an Assistance Program's case number for any household member. Also, your children can get free meals if your household's gross income is within the free limits on the Federal Income Eligibility Guidelines. Households with children who are categorically eligible through an Other Source Categorically Eligible designation, as defined by law, may be eligible for free benefits and should contact the SFA for assistance in receiving benefits.
3. CAN FOSTER CHILDREN GET FREE MEALS? Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income. Foster children may also be included as a member of the foster family if the foster family chooses to also apply for benefits for other children. Including children in foster care as household members may help other children in the household qualify for benefits. If non-foster children in a foster family are not eligible for free or reduced price meal benefits, an eligible foster child will still receive free benefits.
4. CAN HOMELESS, RUNAWAY, AND MIGRANT CHILDREN GET FREE MEALS? Yes, children who meet the definition of homeless, runaway, or migrant qualify for free meals. If you haven't been told your children will get free meals, please call or e-mail **Janety Encarnacion, Director of Pupil Personnel Services (845) 256-4040** to see if they qualify.
5. WHO CAN GET REDUCED PRICE MEALS? Your children may be approved as reduced price eligible if your household income is within the reduced-price limits on the Federal Eligibility Income Chart, shown on this letter. Beginning July 1, 2019, students in New York State that are approved for reduced price meals will receive breakfast and lunch meals and snacks served through the Afterschool Snack Program at no charge.
6. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE APPROVED FOR FREE MEALS? Please read the letter you got carefully and follow the instructions. Call the school at **[845-256-4050]** if you have questions.
7. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT ANOTHER ONE? Yes. Your child's application is only good for that school year and for up to the first 30 operating days of this school year. You must send in a new application unless the school told you that your child is eligible for the new school year.
8. I GET WIC. CAN MY CHILD(REN) GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out a FREE/REDUCED PRICE MEAL application.
9. WILL THE INFORMATION I GIVE BE CHECKED? Yes and we may also ask you to send written proof.
10. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
11. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Ms. Sharifa Carbon, Assistant Superintendent of Business, New Paltz Central School District, 196 Main Street, New Paltz, NY 12561**
12. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You or your child(ren) do not have to be U.S. citizens to qualify for free or reduced price meals.
13. WHO SHOULD I INCLUDE AS MEMBERS OF MY HOUSEHOLD? You must include all people living in your household, related or not (such as grandparents, other relatives, or friends) who share income and expenses. You must include yourself and all children living with you. If you live with other people who are economically independent (for example, people who you do not support, who do not share income with you or your children, and who pay a pro-rated share of expenses), do not include them.
14. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you

made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.

15. WE ARE IN THE MILITARY. DO WE INCLUDE OUR HOUSING ALLOWANCE AS INCOME? If you get an off-base housing allowance, it must be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income.
16. MY SPOUSE IS DEPLOYED TO A COMBAT ZONE. IS HER COMBAT PAY COUNTED AS INCOME? No, if the combat pay is received in addition to her basic pay because of her deployment and it wasn't received before she was deployed, combat pay is not counted as income. Contact your school for more information.
17. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for **SNAP** or other assistance benefits, contact your local assistance office or call **1-800-342-3009**.

**2021-2022 INCOME ELIGIBILITY GUIDELINES
FOR FREE AND REDUCED PRICE MEALS OR FREE MILK**

REDUCED PRICE ELIGIBILITY INCOME CHART

Total Family Size	Annual	Monthly	Twice per Month	Every Two Weeks	Weekly
1	\$ 23,828	\$ 1,986	\$ 993	\$ 917	\$ 459
2	\$ 32,227	\$ 2,686	\$ 1,343	\$ 1,240	\$ 620
3	\$ 40,626	\$ 3,386	\$ 1,693	\$ 1,563	\$ 782
4	\$ 49,025	\$ 4,086	\$ 2,043	\$ 1,886	\$ 943
5	\$ 57,424	\$ 4,786	\$ 2,393	\$ 2,209	\$ 1,105
6	\$ 65,823	\$ 5,486	\$ 2,743	\$ 2,532	\$ 1,266
7	\$ 74,222	\$ 6,186	\$ 3,093	\$ 2,855	\$ 1,428
8	\$ 82,621	\$ 6,886	\$ 3,443	\$ 3,178	\$ 1,589
*Each Add'l person add	\$ 8,399	\$ 700	\$ 350	\$ 324	\$ 162

How to Apply: To get free or reduced price meals for your children carefully complete one application following the instructions for your household and return it to the designated office listed on the application. If you now receive SNAP, Temporary Assistance to Needy Families (TANF) for any children or participate in the Food Distribution Program on Indian Reservations (FDPIR), the application must include the children's names, the household SNAP, TANF or FDPIR case number and the signature of an adult household member. All children should be listed on the same application. If you do not list a SNAP, TANF or FDPIR case number for any household member, the application must include the names of everyone in the household, the amount of income each household member, and how often it is received and where it comes from. It must include the signature of an adult household member and the last four digits of that adult's social security number or check the box if the adult does not have a social security number. **An application for free and reduced price benefits cannot be approved unless complete eligibility information is submitted, as indicated on the application and in the instructions.** Contact your local Department of Social Services for your SNAP or TANF case number or complete the income portion of the application. No application is necessary if the household was notified by the SFA their children have been directly certified. If the household is not sure if their children have been directly certified, the household should contact the school.

Reporting Changes: The benefits that you are approved for at the time of application are effective for the entire school year and up to 30 operating days into the new school year (or until a new eligibility determination is made, whichever comes first). You no longer need to report changes for an increase in income or decrease in household size, or if you no longer receive SNAP.

Income Exclusions: The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

Reduced Price Eligible Students: **Beginning July 1, 2019, students in New York State that are approved for reduced price meals will receive breakfast and lunch meals and snacks served through the Afterschool Snack Program at no charge.**

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age or disability

Meal Service to Children With Disabilities: Federal regulations require schools and institutions to serve meals at no extra charge to children with a disability which may restrict their diet. A student with a disability is defined in 7CFR Part 15b.3 of Federal regulations, as one who has a physical or mental impairment which substantially limits one or more major life activities of such individual, a record of such an impairment or being regarded as having such an impairment. Major life activities include but are not limited to: functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. You must request meal modifications from the school and provide the school with medical statement from a State licensed healthcare professional. If you believe your child needs substitutions because of a disability, please get in touch with us for further information, as there is specific information that the medical statement must contain.

Confidentiality: The United States Department of Agriculture has approved the release of students names and eligibility status, without parent/guardian consent, to persons directly connected with the administration or enforcement of federal education programs such as Title I and the National Assessment of Educational Progress (NAEP), which are United States Department of Education programs used to determine areas such as the allocation of funds to schools, to evaluate socioeconomic status of the school's attendance area, and to assess educational progress. Information may also be released to State health or State education programs administered by the State agency or local education agency, provided the State or local education agency administers the program, and federal State or local nutrition programs similar to the National School Lunch Program. Additionally, all information contained in the free and reduced price application may be released to persons directly connected with the administration or enforcement of programs authorized under the National School Lunch Act (NSLA) or Child Nutrition Act (CNA); including the National School Lunch and School Breakfast Programs, the Special Milk Program, the Child and Adult Care Food Program, Summer Food Service Program and the Special Supplemental Nutrition Program for Women Infants and Children (WIC); the Comptroller General of the United States for audit purposes, and federal, State or local law enforcement officials investigating alleged violation of the programs under the NSLA or CNA.

Reapplication: You may apply for benefits any time during the school year. Also, if you are not eligible now, but during the school year become unemployed, have a decrease in household income, or an increase in family size you may request and complete an application at that time.

The disclosure of eligibility information not specifically authorized by the NSLA requires a written consent statement from the parent/guardian. We will let you know when your application is approved or denied.

Sincerely,



Sheila Moran
Food Service Director, NPCSD

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint> and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program_intake@usda.gov.

This institution is an equal opportunity provider.

FREE AND REDUCED PRICE MEAL APPLICATION FACT SHEET

When filling out the application form, please pay careful attention to these helpful hints.

SNAP/TANF/FDPIR case number: This must be the complete valid case number supplied to you by the agency including all numbers and letters, for example, E123456, or whatever combination is used in your county. Refer to a letter you received from your local Department of Social Services for your case number or contact them for your number.

Foster Child: A child who is living with a family but who is under the legal care of the welfare agency or court may be listed on your family application. List the child's "personal use" income. This includes only those funds provided by the agency which are identified for the personal use of the child, such as personal spending allowances, money received by his/her family, or from a job. Funds provided for housing, food and care, medical, and therapeutic needs are not considered income to the foster child. Write "0" if the child has no personal use income.

Household: A group of related or non-related people who are living in one house and share income and expenses.

Adult Family Members: All related and non-related people who are 21 years of age and older living in your house.

Financially Independent: A person is financially independent and a separate economic unit/household when his or her earnings and expenses are not shared by the family/household. Separate economic units in the same residence are characterized by prorating expenses and by economic independence from one another.

Current Gross Income: Money earned or received at the present time by each member of your household before deductions. Examples of deductions are federal tax, State tax, and Social Security deductions. If you have more than one job, you must list the income from all jobs. If you receive income from more than one source (wage, alimony, child support, etc.), you must list the income from all sources. Only farmers, self-employed workers, migrant workers, and other seasonal employees may use their income for the past 12 months reported from their 1040 Tax Forms.

Examples of gross income are:

- Wages, salaries, tips, commissions, or income from self-employment
- Net farm income – gross sales minus expenses only – not losses
- Pensions, annuities, or other retirement income including Social Security retirement benefits
- Unemployment compensation
- Welfare payments (does not include value of SNAP)
- Public Assistance payments
- Adoption assistance
- Supplemental Security Income (SSI) or Social Security Survivor's Benefits
- Alimony or child support payments
- Disability benefits, including workman's compensation
- Veteran's subsistence benefits
- Interest or dividend income
- Cash withdrawn from savings, investments, trusts, and other resources which would be available to pay for a child's meals
- Other cash income

Income Exclusions: The value of any child care provided or arranged, or any amount received as payment for such child care or reimbursement for costs incurred for such care under the Child Care Development (Block Grant) Fund should not be considered as income for this program.

If you have any questions or need help in filling out the application form, please contact:

Name: Mary DeCoeur Title: Food Service Secretary

Telephone Number: 845-256-4050