The Richard H. Hungerford School – 721R

Parent Handbook
2019-2020

www.hungerfordschool.org
# Parent Handbook
## 2019-2020

### TABLE OF CONTENTS

#### ABOUT OUR SCHOOL
- Welcome From Our Principal
- Our Mission
- Our Organization
- Description of Student Population
- Curriculum

#### SCHOOL PROCEDURES/POLICIES
- Code of Conduct/School Rules/Behavior Management Model
- Suspensions
- Graduation/Promotion Criteria
- School Breakfast/Lunch Programs
- Medical Policies
- Transportation
- In Case of Emergency
- Attendance
- Student Forms

#### PARENTAL INVOLVEMENT
- Welcome From PTA President
- Welcome From Parent Coordinator
- Parent Involvement
- Home Schooling vs. Home Instruction Services
- Parents Schedule/Parents Checklist
- Parents’ Rights and Information about the Individual Education Plan (IEP)

#### PARENT RESOURCES
- Description of Related Services

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<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome From Our Principal</td>
<td></td>
</tr>
<tr>
<td>Our Mission</td>
<td></td>
</tr>
<tr>
<td>Our Organization</td>
<td></td>
</tr>
<tr>
<td>Description of Student Population</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Code of Conduct/School Rules/Behavior Management Model</td>
<td></td>
</tr>
<tr>
<td>Suspensions</td>
<td></td>
</tr>
<tr>
<td>Graduation/Promotion Criteria</td>
<td></td>
</tr>
<tr>
<td>School Breakfast/Lunch Programs</td>
<td></td>
</tr>
<tr>
<td>Medical Policies</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>In Case of Emergency</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Student Forms</td>
<td></td>
</tr>
<tr>
<td>Welcome From PTA President</td>
<td></td>
</tr>
<tr>
<td>Welcome From Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td></td>
</tr>
<tr>
<td>Home Schooling vs. Home Instruction Services</td>
<td></td>
</tr>
<tr>
<td>Parents Schedule/Parents Checklist</td>
<td></td>
</tr>
<tr>
<td>Parents’ Rights and Information about the Individual Education Plan (IEP)</td>
<td></td>
</tr>
<tr>
<td>Description of Related Services</td>
<td></td>
</tr>
</tbody>
</table>
Dear Parents & Guardians:

I am delighted to welcome returning students and their families as well as those who are new to the Hungerford School Program. We are a school committed to assisting you and your child so that you can learn and take advantage of every opportunity for you and your child. We know that throughout the school year, you may have questions and concerns. At any time, please contact our Parent Coordinator, Zenaida Martinez at 718-273-8622 ext. 1310.

Our teachers and therapists are always available to meet with you. We do encourage you to become an active parent within our school family.

Please feel free to contact me or any of the Assistant Principals: Jennifer D’Alessio, Jacqueline Musumeci or Michel Rueda at any time. We are all here to ensure that your child becomes all that he or she can be…and we need you to be a part of the “Hungerford Educational Team”!

I am looking forward to another exciting school year and getting to know all of our families.

Sincerely,

Kristin McHugh
Principal
Mission Statement:

At the Hungerford School, our mission is to provide rigorous, individualized educational programs to students with significant challenges and diverse learning styles in a variety of settings that nurture independence, ensue dignity and support integration into the community.
OUR ORGANIZATION

Principal: Kristin McHugh
Assistant Principals: Jennifer D’Alessio
Jacqueline Musumeci
Michel Rueda
Parent Coordinator: Zenaida Martinez

Main Site
155 Tompkins Avenue
Staten Island, NY 10304
(718)273-8622 (Phone)
(718)727-6994 (Fax)

Off-Sites

McKee High School
290 St. Mark’s Place,
SI, NY 10301
(718)420-2600
Supervisor: Jennifer D’Alessio, Assistant Principal

New Dorp High School
465 New Dorp Lane
SI, NY 10306
(718)668-1365
Supervisor: Jacqueline Musumeci, Assistant Principal

Tottenville High School
100 Luten Avenue
SI, NY 10312
(718)668-8800
Supervisor: Michel Rueda, Assistant Principal

Project Search @ SI University Hospital
475 Seaview Avenue
SI, NY 10306

Community Resources of Staten Island
3450 Victory Boulevard
SI, NY 10314
Supervisor: Jennifer D’Alessio, Assistant Principal

Lifestyles
930 Willowbrook Avenue
SI, NY 10314
Supervisor: Jacqueline Musumeci, Assistant Principal

IS 24
225 Cleveland Avenue
SI, NY 10308
Supervisor: Jacqueline Musumeci, Assistant Principal

Jerome Parker Campus
100 Essex Drive
SI, NY 10314
Supervisor: Michel Rueda, Assistant Principal
POPULATION

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.
STANDARDIZED ASSESSMENT
Standardized assessment refers to New York State Standardized testing.

ALTERNATE ASSESSMENT
Alternate assessment refers to non-standardized testing. In developing a comprehensive assessment profile of students, District 75 staffs employ a variety of assessment tools and strategies including:

- Checklists
- Student work samples
- Audio tapes of student performance
- Videotapes of student performance
- Documented observations (formal and informal)
- Student logs
- Scoring rubrics
- Rating scales
- Portfolios
- Data folios
- Photos of student performance
- Performance assessment tasks

The Hungerford School serves only Alternate Assessment students.

DISTRICT 75 PLACEMENT

SCHOOL PLACEMENT
If a recommendation is made to a District 75 program the school team or Committee on Special Education (CSE) refers the student for placement. Students are placed in programs within their borough as close as possible to their home address. Students in District 75 programs are entitled to receive travel by school bus.

The DOE is required to provide a placement for your child as recommended on the student’s IEP. Initial (first-time) referrals to District 75, are made within 60 days from the date you provided consent to evaluate your child.
ARTICULATION

**Elementary to Middle School**
Students move on to middle school programs within District 75 when they have completed their elementary school education. Students who are recommended to least restrictive programs at general education schools are referred to the Office of Student Enrollment and must apply to middle schools through the middle school admission process.

**Middle to High School**
Students move on to District 75 high school programs when they have completed their middle school education. Students who are recommended to least restrictive high school programs at general education schools are referred to the Office of Student Enrollment and must apply to high schools through the high school admission process.

Students with special needs have the same rights and opportunities to apply to any high school as their non-disabled peers.

**SCHOOL TRANSFERS**
A transfer to another District 75 school may be granted due to safety concerns, change of address or change in recommendation. Transfer requests must be made in writing and submitted to the District 75 placement office for approval.

*For questions regarding transfers and articulation please speak with your school Principal, or contact the District 75 Placement Office at (212)802-1578.*
CURRICULUM AREAS OF THE HUNGERFORD SCHOOL

*ACADEMICS

(ALL CLASSROOMS HAVE COMPUTERS AND SMARTBOARDS)

*COMMUNICATION SKILLS

*PRE-VOCATIONAL SKILLS

*VOCATIONAL TRAINING/WORKSTUDY

*ADAPTIVE PHYSICAL EDUCATION

*INDUSTRIAL ARTS CLASSES

*CAREER AWARENESS DEVELOPMENT

*ENGLISH AS A SECOND LANGUAGE

*RELATED SERVICES INCLUDING: SPEECH, OCCUPATIONAL THERAPY, PHYSICAL THERAPY, VISION SERVICES, HEARING SERVICES AND GUIDANCE

*INCLUSION
CAREER & VOCATIONAL TRAINING

*INDIVIDUALIZED VOCATIONAL ASSESSMENT
*CAREER EDUCATION
*VOCATIONAL TRAINING WHICH MAY INCLUDE:
  - JOB-RELATED SKILLS TAUGHT IN SCHOOL
  - SUPERVISED VOCATIONAL TRAINING (WORKSTUDY)
  - TRAVEL TRAINING
  - EMPLOYER/INTERNSHIP PROGRAM

CLUBS & ACTIVITIES

SCHOOL ACTIVITIES
*SPECIAL OLYMPICS  *GIRL SCOUTS
*COMIC BOOK CLUB  *CHORUS/GUITAR
*WEIGHT LIFTING  *THEATRE CLUB
*YEARBOOK SQUAD  *DANCE CLUB
*CHEERLEADING  *PARENT ASSOCIATION
*PHOTOGRAPHY CLUB  *SIBLINGS GROUP
SCHOOL PROCEDURES/POLICIES

Code of Conduct/School Rules/Behavior Management Model
Every family will receive a copy of the Citywide Standards of Conduct and Uniform Disciplinary Measures (The Chancellor’s Discipline Code) at the beginning of the school year. The teacher, the student and the principal can handle most school problems. Occasionally, parents will be involved. As part of the school program students will learn how to handle conflict without violence.

What NOT to bring to school
A serious academic environment is one without distractions; the following items not only contribute to disruptions in learning and social relationships but also may be lost or damaged. The following items should NOT be brought to school

- Cell phones, iPod, or electronic games or devices
- Laser pointers
- Firecrackers, poppers, weapons, illegal items etc.

Any student found with weapons, illegal items and explosive materials are subject to disciplinary action.

Please do not allow your child to bring any articles of value to school. We are not responsible for items that are stolen, lost, misplaced or broken

Stolen or Lost Items
In the occasion that any articles of value have been brought to school and lost/misplaced or stolen, a claim with The Office of The New York City Comptroller may be filed. Do NOT file this claim with the Department of Education. The following link provides the claim form and procedures


*For more information or help filing these forms please contact your Parent Coordinator

VISITORS
Because of security considerations, students are not allowed to bring visitors to school. Parents are always welcomed, but are encouraged to make an appointment to see a teacher or the principal.
SUSPENSIONS

Principal’s Suspension
For a student with a disability, the principal also shall determine the number of days of exclusion from the student’s current educational program due to disciplinary action. **Students must attend school however they will not attend class.**

Superintendent’s Suspension
The Superintendent has the authority to suspend students for more than five (5) school days for all students in general education and special education, grades K-12. Once a suspension is authorized, the Superintendent/designee must notify the principal of the suspending school, the appropriate Network Leader and the Suspension Hearing Office.

Chancellor’s Regulations:
Chancellor’s Regulations provide guidance to school administrators, students and parents

The following regulations describe:

A-443 Student Discipline Procedures

A-210 Minimum Standard for Attendance

A-449 Safety Transfers
This regulation sets forth the procedures for granting safety transfers (1) when students are victims of a violent criminal offense on school property; and (2) in other situations, when it is determined that a student’s continued presence in the school is unsafe for the student.

*All regulations can be accessed on:*

HOMEWORK
Homework has always been recognized by the school community as an important medium to foster the academic achievement of students and extend school activities into the home and community. Homework assignments are given on a regular basis.
REPORT CARDS

Report cards are designed to coordinate with your child’s Individual Educational Plan (I.E.P.) they will keep you aware of your child’s progress and needs. The areas covered are your child’s social growth and academic progress. Report cards will become a part of your child’s school record.

SCHOOL MEALS

It is possible for all students to have breakfast and lunch in school every day. All Hungerford students qualify for free breakfast and lunch. You can also choose to send in lunch with your child.

THE CAFETERIA

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced breakfast and lunch is offered to each student for free.

MEDICATION POLICY

During school hours, students may have their medication given to them by the school nurse. However, their Medication Administration Record (504 Form) (2004), 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 not immunized and do not have documentation from a physician indicating this is the case.
If your child becomes sick in school…

Students who become ill during the school day may not go home except with a parent or guardian. Every student must have and “EMERGENCY CONTACT CARD,” with a parent’s home and work telephone numbers on file in the office. The name, address and telephone number of a neighbor should also be included on the EMERGENCY CONTACT CARD. The school must be informed of the parent’s wishes; for example, in serious cases, should we bring the student to the nearest hospital? (Parents must wait for the student and pick him/her up at the hospital.)

Do not send the child 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 explaining the absence. Please send in all doctor’s notes to the school office.

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<td>Ear ache</td>
<td>Upset Stomach</td>
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<td>Infected skin patches</td>
<td>Sore Throat</td>
<td>“Pink Eye” (Conjunctivitis)</td>
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<td>Swollen glands</td>
<td>Head lice</td>
<td>Vomiting or Diarrhea</td>
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<td>Unusual spots or rashes</td>
<td>Persistent cough</td>
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If you have more questions about medicine/your child’s health during school hours contact the school nurse at your child’s school site.
TRANSPORTATION
The buses are provided by the Office of Pupil Transportation (OPT). The Office of Pupil Transportation will send you notices about the bus you 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 bussing issues arise, you may contact your child’s bus company or the OPT Hotline at (718)392-8855 or PupilTransportationTeam@schools.nyc.gov

☐ Call your child’s school and report the issue to the schools busing coordinator

☐ REMINDER: When calling your OPT Representative, ask for your OPT complaint # after filing your complaint.

Office of Pupil Transportation
44-36 Vernon Boulevard
Long Island City, NY 11101

http://schools.nyc.gov/Offices/Transportation/default.htm

Afternoon Drop-Off
Those parents who want their children to be dropped at a different place than where he/she is picked up must fill out a separate “drop-off” form; contact your bussing coordinator at the school.

Moving
If your family is moving, please notify the school two to three weeks before you move in order to arrange a new route for your child.

Bus Suspensions
If your child is suspended from the bus, you as a parent are still responsible for your child’s transportation to and from school during those days. Also, please note that any absences that occur during a bus suspension will count against your child’s overall attendance.

SCHOOL RULES:
☐ PRACTICE SAFETY
☐ RESPECT THE RIGHTS OF SELF AND OTHERS
☐ COOPERATE WITH ALL SCHOOL/BUS PERSONNEL AND PEERS
BUS SAFETY RULES:

Students must:
- Get on the bus quietly
- Sit down and fasten seat belt immediately
- Remain in seat until the matron gives permission to leave the seat
- Keep arms and legs out of the aisle
- Avoid hitting, pushing and touching other students
- Get permission from bus personnel before opening a window
- Follow directions of bus personnel

IN CASE OF EMERGENCY

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 school pupil accounting secretary, Barbara Lombardo at 718-273-8622 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.

EMERGENCY DRILLS & LOCK DOWN DRILLS

Fire 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. Instructions for exiting classrooms, corridors and the building are posted in each classroom. Students will be led to the nearest exit by their teachers. During a first drill, students must observe silence and remain alert for special instructions. REMEMBER – emergencies can happen anytime and are unannounced. Therefore, no distinction is made between drills and actual emergencies. We also hold lock down drills as required.

FALSE FIRE ALARMS

Fire alarm boxes are designed for easy access for the safety and wellbeing of all building occupants. False alarms endanger the lives of students and staff. Any student who pulls a firm alarm falsely is in violation of state and city law, and will be suspended from school.
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 to gain information about school closing such as, WINS (1010 AM), NY1 (Cable TV) and Fox 5. Most local television stations have information beginning at 6:30 AM.

STUDENT ATTENDANCE

Regular attendance is necessary for academic success. The only legal reasons for absences are: personal or family illness, death in the family, religious observance, required court appearances and school approved supervised trips. Students who are absent for any reason must bring an absence note upon returning to school. If the absence was caused by illness, the note should be written and signed by the attending physician.

Regular doctor and dentist’s appointments can be scheduled after school. If done during the school day, please send in a note from the doctor.

STUDENT SIGN IN-OUT PROCEDURES

Sometimes it is necessary for a family member to pick up a child at school before dismissal. Please try to let your child’s teacher know in advance if you are planning to pick him/her up early. No child will be released without a parent signature. If someone other than a parent will be picking up a child, please notify the classroom teacher. 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 student will bring home the following forms to be completed by the parents and returned to school as soon as possible.

- Emergency Blue Cards
- Permission Slips for Trips
- Signed consent to photograph and videotape students for educational purposes
- Medical forms

ID CARDS
Students are issued picture ID Cards. These cards are the official form of identification at school. Lost or misplaced ID cards must be replaced immediately.
Welcome to the 2019-2020 school year at The Hungerford School! The beginning of the year is always an exciting time. It is a time to renew old friendships and cultivate new ones. All of us here want to make this a successful year for our school. We are very excited to be your PTA and to be able to work with all of you wonderful parents, our principal and staff to help make this a fabulous year!

The Hungerford School Parent-Teacher Association truly believes that your involvement in your child’s school life can help them be better in school. It is not hard to be involved; there are many activities throughout the year where you can volunteer your time. Picture Day, The Holiday Fair, and school dances are just a few examples of opportunities. I would encourage all parents to sign up to become a member of our PTA.

I can already tell great things will be happening. The PTA Mission is “to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children.” The Hungerford School PTA is going to work with parents, students, staff and the community to make it a reality.

On behalf of the PTA Executive Board, we thank you in advance for all your support. If at any time during the school year, you have any questions please do not hesitate to contact us.

HAVE A GREAT YEAR!

Julia Luppino, PTA President
Dear Parents and Guardians:

On behalf of our entire school staff, I would like to take this opportunity to welcome you and your child/children to the 2019-2020 school year at The Hungerford School, P721R. We are very happy to have you as part of our educational family.

I will be here to help all families throughout the school year. I am happy to assist you with your needs and address any concerns you may have. It is also my wish to provide you with information that may help you and your child, while he or she is a member of our school community.

There will be many important school events during the 2019-2020 school year and I hope you will be able to participate when your schedule allows. Please take advantage of the opportunity to join other parents and guardians at these events so that, as a community, we can work together to help our children.

I hope that, as we have an opportunity to share our experiences, we may better understand the unique roll we play as parents of special children.

Please feel free to contact me at any time at 718-273-8622 ext. 1310.

Sincerely,

Zenaida Martinez
Parent Coordinator
zmartinez@schools.nyc.gov
PARENTAL INVOLVEMENT

Parent-Teacher 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.

District 75 Citywide Council on Special Education

The District 75 Citywide Council on Special Education advises and comments on special education services provided to District 75 students. Nine of the eleven voting members of the District 75 Citywide Council will be parents of students receiving citywide special education services. Two additional voting members will be appointed by the Public Advocate and must have extensive experience and knowledge in educating, training or employing individuals with disabilities. A high school senior receiving citywide special education services (District 75) will be selected by the superintendent of citywide special education and will serve as a non-voting member for one year. Please note that parents of students who receive special education services but are enrolled in a general education school (i.e., not District 75), are not eligible to serve on the District 75 Citywide Council. Those parents are encouraged to apply to their local Community Education Council, The Citywide Council on Special Education or the Citywide Council on High Schools to help ensure that all local councils also represent the needs of students receiving special education services.

*To contact the District 75 Citywide Council email D75Council@schools.nyc.gov

School Leadership Team

The School Leadership Team functions as the management team of the school, representing the educational community of the school. It oversees the planning and restructuring process to ensure our children are provided with quality education and increased teacher and parent participation.

The School Leadership Team is composed of a core team which is made up of the Principal, UFT Chapter Chairperson, Parent-Teacher Association President, and other parent members and elected UFT members, one of whom is the chairperson of the team.*** You can also list the members of your SLT by name and position, if you have that information.
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.

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.

Home Schooling and Home Instruction

Home Schooling – Parents are responsible for the complete education of their child. However you must be approved and submit regular progress about their academic progress. For more information, contact the Parent Support Office at (212)802-1502.

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 Instructions 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 additional information regarding Home Instruction, please contact (718)794-7260
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
  o Ask about assignments and help the child if he/she asks for help.
  o Make sure all assignments are complete and written neatly.
  o If there are any questions about your child’s homework feel free to write a note to his/her teacher.

✓ Read, Read, Read
  o Set aside time to read with your child or have your child read to you. (Elementary)
  o 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)
  o What did you learn in Math class today?
  o What did you learn in Social Studies?
  o 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, and 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.
WHAT IS AN IEP?

The IEP is a plan written to assist the school and parents in helping the child succeed academically. It is the parent’s responsibility to review the IEP. Always make sure you have the most recent copy of your child’s IEP and that you understand and agree with what has been written. IEP goals are revised and reviewed every year (Annually), and every three years (Triennial), which includes an evaluation by the school psychologist.

For more information you may contact your school’s psychologist at 718-273-8622.

Requests for reevaluation or to amend (add or remove something from your child’s IEP) MUST be made in writing (via email, mail or in person) to the school’s IEP Team (which may include school social worker, school psychologist, related services and teachers). It is suggested the parents keep a copy of their written request.

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

1. 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.

2. 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.

3. 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.

4. The right to copies of evaluations and your child’s IEP.

5. 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.

6. 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.

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

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.
PARENT RESOURCES

Questions or concerns related to academics, behavior, and school transfers can be made directly to:

- The School Principal, Assistant Principal or Unit Coordinator
- Parent Coordinator
- If Parent is not satisfied with the school response they may call District 75 Superintendent’s office (212)802-1500 or 311.

Community Resources, Services & Information

Advocates for Children
www.advocatesforchildren.org
212-947-9779

Resources for Children with Special Needs
www.resourcesncyc.org
212-677-4650

New York Lawyers for Public Interest, Inc.
212-244-4664

New York Legal Assistance Group
212-750-0800

Office of Family and Community Engagement
212-935-2905

Bronx Legal Services Corp.
718-993-6250

The Legal Aid Society
718-273-6677

YAI
212-273-6182

Sinergia
212-496-1300
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. 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.

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

**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. These are not adult counseling services and are not intended to meet the personal or educational needs of the parents.

- In the event that a provider is not available, the Department of Education will issue the parent a RSA (Related Service Authorization) to allow a family to secure an independent provider paid for by the Department of Education. The provider will come to the school, your home, or you might take your child to the practitioner’s office.

- Parents/Guardians may contact your child’s School Related Service Coordinator twice yearly to ensure services are being provided