



Pennsville Public School District

30 Church Street, Pennsville, NJ 08070-2199

Mark T. Jones, Ed.D.
Superintendent

Office (856) 540-6200
Fax (856) 678-7565

Dear Parent/Guardian:

Welcome to a new school year! There are many important "Back to School" documents that need to be reviewed and/or completed and returned to school, which can be found in your summer mailing; at www.psdnet.org under the Quick Link on the homepage, "*Back to School Documents*"; or with your child's take home papers on the 1st day of school. Below is a convenient list of documents, locations, and items that are to be completed/returned (C/R).

Please sign and return this form in addition to the forms below that are marked as C/R by the first Friday of the school year. Also, please note that items marked with an "X" must be returned unless there is an "only if interested" or "correction only" notation; that student disciplinary action may occur if required items are not returned by the due date; and that additional general information may be sent home with students such as monthly newsletters. Thank you!

DOCUMENT	LOCATION	C/R
*This Form	Mail	X
Bus/Homeroom Info	Mail	
Student Data Card	Mail	X
Open House Info	Mail	
Request for Supplies	Mail (Elementary only)	
PowerSchool ID letter	Mail (Only through 6 th grade.)	
Escort Program Information <ul style="list-style-type: none"> • **Sign Up Form w/Escort Designees • Arrival/Dismissal Plans 	Mail (**Forms only through 6 th gr.)	X
Connect ED	1 st Day	X (corrections only)
Student Handbook/Planner	1 st Day	
Breakfast and Lunch Menus	Website (all school year)	
Yearly Calendars <ul style="list-style-type: none"> • District Calendar • Elementary Events 	Mail	
Integrated Pest Management	Mail (in District Calendar)	
Medical Info/Health Checklist	1 st Day (Elem/HS) Mail (MS)	
Free/Reduced Lunch Form	1 st Day	X (if interested)
Student Insurance Information	1 st Day	X (if interested)
Photo Release Form	1 st Day	X (MS stays in Planner)
Electronic Information Releases <ul style="list-style-type: none"> • Use of Internet • Posting on Internet 	1 st Day	X (MS stays in Planner)

Parent Organization Info	1st Day	X (if interested)
Picture Info	1st Day (Elem/MS)	X (if interested)
Bicycle/Skateboard Permission	Mail (MS only)	X (if interested)
*Information/Letters: <ul style="list-style-type: none"> • FERPA letter • Family Life Curriculum • Affirmative Action Officer • Highly Qualified Teacher • RAPTOR V-Soft Visitor/ID • PowerLunch • Student Records • Medication • Physicals 	<u>www.psdnet.org</u>	
*Board Policies: <ul style="list-style-type: none"> • Attendance • Weapons • HIB • Grading • School Publications • School Initiated Locker Searches • Code of Student Conduct • Parental Involvement 	<u>www.psdnet.org</u>	

*Please contact the main office of your child's school if you would like to pick up a hard copy if you do not have Internet access and/or would like a hard copy.

I, the Parent/Guardian of _____ (student name), have reviewed all documents listed above.

Signature and Printed Name

DATE

SEPTEMBER, 2011

INFORMATION/LETTERS:

- FERPA
- FAMILY LIFE CURRICULUM
- AFFIRMATIVE ACTION OFFICER
- HIGHLY QUALIFIED TEACHER
- RAPTOR V-SOFT VISITOR ID
- POWERLUNCH
- STUDENT RECORDS
- MEDICATION
- PHYSICALS



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Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate. The should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent of eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's records, except to the extent that FERPA authorized disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student or other volunteer serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll after the district makes a reasonable attempt to notify the parent or student of the records request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Pennsville School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-8520

If you have any questions regarding the above, please call your specific building principal.

Very truly yours,
Mark T. Jones, Ed.D.
Superintendent of Schools

FAMILY LIFE EDUCATION

Outline by Grade

Grade One

- Different types of families
- Love and respect for family members
- Resolving conflicts within the family
- Family activities

Grade Two

- Stages of human growth
- Responsibility
- Getting along with family members
- Conflict resolution skills
- Recognize that each family has its own rules and customs

Grade Three

- Different types of families
- Changes within the family
- Coping with conflicts within the family
- Stages of the human life cycle

Grade Four

- Different types of families
- Meeting family needs
- Roles of family members
- Family values
- Family cooperation
- Hereditary traits
- Acquired traits

Grade Five

- Changing families
- Family communication
- Resolving family conflict
- Stages of growth and development
- Growth and heredity
- Adolescence

Text used is Your Health (published by Harcourt, Brace and Company),
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Content Outline

Family Life Grade 6

Healthy relationships require a mutual commitment.

- 1 Compare and contrast how families may change over time.
- 2 Analyze the characteristics of healthy friendships and other relationships.
- 3 Examine the types of relationships adolescents may experience.
- 4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 5 Compare and contrast the role of dating and dating behaviors in adolescence.

Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.

- 1 Compare growth patterns of males and females during adolescence.

Responsible actions regarding sexual behavior impact the health of oneself and others.

- 1 Summarize strategies to remain abstinent and resist pressures to become sexually active.
- 2 Determine behaviors that place one at risk for HIV/AIDS, STDs, HPV, or unintended pregnancy.
- 3 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.

- 1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2 Identify the signs and symptoms of pregnancy.
- 3 Identify prenatal practices that support a healthy pregnancy.

Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

Predict challenges that may be faced by adolescent parents and their families.

Content Outline

Family Life Grade 7

I. Relationships

- a. Compare and contrast the current and historical role of marriage and the family in community and society.
- b. Discuss changes in family structures and the forces that influence change.
- c. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
- d. Discuss factors that enhance and sustain loving, healthy relationships.

II. Sexuality

- a. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
- b. Analyze internal and external pressures to become sexually active.
- c. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- d. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.

III. Pregnancy and Parenting

- a. Describe fertilization and each stage of embryonic and fetal development.
- b. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
- c. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
- d. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
- e. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal development.

- IV. In the event students raise questions concerning material not listed on this outline, the teacher will address the question and provide an answer that is appropriate for this age level child.

Content Outline

Family Life Grade 8

I. Relationships

- a. Describe how various cultures date or select life partners.
- b. Differentiate among affection, love, commitment, and sexual attraction.
- c. Describe the signs of an unhealthy relationship and develop strategies to end it.
- d. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

II. Sexuality

- a. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
- b. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy
- c. Discuss topics regarding sexual orientation.
- d. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.

III. Pregnancy and Parenting

- a. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on post-natal development.
- b. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
- c. Describe effective parenting strategies and resources for help with parenting.
- d. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

- IV. In the event students raise questions concerning material not listed on this outline, the teacher will address the question and provide an answer that is appropriate for this age level child.

PENNSVILLE SCHOOL DISTRICT
FAMILY LIFE PROGRAM, GRADES 9-12

Upon completion of the Family Life Program, Grades 9-12, the following objectives will be achieved with at least 70% accuracy by at least 85% of the students.

New Jersey Core Curriculum Content Standards	Objectives/Indicators
<p>2.4 Human Sexuality and Family Life</p>	<p>A. Relationships</p> <ol style="list-style-type: none"> 1. Assess and evaluate qualities that contribute to healthy relationships with both genders. 2. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships. 3. Compare and contrast adolescent and adult dating practices. 4. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage. 5. Discuss the importance of physical and emotional intimacy in a healthy relationship. 6. Recommend ways to end unhealthy relationships. 7. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood. <p>B. Families and Parenthood</p> <ol style="list-style-type: none"> 1. Investigate how different family structures, values, rituals, and traditions meet basic human needs. 2. Analyze the physical, economic, emotional, social, intellectual, and spiritual demands of raising a child. 3. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function. 4. Assess and evaluate parenting strategies used at various stages of child development. 5. Investigate the special challenges, demands, roles, and responsibilities of being an adolescent parent and suggest coping strategies. 6. Evaluate childcare options for quality, cost, and benefits. 7. Discuss factors that influence the decision to have or to adopt a child. 8. Compare and contrast the rights, roles and responsibilities of teen mothers and teen fathers. <p>C. Sexuality</p> <ol style="list-style-type: none"> 1. Analyze the impact of human sexuality at each stage of human development. 2. Appraise internal and external influences and pressures to become sexually active. 3. Defend the physical, social, and emotional benefits of sexual abstinence and demonstrate strategies to support sexual abstinence. 4. Predict the potential physical, social, and emotional impacts of adolescent sexual activity.

2.4 (continued)

5. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
6. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination.
7. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
8. Investigate current and emerging issues related to sexual orientation.
9. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare.
10. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.
11. Describe how the human body responds to stimuli leading to sexual feelings and responses and discuss responsible, safe, and healthy strategies to manage sexual feelings.
12. Analyze and interpret data related to adolescent sexual activity.

D. Pregnancy and Childbirth

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare the accuracy of methods used to determine pregnancy.
5. Compare and contrast pregnancy options.
6. Discuss physical, emotional, social, spiritual, and legal issues related to pregnancy termination.
7. Investigate the relationship between fetal alcohol syndrome (FAS), alcohol related neurological developmental disorders, addiction, sudden infant death syndrome (SIDS), low birth weight, and birth defects and the use of alcohol, tobacco, other drugs, and medicines during pregnancy.
8. Investigate the relationship between prenatal exposure to infectious agents, radiation, chemicals, cleaning agents, inhaled gases, and diseases and the incidence of congenital disease or disability.
9. Describe diagnostic tools used to ensure a healthy pregnancy.
10. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.



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Dear Parents and Students:

I would like to introduce **Dr. Lori Moore** as the Affirmative Action Officer for the Pennsville School District.

Her duties as the AAO are to coordinate and implement the District's efforts to comply with the state and federal regulations dealing with Equality in Educational Programs, Title IX (prohibiting sex discrimination in education), Title VII – Equal Employment Opportunity Act (including sexual harassment), Title VIII (dealing with discrimination and sex), as well as any other statutes related to the above titles or acts.

It is the policy of the Pennsville Township Board of Education and the District to ensure equal and bias-free access to all school facilities, courses, programs, activities and services regardless of race, color, creed, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, genetic information or refusal to submit to a genetic test or make the results of a genetic test known, disability, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood or family status.

This letter is part of the District's efforts to acquaint and inform you of your rights under the law. If you have an inquiry regarding compliance and/or possible violations of these laws, please call or write to:

Dr. Lori Moore
30 Church Street
Pennsville, NJ 08070
856-540-6200 Ext. 7124
(8:00 a.m. – 3:45 p.m.)

Very truly yours,
Mark T. Jones, Ed. D.
Superintendent of Schools

MTJ:mek



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September, 2011

Dear Parent/Guardian:

The Elementary and Secondary Education Act is our country's most important education law. This law was revised and is now called, **The No Child Left Behind Act**. No Child Left Behind (NCLB) was designed to make changes in teaching and learning that will help our students achieve more in school.

The law requires that all schools receiving federal funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Your school receives federal funding and we are happy to share this information with you.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific, legal definition of "highly qualified" in order to teach in schools that receive federal funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have:

1. A four-year college degree;
2. A regular teaching certificate/license; and
3. Proof of their knowledge in the subject they teach.

New Jersey has some of the most qualified teachers in the country and we are extremely proud of the quality of the teaching staff in the Pennsville School District. All of our regular teachers have college degrees and many have advanced degrees. The State of New Jersey has always required a teaching certificate/license for all teachers. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

A highly qualified teacher knows what to teach, how to teach and has a full understanding of the subject matter being taught. We believe that every teacher in our school is fully qualified and dedicated to teaching your child and we will do everything possible to help our teachers who many not yet meet the legal definition required by the federal government.

I encourage you to support your child's education and communicate with his or her teacher on a regular basis. By partnering together – families and educators – we can provide your child with the best education possible.

Very truly yours,
Mark T. Jones, Ed.D.
Superintendent of Schools

MTJ:mek

Important Notice: V-Soft Security Identification System

Dear Parents/Guardians:

The visitor identification system, *V-Soft*, is implemented within the District. *V-Soft* tracks anyone entering the building such as visitors, parents, faculty, substitutes, contractors, etc. Once an ID is scanned into the system in each building, *V-Soft* has the capability of providing alerts on people who may jeopardize the safety of the school. When a visitor enters the building, he/she will be required to show a valid state-issued driver's license or state-issued ID (such as a Passport) which will be scanned through the *V-Soft* system. This will only need to be done the first time entering the building each year, since the program saves the information. This includes anyone who enters the building to pick up a student during the school day. Students will not be released unless a valid state-issued ID is presented. This is to ensure student safety as office personnel may not know a student's parents, relatives, or emergency contacts and our intent is to never release a child to an unauthorized person. Please be aware that if your emergency contact person or anyone that you designate to pick up your child with written notification arrives to pick up your child, he/she will need to comply with the *V-Soft* procedure of showing the appropriate ID.

Information regarding state-issued IDs:

- The county Sheriff's department issues County IDs for Senior Citizens (55 and older) and children (17 and younger) for free.
- The county Clerk's office issues County IDs for everyone else for a fee.
- In order to receive a county ID, the person needs to show his/her birth certificate, Social Security card, and valid proof of residence.
- If you have questions, please call the Sheriff's Office at 935-7510, ext. 8375.

If you have any questions, please contact the main office of your child's school. Thanks for your cooperation in making our building safe for everyone.

PowerLunch

The District uses the lunch management portion of PowerSchool known as PowerLunch. PowerLunch helps to manage student lunch transactions and allows parents to prepay lunch purchases. Parents will be able to add money to student lunch accounts via cash or check. Every student is issued a unique lunch ID card. Teachers will distribute lunch ID cards to students who are buying lunch just before going to lunch each day. The cashier will collect the lunch ID cards after lunch transactions are complete. If students have money on their PowerLunch account, the money will be deducted from that account. Students will still have the option of paying cash. ID cards will be reissued to students who purchase snacks, and then collected again. Below are some questions and answers which will help you understand the PowerLunch system better.

How does the PowerLunch system work?

Money gets added to your child's lunch account via cash or check. Once money is deposited, the cost of lunch purchases is automatically deducted from the lunch account balance.

Does my child need to purchase lunch everyday if I add money to his/her PowerLunch account?

Children do not have to buy lunch everyday in order to participate in this program.

What items can be purchased with the PowerLunch account?

All items for sale in the school cafeteria can be purchased using the PowerLunch system.

How can I add money to my child's lunch account?

Money can be added to your child's lunch account by cash or check only. We are not accepting checks via the Internet or credit card transactions at this time. Deposits will be added by school cafeteria personnel in the morning before 9:00 a.m. Parents have two options for making deposits:

- 1) Send money in with your child in a sealed envelope. Teachers will send these students to the cafeteria to deposit the money before 9:00 a.m. (OR)
- 2) Parents/Guardians may come to school before 9:00 a.m. to deposit lunch money.

Who should I make checks payable to?

Please make checks payable to: Pennsville Board of Education.

How much money should I deposit into my child's lunch account?

The amount you deposit is your own preference (minimum of \$10.00) and can be adjusted to accommodate your child's eating habits. You can use the school calendar to determine the number of school days in each month. For example, if you want to send in enough money so he/she can purchase a lunch everyday in March, you would multiply the daily lunch cost the number of days in March. Students who receive reduced lunch pricing through the Federal Free and Reduced lunch program should use that figure when calculating the daily lunch cost. If your child purchases snacks, this should be considered as well when depositing money.

What happens to money left on the lunch account at the end of the school year?

At the end of the school year all PowerLunch account balances (positive and negative) will automatically be rolled over to the next school year.

Can I view my child's lunch account online?

Yes. Student lunch accounts are viewable when you log into PowerSchool. If you need your PowerSchool account information again (you should have received this in September), please inform the main office. This will be mailed to you, or you may come in person to receive it. It will not be given over the phone or emailed.



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Superintendent

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Dear Parents/Guardians:

This is to inform you that the Pennsville Public School District is in compliance with the New Jersey Administrative Code 6:3-2.2(i) which states:

(t)he chief school administrator or his or her designee shall require all permitted pupil records of currently enrolled pupils to be reviewed annually by certified school personnel to determine the educational relevance of the material contained therein. The reviewer shall cause data no longer descriptive of the pupil or educational situation to be deleted from the records. Such information shall be destroyed and not be recorded elsewhere. No record of any such deletion shall be made.

In addition, the District, here and now, is complying with New Jersey Administrative Code 6:3-2.8(c)1 which mandates that:

“...parent(s) or adult pupil(s) shall be notified in writing that a copy of the entire pupil record (pertaining to their children or themselves) will be provided to them upon request.”

Such a request should be made, in writing, to the building principal of the school wherein the records reside. If you have any questions regarding the above, please call your specific building principal.

Very truly yours,
Mark T. Jones, Ed.D.
Superintendent of Schools

MTJ:mek



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Dear Parent/Guardian:

In order to promote safety in transporting medications to and from school, we are advising all parents of the current Board Policy #5141.21.

- *All medication must be brought to the school nurse by the parent/guardian or adult pupil and the remaining medication picked up at the end of the school year by the parent/guardian or adult pupil.*

Thank you for your assistance in this matter.

Very truly yours,
Mark T. Jones, Ed.D.
Superintendent of Schools

MTJ:mek



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Dear Parents:

Because of a change in the law and the rules of the N.J. State Board of Education and the N.J. Department of Health and Senior Services, parents are now required to obtain school physical examinations for their children at their "medical home" instead of these physicals being provided by school districts.

The new Guidelines were established in order to insure: (a) the learning potential of each student is not diminished by a correctable physical disability, (b) the student is able to participate in the school program, and (c) the community is protected from the spread of communicable disease.

Physical exams are **required** for all students entering Kindergarten, all students transferring from out of district, those students applying for working papers, and some students as referred by the Child Study Team. In addition the law requires, **annually**, a physical for all students who participate in school sponsored sports activities. **Please see the school nurse for the appropriate physical form.**

In addition it is strongly recommended that you obtain a medical exam for your child during the following developmental stages:

- at least one time during 4th to 6th grade
- at least one time during 7th to 12th grade

Your family physician, nurse practitioner or doctor of your choice must do the medical exam, with the cost borne by the family. The physical form must be submitted to the school nurse within 30 days of entrance to school.

If you are financially unable to meet this requirement, please contact the school nurse to determine if you are eligible for services. If your child qualifies for free and/or reduced lunch, the examination will be done by the school physician at his office at no cost to you. Please see the school nurse to determine this eligibility as well.

If you have any additional questions, please direct them to the nurse at your child's school.

Very truly yours,
Mark T. Jones, Ed.D.
Superintendent of Schools