

P188X

**Parent Handbook
2018 - 2019**

SCHOOLS AND FAMILIES



**BUILDING A STRONGER
SCHOOL COMMUNITY**

Table of Contents

My Child's First School Story – Family Activity with important School Information

<u>WELCOME LETTER FROM THE PRINCIPAL</u>	5
<u>OUR VISION</u>	8
<u>OUR MISSION</u>	8
<u>WELCOME FROM THE PRESIDENT OF THE PARENTS' ASSOCIATION</u>	9
<u>A LETTER TO PARENTS FROM PARENT COORDINATOR</u>	ERROR! BOOKMARK NOT DEFINED.
<u>OUR SCHOOL ORGANIZATION</u>	11
<u>DESCRIPTION OF CLASS STAFFING RATIOS</u>	12
<u>CURRICULUM</u>	13
<u>BEHAVIOR MANAGEMENT MODEL</u>	14
<u>CODE OF CONDUCT</u>	14
<u>P188X SPECIAL EVENTS AND PROGRAMS</u>	15
<u>SCHOOL PROCEDURES/POLICIES</u>	16
<u>SCHOOL MEALS</u>	16
<u>MEDICATION POLICY</u>	16
<u>IMMUNIZATION REQUIREMENTS</u>	16
<i>If your child becomes sick in school...</i>	17
<i>To protect your child's health, don't send to school if he/she has...</i>	17
<u>TRANSPORTATION</u>	18
<i>Waiting for the Bus</i>	18
<i>Afternoon Drop-Off Form</i>	18
<i>Moving</i>	18
<i>Bus Suspensions</i>	18
<u>EMERGENCY BLUE CARDS</u>	18
<u>EMERGENCY DRILLS</u>	19
<u>INCLEMENT WEATHER/STORM DAY PROCEDURES</u>	19
<u>ATTENDANCE</u>	19
<u>STUDENT SIGN IN-OUT PROCEDURES</u>	20
<u>STUDENT FORMS</u>	20
<u>LOST OR STOLEN STUDENT ITEMS – PROPERTY REIMBURSEMENT FORMS</u>	20
<u>PARENTAL INVOLVEMENT</u>	21
<u>COMMUNICATION</u>	21
<u>EDUCATION HAPPENS EVERYWHERE</u>	21
<u>PARENT ASSOCIATIONS</u>	21
<u>SCHOOL LEADERSHIP TEAM</u>	21
<u>CITYWIDE COUNCIL ON SPECIAL EDUCATION</u>	22
<u>HOME SCHOOLING VS. HOME INSTRUCTION</u>	22
<u>OFFICE OF HOME INSTRUCTION –CHANCELLOR'S REGULATIONS</u>	22
<u>PARENT SCHEDULE</u>	23
<u>PARENT RESOURCES</u>	24
<u>GENERAL INFORMATION</u>	24
<u>SPECIAL EDUCATION INFORMATION</u>	25
<u>EDUCATIONAL RESOURCE LIST</u>	26
<u>TURNING 5 EVALUATIONS FOR PRESCHOOL CHILDREN</u>	27
<u>IEP, RELATED SERVICES AND REPORT CARDS</u>	27
<u>WHAT IS AN IEP?</u>	27
<u>A SUMMARY OF PARENTS' RIGHTS FOR YOUR CHILD'S I.E.P.</u>	27
<u>REPORT CARDS</u>	28
<u>A DESCRIPTION OF RELATED SERVICES</u>	29

Welcome Back to School At P.S. 188X

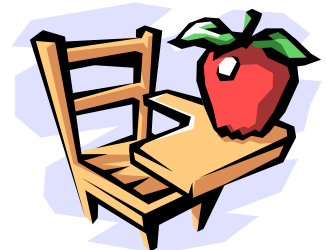
Directions: Fill in the blanks and you will have your child's important school information!

My Child's First School Story ... This Year

The name of my school site is _____ (school name). The school site address is _____
_____. Everyday _____ (name of Bus Company) sends a
yellow school bus for me. I know this is my bus because the bus number is _____.

If the bus is running late sometimes my family needs to call the
bus company; we know the number is _____.

When I get to school, I say "Good Morning" to my classroom teacher,
Mr./Ms. _____ and the paraprofessionals,
Mr. /Ms. _____ & Mr. /Ms. _____.
I also know my class number is _____ and my room number is
_____, so I don't get lost in the school building.



This is what I learned today, and I still have so much to learn this year!

PLEASE PUT THIS STORY IN A SAFE PLACE
SO YOU CAN ALWAYS USE IT WHEN YOU NEED IT!

Cut Along Dotted Line

Welcome Letter From the Principal

2018-2019

Dear Parent(s)/Guardian(s):

Welcome to the 2018-2019 school year! On behalf of the administration and staff we welcome back our returning families, as well as, extend an enthusiastic welcome to our newest families! P188X is a multi-sited District 75 school serving the Pre-K through 12th grade student populations. Our hours of operation for the entire organization are 8:10 a.m. to 3:00 p.m. except, the Inclusion program. All of our sites offer a multitude of services for students in grades PK-12 predominantly in alternate assessment programs. Our P34 site is located near some of the best learning resources in the Bronx, The Bronx Zoo and Botanical Gardens, P34 offers the most diverse population of students in Pre-K, Early Childhood, Elementary, and Middle School programs. Our M.S. 301 site is located near the central shopping hub on Third Avenue, it offers a diverse student population with a standardized assessment autistic class and alternate assessment programs in grades 6-8. Finally, our H790 site is an alternate assessment high school site located near Yankee Stadium and the Bronx Court System, with inclusion classes and various work sites for our students in grades 9-12 to obtain vocational and Post-Secondary skills.

This is an exciting time in your child's school year. They are meeting new staff, making new friends and adjusting to new schedules. It is our hope your child will make a positive adjustment to our school and/or the 2017-2018 school year! The staff and administration are committed to making every day at P188X a "Great Learning Day!" We are here to assist your child in becoming a life-long learner. We will challenge them to grow academically, socially, and emotionally. The staff and administration acknowledge the importance of creating a structured, supportive, and nurturing learning environment. We would like to collaborate with you in establishing a healthy relationship to support your child's unique learning needs. Our program is aligned to the Common Core Learning Standards (CCLS) in accordance with the Chancellor's Expectations of Equity and Excellence. Our theme for the 2018-2019 school year is "P188X: Empowerment, Equity, and Excellence!"

Your child will face all types of positive challenges. We will teach your child to use critical thinking, problem solving, and behavior management skills. Your child will learn to be prepared, accountable, responsible, respectful, and the best student he/she can be. It is crucial you help us facilitate your child meeting his/her full potential as a learner. Attendance and communication are essential in this process. A myriad of workshops for parents are available throughout the year and PA meetings will assist with the school home learning pact. We have an exceptional staff of dedicated, professionals committed to helping your child succeed. Here are a few tips:

- * Review your child's school supply list and ensure they have required supplies.
- * Attend all school appointments.

* Update the school with a working phone number, current physical, updated Immunization information, and medical alerts.

In order to facilitate learning, students at P188X are not permitted to bring the following; however, it is not limited to these items:

- > Gang related paraphernalia, bikes, glass bottles, large sums of money, expensive jewelry, toys, handheld games, cameras, and any other items which will be a distraction and/or subject to the Discipline Code. This is in the best interest of your child to avoid theft, injury, and/or conflicts.
- > Compliance with the Chancellor's regulations on prohibited items will be enforced at all sites.
- > A copy of the school's cell phone policy will be forwarded under separate cover.

The school is not responsible in the event your child brings the aforementioned or any prohibited items to school. Such items are subject to confiscation which will require you to come into school to retrieve them.

Things to remember:

1. Please ensure you check your child's book bag daily for letters, permission slips, and/or homework.
2. Communication is essential! Ensure your child's blue card is returned immediately and update the school if your information changes.
3. If your child is absent or late please contact the school as soon as possible.
4. Completely fill out all paperwork and return to the school promptly.
5. Metro card/walking consent students may be held for detention or safety reasons. You will be notified when applicable.
6. If you need resources or assistance please contact our Parent Coordinator.
7. Review our school website regularly: www.p188x.org
8. Join the Parent Association and get involved! You can follow up with Ms. Gladys Sotomayor, Parent association President. gege1988@optonline.net

During the school year you may need to contact the school. The following is a list of key personnel and phone numbers:

Shanie J. Smith-Baugh- Principal (718)561-2052

Dawn Zerbo- Parent Coordinator (718)561-2052 Ext. 173

Jennifer Roman- Pupil Accounting Secretary (718)561-2052

Rosalinda Thompkins- Attendance Teacher (718)561-2052/585- 0054

Trevor Headley- Assistant Principal P34 (718) 561-2052

TBD- Assistant Principal P34/Related Services (718)561-2052

Benjamin Gehlmeyer- Assistant Principal M.S. 301 (718)585-0054

Wahnda Milton- Assistant Principal H790/H527 718)292-7441

Jennifer Bolanos- Unit Coordinator P34 (718)561-2052

Mario Gamez- Dean P34 (718)561-2052

Luis Perez- Dean M.S. 301 (718) 585- 0054

Antoinette Lee-Transition Linkage Coordinator (718)292-7441

You will receive an introduction letter from your partnering teacher along with other pertinent documents and school supply list(s). Thank you for your support and we look forward to working with you and your child this year.

Sincerely,

Shanie J. Smith-Baugh

Principal

Please initial and sign below:

_____ I have read the attached welcome letter and know the expectations for my son/daughter this year.

_____ I will partner with the school to support my child, attend meetings as scheduled, and update contact information.

_____ I have read the list of items not allowed in school and note the school is not responsible in the event my child brings these items to school.

Student's Name: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____

* If this form is not returned you are still responsible for its contents.

** 1st class at each unit to return 100% of their forms will receive a treat!

*** If this form is not returned you are still responsible for its contents.**

P. 188 Bronx

P.188 Bronx is a place where learning is a journey into the unknown, where learners enjoy school everyday and where every student has the power to succeed and meet standards of excellence. At P. 188 no student will be left behind.

Our Vision

We believe that all students can learn and are entitled to be provided with the best education possible.

Our Mission

To achieve our vision, we endeavor to foster an educational environment which takes into account the needs, interest and abilities of the individual student. Our responsibility is to promote positive self-awareness among our students today and to develop those educational skills, which will maximize and enhance the potential for student academic achievement in all areas. We will provide a high quality education through standards based instruction in order to prepare our students to meet daily academic challenges.

Welcome from the President of the Parents' Association

Welcome parents, teachers, students, and staff to a wonderful new school year at P.S. 188X. I would like to take this opportunity to introduce myself. My name is Gladys Sotomayor and I will be holding the position of PA President again for this academic year. I have held positions in the PA as Treasurer, and have been active with school's PA meetings, conferences, and other events.

My son has been a student at this school for the past fifteen years and I am proud to say he has made great progress thanks to his dedicated teachers and staff at this school. As a parent, I have tried my best to be involved in my son's education and I will be involved with the school as the Vice PA President. I look forward to meeting parents, developing a partnership that will help promote academic success for all of our students, and work together to solve issues that may develop during the school year.

All parents and guardians of students attending P.S. 188X are eligible for membership of the Parents Association. We will be hosting PA meetings at least once a month; please make an effort to attend as many Parents Association meetings as you can. We offer many parent workshops and activities, during the school year. Let's get together as often as possible and share our experience, knowledge, and network.

Looking forward to meeting and working with you together this academic year.

Sincerely,

Gladys Sotomayor

Gladys Sotomayor
PA President

September 2018



2018-2019

Dear P188X Parents & Guardians:

I would like to welcome everyone to another exciting school year. We have new and interesting workshops which we hope will make the 2018-2019 school year more successful for all of our families and students. As you plan your year, I hope you will include the following Parent Activities, Parent-Teacher Conferences, and Workshops. These meetings/workshops/activities will take place at one of our sites P188X @ 34, P188X @ M.S.301, or P188X @ Mott Haven High School beginning at 9:30 AM (unless otherwise noted); Please be advised, that the dates/times and locations are subject to change.

Whether you can stay for the whole or just part of the presentation/meeting... you are always welcome and I look forward to seeing you there.

Date		Time	Location	Topics:
9/18/18 9/20/18 9/21/18	Activity	9:30a.m.- 10:30a.m.	188X@ 34 188X@301 188X@H790	Getting to Know Us
10/12/18	Workshop	5pm-7pm	188X@34	Planned Parenthood
10/24/18	Activity	9:30am	188X@34	Coffee with the Principal What's New
11/16/18	Workshop	9:30am-	188X@34	Planned Parenthood
11/28/18	Activity	11:00am	188X@301	Coffee with the Principal.
12/07/18	Workshop	5pm-7pm	188X@34	Planned Parenthood
1/11/19	Workshop	9:30am	188X@34	Planned Parenthood
1/23/19	Activity	9:30a.m.	188X@H790	Coffee with the Principal
2/8/19	Activity	10a.m.	188X @ 34	Related Services
3/4/19	Activity	11a.m.	188X @ 34	Coffee with the Principal
3/8/19	Workshop	9:30am	188X@ 34	TBD
4/12/19		5pm	188X @ 34	Parent Appreciation/Elections
5/8/19	Workshop	9:30am	188X@34	TBD

Dawn Zerbo, Parent Coordinator (718)561-2052 ext. 1232

Our School Organization

P.S.188X

Principal: Ms. Shanie J. Smith-Baugh
Assistant Principals: Mr. Trevor Headley, Ms. Wahnda Milton,
Benjamin Gehlmeyer

Our Off Sites

P.188X @ 301
890 Cauldwell Avenue
Bronx, New York 10456
718 585- 0054

P.188X@ H790
790 Concourse Village West
Bronx, New York
718-292-7441

Description of Class Staffing Ratios

<http://www.nycenet.edu/spss/sei/ctm/>

Educational programs are provided in the different sites for children and adolescents according to the special education continuum. Students are referred to a specific class ratio by the Committee on Special Education.

Special Class Staffing Ratio 12:1:1

- No more than twelve (12) students per class
- One full-time special education teacher
- One full-time paraprofessional

Serves students whose academic and/or behavioral management needs interfere with the instructional process, to the extent that additional adult support is needed to engage in learning and who require specialized/specially designed instruction which can best be accomplished in a self-contained setting.

Special Class Staffing Ratio 8:1:1

- No more than eight (8) students per class
- One full-time special education teacher
- One full-time paraprofessional

Serves students whose management needs are severe and chronic requiring intensive constant supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.

Special Class Staffing Ratio 6:1:1

- No more than six (6) students per class
- One full-time special education teacher
- One full-time paraprofessional

Serves students with very high needs in most or all need areas, including academic, social and/or interpersonal development, physical development and management. Student's behavior is characterized as aggressive, self-abusive or extremely withdrawn and with severe difficulties in the acquisition and generalization of language and social skill development. These students require very intense structured individual programming, continual adult supervision, (usually) a specific behavior management program, and individual strategies to encourage students to engage in all tasks. The students also need a program of speech/language therapy (which may include augmentative/alternative communication).

Special Class Staffing Ratio 12:1:4

- No more than twelve (12) students per class
- One full-time special education teacher
- One additional staff person (paraprofessional) for every three students

Serves students with severe and multiple disabilities with limited language, academic and independent functioning. These students require a program primarily of habilitation and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

Special Class Staffing Ratio 12:1:2 Pre-K

- No more than twelve (12) students per class
- One full-time special education teacher
- One additional staff person (paraprofessional) for every six students
- Serves primarily pre-school children with disabilities such as developmental delays, speech, language and communication problems.

Special Class Staffing Ratio 8:1:2 Pre-K

- No more than eight (8) students per class
- One full-time special education teacher
- One additional staff person (paraprofessional) for every four students
- Serves primarily children on the autism spectrum such as Rhett's syndrome, PDD, autism, etc.

Curriculum



P.188X offers a full course of study based upon the NYC and NY State Standards. In addition to the four academic areas, students in standard assessment are afforded additional instruction in specialty areas including English language arts, math, science,, social studies, computer technology, wood shop technology, dance, physical education, library skills art, food shop preparation, adaptive physical, and activities of daily living..

Our focus on improving students' level of literacy will be accomplished through continuation of the Uniform curriculum. This will include 90-minute literacy and math blocks, intensive staff development and additional AIS services. In grade K-3 "Month by Month" Phonics will be supplemented with classroom libraries. A Balanced Literacy program will be continued which includes independent reading and writing, shared reading, interactive writing, read aloud, work study and guided reading. In grades 4-8 a Balanced Literacy program will be implemented using classroom libraries and periodicals. In addition, several teachers will be using the computer based reading programs, and The Wilson Reading Language Program. In the area of mathematics, Equals is implanted for students in grade K-5. Grade 6-8 use Cmp3.

Our science Program focuses on hands- on experiments, keeping logs and journals, and summarization of discoveries. Scientific method of inquiry and utilizing research skills are both integrated as part of the curriculum.

Our Social Studies Program focuses initially on the child's sense of self, family and neighborhood and progresses towards developing concepts regarding life skills, school rules, community, city, state, country and global awareness. Literature will continue to be used to supplement and enhance the curriculum across the grades.

Behavior Management Model

The Power of Choice Program has been set up to improve our student's behavior. The components of the program are:

- **Behavior rubric**
- **Level of achievements**
 - **Time-out sheets**
- **Weekly point sheet**
 - **Daily point sheet**
 - **Home point sheet**
- **School Store**

The Philosophy

Inappropriate and irresponsible behaviors must be corrected, not punished. A system of intervention or corrections is not meant to be punitive. It is an intervention, which the student chooses by displaying an inability to self-correct his/her behavior. Intervention provides the student with the opportunity to think about and/or write a plan for improving his/her future behavior when confronted again with similar circumstances. Successful interventions are those which enable the student to describe alternative behaviors to the ones they previously demonstrated: if students are able to think before they act, consider the possible consequences of their actions, and choose safe, acceptable behavior, then the optimal result of the corrective process will be achieved.

Intervention provides a student with an opportunity to identify, control and resolve inappropriate behavior and then plan alternative, productive strategies, which enable a successful return to his/her classroom.

Code of Conduct

District 75 Citywide Programs adheres to the New York City Department of Education Citywide Standards of Discipline and Intervention Measures (The Discipline Code).

P. 188X Special Events and Programs

Back to School Getting to Know Us!

P.188X kicks off the school year with a big welcome to all of our families. All sites host an open house morning in celebration of the new school year: sharing with parents our exciting atmosphere of learning. Coffee and donuts are served as our Principal, Shanie Johnson, welcomes our valued parents. Administration, Coordinators, Nurses, and Related Services Providers are introduced. Parents are then given the opportunity to visit their child's classroom and meet the teachers and para-professionals. Classroom policies/procedures and expectations for the year are discussed. This wonderful opportunity allows parents and teachers time to discuss home enrichment ideas to support classroom learning.

Parent Teacher Conferences:

12:30p.m.-3:00p.m./ 5:00p.m.-7:30p.m

P188X @ 34 Only- Monday, November 19, 2018/Monday, March 4, 2019

P188X @ 301 Only- Wednesday, November 28, 2018/Wednesday, March 27, 2019

P188X @ H790 Only- Thursday, November 29, 2018/Thursday, March 7, 2019

Students will be dismissed at 11:30a.m.

Professional Development Half Days:

Thursday, October 25, 2018

Thursday, December 13, 2018

Thursday, January 24, 2019

Thursday, March 21, 2019

Thursday, May 23, 2019

Thursday, June 20, 2019

Students will be dismissed at 11:30a.m.



School Procedures/Policies

School Meals

It is possible for all students to have breakfast and lunch in school every day. A federally funded universal meals program is provided for all students. Meals are provided at no cost to our parents through federal funds.



If you choose to send in lunch with your child, please contact the school administrator for protocols. If your child has food allergies, please advise your teacher immediately and indicate it on the blue card.

Medication Policy

During school hours, students may have their medication given to them by the school nurse. However, their Medication Administration Record must be filled out and signed by the doctor and parent. All medication must be in appropriate containers and properly labeled by the pharmacy or physician and the dosage schedule.

Please make sure that you renew your child's prescription **before** it runs out.



Immunization Requirements

The New York State Department of Education and the Board of Health requires that documentation be secured proving that all children who come to school are fully immunized. **We are required to exclude children that are not immunized and do not have documentation from a physician indicating the reason.**

If Your Child Has:	He/She Must Be Kept out of School:
Chicken Pox	6 days after appearance of rash
Rubella (German Measles)	Until rash has disappeared
Measles	5 days after appearance of rash
Mumps	Until all the swelling of the glands has disappeared
Whooping Cough	14 days after whoop begins
Hepatitis	Until temperature has become normal
Meningitis	Until temperature has become normal
Streptococcal Sore Throat	Until temperature has become normal (including Scarlet Fever)



If your child becomes sick in school...

The school will contact you immediately. It is your responsibility to come to school and pick up your child. If you are unavailable, the person listed on the emergency blue card will be contacted.

To protect your child's health, don't send to school if he/she has...

By keeping him/her home, you are not only helping him/her to get well faster, you are also preventing the illness from spreading to other members of the class. Let the school know as soon as possible that your child is ill. When your child returns to school, give him/her a note for the teacher/nurse explaining the absence.

Fever 100°C or higher	Ear ache	Upset Stomach
Infected skin patches	Sore Throat	"Pink Eye" (Conjunctivitis)
Swollen glands	Head lice	Vomiting or Diarrhea
Unusual spots or rashes	Persistent cough	

If you have more questions about medicine/your child's health during school hours contact the school nurse.

Our School Nurse – **Merna Gordon** and **Marva Harriott**



Transportation

The buses are provided by the Office of Pupil Transportation (OPT). The Office of Pupil Transportation will send you notices about the bus your child will be taking, important information and student rules.

***Parents should also inform the bus driver/matron of any particular problem your child may have while traveling to school. Remember, travel time is part of your child's education.

- If busing issues arise, you may contact your child's bus company or the OPT Hotline at (718) 784-3313.

Waiting for the Bus

In the morning, an adult should wait with the child until the bus arrives and an adult should be at the bus stop in the afternoon to meet the child.

Afternoon Drop-Off Form

Those parents who want their child to be dropped at a different place than where he/she is picked up must fill out a separate "drop-off" form, contact 718 561-2052.

Moving

If your family is moving, please notify the school three weeks before you move in order to arrange for new bus transportation.

Bus Suspensions

If your child is suspended from responsible for your child's school during those days. that occur during a bus your child's overall attendance.

the bus, you are still transportation to and from Please note that any absences suspension will count against

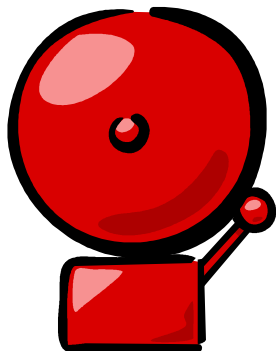
Emergency Blue Cards

Emergency blue cards are sent home with students during the first week of school. Parents **must** keep the school informed of



any changes in the original information that was entered on the card. When a child becomes ill or injured, it is very important that the school have the current address and phone numbers in order to contact that parent or guardian.

***TIP: Check with our Parent Coordinator, [Dawn Zerbo](#) at (718) 561-2052 ext.1232 to make sure all the information on your child's Emergency blue card is correct at least 3 times during the school: at the beginning of the school year, after winter recess and then again after Memorial Day- including cell phone numbers, email address and contact information for family/friends allowed to pick up your child from school.



Emergency Drills

Fire and shelter drills are held periodically throughout the school year to ensure that our students and staff are familiar with the procedures in case of an emergency.

Inclement Weather/Storm Day Procedures

In the event of emergency conditions such as weather emergencies or school wide emergencies please tune in to local radio or television stations such as, WINS (1010 AM), NY1 (Cable TV) and Fox 5, to gain information about school closings. Most local television stations have information beginning at 6:30 AM. Or you can check the Department of Education website www.schools.nyc.gov.

Attendance

It is extremely important that your child attend school. If possible, please schedule your child's appointments after school hours or during school holidays.

If your child is ill, please let the school know. If a student becomes ill at school, you, or in your absence, the person designated on the emergency blue card will be contacted.

If your child will be out for three (3) days or more, please inform both the school and the bus driver. This will ensure that there is no disruption of bus service.

Parents will be notified in writing about half-days and holidays. The calendar at the back of this handbook also lists the days the school is closed.



Student Sign In-Out Procedures



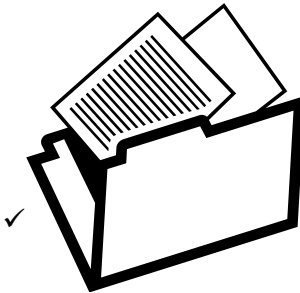
Students not arriving on the school bus must be signed in by their parent or guardian.

Sometimes it is necessary for a family member to pick up a child at school before dismissal. Please try to let your child's school know in advance if you are planning to pick him/her up early. Students can only be released to a designated adult, and only with written permission (with signature) from the parent. Anyone who picks up a student must be 18 years of age or older and have valid identification.

Students arriving late on public transportation should report to the main office for a late pass.

Student Forms

In the beginning of every school year students will bring home the following forms to be completed by the parents and returned to school as soon as possible. If you have not completed one of these forms for the school year, contact the school and ask that it be mailed directly to your home.



- ✓ Emergency Blue Cards
- ✓ Permission Slips for Trips
- ✓ Signed consent to photograph and videotape students for educational purposes
- ✓ Medical forms
- ✓ Objects Not Permitted In School – Memo

Lost or Stolen Student Items – Property Reimbursement forms

Parents whose children who have had his/her personal belongings lost/stolen or damaged while on school property through no fault of their own; can apply for reimbursement through the Office of the Comptroller. To access and complete the Notice of Claim form, all forms and receipts must be sent to that office. For more information, visit <http://www.comptroller.nyc.gov/bureaus/bla/2.pdf>

Parental Involvement

Communication

Parents should keep open the communication between home and school, informing school of any changes at home that may have an effect upon your child's performance in school.

For recent updates and events check our school website @ www.188X.org

P188X also utilizes school messenger.

Education happens everywhere.

Parents and Families are a child's first teacher...

Remember education should never be limited to school hours. It should extend to the time spent at home also, to help reach the height of his/her potential.

Parent Associations

Parental involvement is a key component of our school. A variety of events are held throughout the school year to promote parental involvement.

Parent Associations play an essential role in our schools. They provide leadership and direction to parents seeking to become more involved with their children's education and within the school community. A school's Parent Association is a good place for parents to find out what's happening in that school. Through involvement in their Parent Association, parents can learn how their school operates and discover a network of people committed to their children's school. You can also visit this link to learn more about what Parent Associations work and what they can do for the school.

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-31/A-660.pdf>

School Leadership Team

SLTs play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture. The School Leadership Team functions as the management team of the school, representing the educational community. It oversees the planning and restructuring process to ensure our children are provided with quality education through increased teacher and parent participation.

The School Leadership Team is composed of a core team which is made up of the Principal, UFT Chapter Leader and the Parent Association President. The remaining members consist of equal numbers of parent association members and staff. Their responsibilities are to develop and review the school's Comprehensive Educational Plan (SCEP), including annual goals and objectives, and to consult with the principal in developing a school-based budget. The SLT is not responsible for hiring or firing school staff.

Do you have questions or suggestions for the School Leadership Team (SLT)? Contact our SLT chairperson, Mr. Benjamin Gehlmeyer at 718-585-0054.

Citywide Council on Special Education

Citywide Council on Special Education members are the representatives of the parents of students receiving citywide special education services (District 75) and the community-at-large. Members of the Citywide Council on Special Education will receive information on matters affecting the provision of citywide special education services to students. They, in turn, must consult with a wider community of parents and comment on citywide special education policy. Their monthly meetings will be open to the public, and will allow members of the community to be heard on educational issues. These meetings are held monthly. Please see your Parent Coordinator for meeting agendas and locations.

Citywide Council on Special Education
45-18 Court Square
Long Island City, NY 11101
Telephone: 718.752.7475
ccse@nycboe.net

Home Schooling vs. Home Instruction

Home Schooling – Parents are responsible for the complete education of their child. However you must be approved and submit regular updates about their academic progress. For more information, contact the Parent Support Office at 212-802-1607.

Home Instruction Services – A student who is in need of home instruction services due to an accident, illness, orthopedic or other medical condition which prevents school attendance should obtain a letter from their physician. The note should include a brief description of the conditions with some estimation of how long the student will need home instruction services.



The responsible Home Instruction borough office is the one in which the student lives or where he/she receives instruction and not where he/she attends school, if they are different. For more information, contact the Office of Home Instruction at 718-794-7200. You can also review Chancellor's Regulations A-170 "PROCEDURES FOR REFERRAL TO NYC BOARD OF EDUCATION HOME INSTRUCTION SERVICES"

Office of Home Instruction –Chancellor's Regulations

Basic things a Parent should know if they want to apply for placement in home instruction:

1. Student must be medically/physically and/or emotionally/behaviorally/ psychologically unable to attend the customary school placement for an anticipated duration of at least six (6) weeks.
2. Requests for Home Instruction for medical/physical conditions must include a fully completed Home Instruction Referral Form, and a physician's request that includes the diagnosis and expected duration of the condition on doctor's or hospital's stationery. These referrals should be submitted directly to the Borough Office of Home Instruction.
3. Requests for Emotional/Psychological/Behavioral Reasons:
All requests must be made to the appropriate Committee on Special Education (CSE). In general, a CSE approval for Home Instruction is a temporary authorization of an interim service plan during which time a more permanent and appropriate educational placement is sought. In some instances, the CSE may authorize Home Instruction to meet.

Parent Schedule

Daily

- ✓ Check your child's book bag for school notices, event flyers, and school forms to be completed and returned.
- ✓ Review your child's homework
 - Ask about assignments and help the child if he/she asks for help.
 - Make sure all assignments are complete and written neatly.
 - If there are any questions write a note to his/her teacher.
- ✓ Read, Read, Read
 - Set aside time to read with your child or have your child read to you. (elementary)
 - Discuss current events (middle/high school)
- ✓ Check your child's Power of Choice Point Sheet or review their teacher journal.
- ✓ Ask specific questions about your child's school day, (see examples)
 - What did you learn in Math class today?
 - What did you learn in Social Studies?
 - Who did you play with during recess?

Monthly

- ✓ Attend at least one school event, activity or meeting – for example school assembly/performances, School Leadership Team Meetings, Parent Association Meetings, Parents' Breakfast/Workshop.
- ✓ Take your child somewhere educational and interactive. (Don't be afraid to travel outside of your own borough and see the city) Some of these places have programs for children with special needs - museums, libraries, gardens, parks, zoos, aquariums, and New York City Landmarks.

Annually

- ✓ Attend IEP reviews – come prepared to talk about your child's academic goals not just their social skills. The IEP process is a joint effort and your involvement in this process is essential to ensure an appropriate program for your child. This is the plan that will be used in educating your child, so if you have any questions or suggestions, this would be the most appropriate time to discuss them.
- ✓ Parent/Teacher conferences are held twice a year. Parents should attend at least one of these conferences. This is a "golden opportunity" meet with your child's teacher about his/her progress.

Parent Resources

General Information

Class Size Matters

<http://www.classsizematters.org> Class Size Matters is a non-profit, non-partisan clearinghouse for information on class size data and the proven benefits of smaller classes.

The Center for Law and Education

www.cleweb.org The Center for Law and Education (CLE) strives to make the right of all students to quality education a reality throughout the nation and to help enable communities to address their own public education problems effectively, with an emphasis on assistance to low-income students and communities.

GreatSchools.net

www.greatschools.net GreatSchools.net provides information about public, private and charter schools in all 50 states and detailed school profiles for [New York](#).

Inside Schools.org

www.insideschools.org A group of committed public school parents, children's advocates, journalists and teachers dedicated to improving public education in New York City.

Just for the Kids

<http://www.just4kids.org> Just for the Kids motivates educators and the public to take action to improve schools by giving them a clear picture of a school's academic condition and identifying the effective practices found in high-performing schools.

Learning Leaders

<http://www.learningleaders.org> is New York City's largest nonprofit organization dedicated to serving public school children. Learning Leaders recruits, screens, trains and supports school volunteers who provide tutoring and other enrichment services to New York City public school students.

New York State Education Department

www.nysed.gov The official website of the New York State Department of Education.

Special Education Information

Association for the Help of Retarded Children

www.ahrcnyc.org AS one of the first organizations to serve mentally retarded people, AHRC advocates for reform and improvement of special education services and aims for "a rich, absorbing and worthwhile day-to-day living" for its clients.

Council for Exceptional Children

www.cec.sped.org CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

Exceptional Parent Library

www.epliblibrary.com sells books, resources and media for parents of children with special needs. An offshoot of Exceptional Parent Magazine.

The New York Institute for Special Education

www.nyise.org NYISE is a private, nonprofit, nonsectarian educational facility that provides programs for children who are blind or visually disabled, emotionally and learning disabled and preschoolers who are developmentally delayed.

Quality Services for the Autism Community

www.qsac.com non-profit organization dedicated to providing services to persons with autism and/or pervasive developmental disorder (PDD) throughout New York City and Long Island.

Resources for Children with Special Needs

www.resourcesnyc.org A not-for-profit organization that provides information and referral, case management and support, individual and systemic advocacy, parent and professional training, library and information services to New York City parents and caregivers of children with disabilities and special needs and to the professionals who work with them.

United Cerebral Palsy

www.ucp.org United Cerebral Palsy has been committed to change and progress for persons with disabilities. The national organization and its nationwide network of affiliates strive to ensure the inclusion of persons with disabilities in every facet of society-from the Web to the workplace, from the classroom to the community.

Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

www.vesid.nysed.gov VESID promotes educational equity and excellence for students with disabilities while ensuring that they receive the rights and protection to which they are entitled.

Educational Resource List

Many of these government and nonprofit groups can provide useful information about education.

Parent Information Resource Centers

EPIC. Every Person Influences Children: www.epicforchildren.org

The Action Center of the Rockaways: www.theactioncenter.com

Family Enrichment Network, Inc.: www.familyenrichment.cc/

Federal

US Department of Education (USDE): www.ed.gov

USDE Office of Innovation and Improvement (OII):

www.ed.gov/about/offices/list/oii

USDE ED PUBS On Line Ordering System: www.edpubs.org

National Institute for Literacy: www.nifl.gov

Partnership for Family Involvement in Education:

www.ed.gov/parents/academic/help/partnership.html

USA Freedom corps: www.usafreedomcorps.gov

Partnership for Reading: www.nifl.gov/partnershipforreading

Parent Organizations

Institute for the Transformation of learning: www.schoolchoiceinfo.org

National Coalition for Parent Involvement in Education (NCPiE): www.ncpie.org

National PTA: www.pta.org

No Excuses Campaign: www.noexcuses.org

Parents as Teachers: www.parentsasteachers.org

Parent Leadership Associates: www.plassociates.org

School Results: www.schoolresults.org

Tutors for Kids (Supplemental Education Services): www.tutorsforkids.org

Turning 5 Evaluations for Preschool Children

Three and four year olds have an IEP that identifies them as a "Preschooler with a Disability." The Regional Committee on Pre-School Special Education, a division of the Committee on Special Education, recommends a pre-school program that will address the child's needs. During the spring of the student's 5th birthday (and before entering Kindergarten in September), the student will have a Turning 5 evaluation conducted by the CPSE. At the conferences to discuss the evaluation, an IEP is written which specifies the child's disability and the program and service recommended to address his/her needs. For further information, please contact Nancy DeFelice at 718-561-2052.

IEP, Related Services and Report Cards

What is an IEP?

Individual Education Plans (IEP) are mandated by the Federal Individuals with Disabilities Education Act (IDEA). An IEP is a contract between parents and the local Department of Education which says what services the Department commits to provide to your child to address his/her particular needs to ensure success in school. These services include occupational therapy, speech therapy, physical therapy, counseling, hearing, vision and academic accommodations and modifications.

The classroom teachers and service providers revise each student IEP annually. The IEP team reviews a child's IEP every three years (a "triennial") to evaluate a student's progress in meeting educational goals. Parents can request a review of the IEP at any time if they feel a change is needed.

If a child is progressing, he/she can be "decertified" as a special education child. Nevertheless, the child may still have an IEP if he/she continues to need certain services.

A Summary of Parent's Rights for Your Child's I.E.P

- ❖ The right to consent to all re-evaluations. However, if the Regional CSE makes documented efforts to obtain your consent for a re-evaluation and you do not respond to their request, they may conduct the re-evaluation without your consent.
- ❖ The right to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process; however advance notification (72 hours) is required.
- ❖ To ensure that parents, providers and students have sufficient notification of the promotion criteria to be applied and to have the benefits of all necessary instructional interventions, student. IEPs must indicate the promotion criteria for the current school year prior to January 31st. For students who have an IEP meeting in the Spring and have a modified Promotion Criteria, the IEP Team must indicate on the IEP the promotion criteria that was established for the current school year as well as the promotion criteria for the upcoming school year. If additional space is needed, the information should be recorded on a blank sheet of paper and marked as Page 9A, with the student's name, NYC ID number and date of conference indicated on the top of the page.

- ❖ The right to copies of evaluations and your child's IEP.
- ❖ The right to conflict resolution (a new IEP Team meeting), mediation, and/or an Impartial Hearing if you disagree with any decision made about your child.
- ❖ The right to place your child in a State Education Department approved non-public school that offers an appropriate program for your child if the New York City Department of Education does not offer you an appropriate placement within the required timeframe. If you have the right to an approved non-public school, you should receive a P-1 letter "Eligibility for Private School" from the Regional CSE.
- ❖ The right to an independent evaluation paid for by the New York City Department of Education if the Department does not evaluate your child within 30 days of your signing of the consent to evaluate.
- ❖ The right to an independent evaluation if you do not agree with the Regional CSE's evaluation. You must notify the Regional CSE of this request in writing. The Regional CSE may either agree to pay for an independent evaluation or they must initiate an Impartial Hearing to show that its evaluations are appropriate.
- ❖ If you challenge the Regional CSE recommendation, your child has the right to "pendency" or "stay-put" while you pursue mediation or an impartial hearing. This means that pre-school students may remain in their current education placement until the dispute is resolved, if that program also has an approved school-age program, unless the Regional CSE and parent agree to other arrangements. If the pre-school program is not approved for a school-age program, you and the Regional CSE will discuss options that are appropriate for your child during the appeal process.

The Impartial Hearing Office processed requests for impartial due process hearing regarding disagreements between parents and the Department of Education concerning identification, evaluation, educational placement, or provision of free appropriate public education to children with disabilities.

**Impartial Hearing Office
131 Livingston Street, Room 201
Brooklyn, NY 11201
Phone 718-935-3280
Fax: 718-935-2528/2932**

*Note: It is in the best interest of all school-age students to begin class in an appropriate setting in order to get accustomed to his/her new surroundings, schedules, routines, peers and adults. To ensure that an appropriate recommendations is made in a timely fashion, parents need to keep record of when evaluations/conferences should take place and contact CSE directly, if necessary.

Report Cards

Students receive report cards three (3) times a year. If your child attends summer school he/she will receive one progress report in addition to the three he/she receives during the school year. The report cards and/or progress reports are part of your child's permanent record. The report cards and/ or progress reports are designed to coordinate with your child's Individualized Educational Plan.

It is your right, and we encourage you to make comments in the space provided on your child's report card. If you desire further explanation, call the school to arrange a meeting with your child's teacher(s). Please use this as an opportunity to discuss your child's progress.

When the report card arrives home, it is important that you praise your child for any improvement in their grades and suggest ways to progress further. Use this opportunity to discuss academic areas and give concrete examples of how to improve. Be positive.

A Description of Related Services

Related Services means developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from his/her instructional program. Your child's Related Services may change from pre-school to school-age as children's needs change as they get older. Related Services may be the only special education service given to your child, or they may be provided along with other special education services such as special class services. The following related services may be provided:

Counseling means services designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution for students experiencing difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem or poor coping skills which significantly interfere with learning. If, due to the unique needs of the student, the student requires services from a particular provider (e.g. guidance counselor, school psychologist, or social worker), the IEP must indicate this.

Hearing Education Services means services designed to provide instruction in speech, reading, auditory training, and language development to enhance the growth of receptive/expressive communication skills.

Speech/Language Therapy means services designed to address deficits in a student's auditory processing (i.e. the way they understand sounds and language), articulation/phonological skills, comprehension, and use of syntax, pragmatics, voice production and fluency.

Occupational Therapy means the planning and use of a program of purposeful activities designed to maintain, improve or restore adaptive and functional skills including, fine motor skills, oral motor skills, etc. in all educationally related activities.

Physical Therapy means the use of activities to maintain, improve or restore function including gross motor development, ambulation, balance, and coordination in various settings, including but not limited to, the classroom, gym, bathroom, playground, staircase, and transitions between classes.

School Health Services means services provided by a school nurse or paraprofessional designed to address the specific health needs of a student as documented by the child's physician to ensure a safe educational environment.

Vision Education Services means services designed to provide instruction in utilizing Braille, Nemeth Code, large print, optical and non-optical low vision devices, and other skills necessary

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to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

Orientation And Mobility Services means services designed to improve the student's understanding of spatial and environmental concepts and use of information the student receives through the senses (i.e. sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. This service is provided to students with visual impairments.

Parent Counseling and Training means assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program. It is typically provided as part of the program to the parents of children in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4.

In the event that a Department of Education (DOE) provider is not available, the Office of Related and Contractual Services (ORCS) for District 75 will issue a transmittal to a contracted agency. If the agency is not available, the parent will be issued a RSA (Related Service Authorization) to allow a family to secure an independent provider paid for by the Department of Education. A Municipality List of Independent Providers and a Municipality List of NYC Department of Education Clinicians and Therapists Approved to Provide Related Services as Independent Providers will accompany the RSA. The Independent provider will come to the school, your home, or you might take your child to the practitioner's office (Carfare reimbursement is available). The DOE provider who is serving your child as an independent can only serve your child before or after school hours. If you have any questions regarding the RSA process contact Sheila Simanowitz at 212-802-1535 for assistance.