

P811K



**The Connie Lekas School
2017-2018
PARENT GUIDE**

Together we can make it happen

Principal: Antoinette Rose
Assistant Principals:
Shelia Cook-Bey
Betricia Yarboi
Addunnola Waterman-French

OUR SCHOOL'S MISSION

At the Connie Lekas School, our goal is to provide an educational environment that will prepare students for success in post-secondary settings. By meeting students at their individual entry points we engage students in different modalities for learning. The shared efforts of students, parents, and staff result in lifelong learners, problem solvers, and productive citizens in the global community.

P811K Vision Statement

Connie Lekas School is committed to providing Excellence in Education for all students. The school will design programs and 21st century learning experiences that promote academic achievement and optimal post-secondary outcomes aligned to the personal and social growth of every student. As a richly diverse community of learners, that values all its members, Connie Lekas School will assume a central role in the community by linking parents, local agencies and businesses to the school.

Students Learn Best

- When their social, emotional and physical needs are met and they feel safe and supported.
- When in a supported environment where based on their proximal zone of development teachers systematically provide scaffolds as they are learning new skills.
- When they are provided with multiply entry points and high quality supports and extensions in the curriculum (Multiple representation-Universal Design for Learning, graphic organizers, technology). When they have a communication system that allows access to learning.
- When they are engaged in rigorous tasks and questions to demonstrate higher order thinking skills.

The Parents' Guide to P811K, The Connie Lekas School

Congratulations on your child's admission to P811K. This booklet, prepared for you, includes some information on areas that you need to know about our school and also materials to help your child at P811K.

A student attending our school has an experience that is entirely different from that of most other schools. Our students work best with a structured day, therefore we adhere to a daily schedule. Daily attendance and punctuality is encouraged so our students excel in all areas of their studies.

As a parent, you have the responsibility to:

(1) CONTACT THE SCHOOL TO DISCUSS PROBLEMS OR OBTAIN ANSWERS TO QUESTIONS.

You are encouraged to keep in contact with the school staff:

Attendance Office: (718) 769-6984 press 6

Dean's Office: (718) 769-6984 press 5

Guidance Counselors: (718) 769-6984 press 3

Parent Coordinator (718) 769-6984 press 1 or 718-650-0876

If you need to see a Teacher, Guidance Counselor, Dean, Assistant Principal, or the Parent Coordinator please call to schedule an appointment

(2) ATTEND PARENT-TEACHER CONFERENCES.

Parent--Teacher conferences are held four times a year. We offer both afternoon (12:20 -2:20PM) and evening conference (4:30 - 7:30 PM)

The dates of the Parent Teachers Conference are:

DISTRICT 75 SCHOOL PROGRAMS, FALL 2017

Tuesday, November 14, 2017 – Afternoon and Evening

DISTRICT 75 SCHOOL PROGRAMS, SPRING 2018

Tuesday, March 13, 2018 – Afternoon and Evening

(3) KEEP THE SCHOOL INFORMED ABOUT CHANGES IN YOUR ADDRESS AND TELEPHONE.

Many letters and cards are mailed each school cycle which are returned by the post office if the address is incorrect. It imperative to keep home addresses, phone/cell and emergency contact information updated, so that you can be contacted in the event of an emergency. If you do not receive any mail from the school in a four-month period, contact the school to check that we have your correct address and telephone number.

(4) DAILY ACTIVITIES

- ✓ 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 assist your child if he/she seeks 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.
 - Discuss current events
- ✓ Ask specific questions about your child's school day:
 - What did you learn in class today?
 - What events are coming up?
 - Who did you eat lunch with today?

(5) MONTHLY ACTIVITIES

- ✓ 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). Many attractions

have programs for children with special needs - museums, libraries, gardens, parks, zoos, aquariums, and New York City Landmarks.

(6) ANNUAL ACTIVITIES

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. An Individualized Education Plan will be used in educating your child. If you have any questions, concerns 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” to meet with your child’s teacher about his/her progress.

Our Off Sites

**P.811K @ Cavallaro
8787 24th Avenue
Brooklyn, NY 11214
(718) 373-2908 ext. 121
Fax: (718) 996-4186
Teacher:
Marlyn Borra**

**P.811K@ E.R. Murrow HS
1600 Avenue L
Brooklyn, NY 11230
(718) 258-9283 ext. 2881
Fax: (718) 252-2611
Teachers:
Lauren Powers
Mario Augustin**

**P.811K@ IS 14,
Shellbank
2424 Batchelder Street
Brooklyn, NY 11235
Tel: (718) 743-0220
Fax: (718) 769-8632
Teacher:
Jefte Pierre**

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 needed 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.

Curriculum

Middle School – 11-14 Years of Age

Curriculum is academic and age appropriate and introduces vocational skills.

Literacy:	Functional Reading/Communication Skills/ESL
Math	
Social Studies	
Science	
APE	
Health/Activities of Daily Living	
Computer/Technology	
The Arts (Music, Art)	

Functional Academics

Vocational Training in school-based shops, e.g. Food Service, Merchandising, Clerical Service, Technology Labs, School Maintenance, Recycling Program.

Community experiences through field trips.

Inclusion at Shellbank, Joseph Cavallaro Junior High Schools and Edward R. Murrow High Schools for selected individuals.

High School – 15-18 Years of Age

Curriculum continues with its emphasis on age appropriate academics, an increased vocational component and inclusion in community-based activities.

- Literacy: Functional Reading/Communication
- Skills/ESL
- Math
- Social Studies
- Science
- APE
- Health/Activities of Daily Living
- Computer/Technology
- The Arts (Music, Art, Theater)
- Functional Academics
- Vocational Training in various settings, e.g.:
School-based vocational training.
2 days a week at a training site where the class works under the direct supervision of the teacher or job coach.
2-5 days per week in a small group at a training site for 2 hours a day.

Transition – 18-21 Years of Age

Vocational Training and Life Skills are the primary focus and are provided in various settings, e.g.:

- Supported work in the community.
- 2 days a week at a training site where the class works under the direct supervision of the teacher or job coach.
- 2-5 days per week in a small group at a training site for 2 hours a day.
- School-based vocational training.
- Functional Academics
- Preparations for Post 21 outcomes.

Functional academic curriculum is provided on work study site and/or at school, with a focus on life skills and job-related communications.

PARENT COORDINATOR - As an additional resource, each school has a Parent Coordinator on staff. **DONNA DONEGAN** is P811K's PC. She functions as your liaison if you have questions or concerns call her at (718) 650-0876 or email her at: DDonegan@schools.nyc.gov

School Procedures/Policies

School Meals



It is possible for all students to have breakfast either 8:00 – 8:45 or 8:45 – 9:25AM and lunch either 11:00 – 11:45 or 11:45 – 12:30PM in school every day.

P811K is a universal school, which makes your child is eligible for free breakfast and lunch.

If you choose, you also have the option to send in lunch with your child.

Medication Policy

During school hours, students may have their medication or treatment 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 cough 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 and others, do not send to school if he/she has...

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	

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.

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

Our medical staff can be reached at (718) 769-6984 press 2



Transportation

School 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) 392-8855 or (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 location than where he/she is picked up must fill out a separate "drop-off" form, which must be notarized and faxed to OPT and/or a new school if needed.

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 the bus, you as a parent are still responsible for your child's transportation to and from school during those days. Please note that any absences that occur during a bus suspension will count against your child's overall attendance.



PBIS

P811K has implemented the PBIS--Positive Behavior Intervention System, which promotes self-discipline and respect for others. Students are awarded Connie Lekas bucks for positive behavior, with which they can purchase items in our school store.

- S Use Self-Control
- T Take Responsibility
- A Have a positive Attitude
- R Respect Others
- S Be Safe



P811K	Use <u>S</u> elf Control	<u>T</u> ake Responsi bility	Have a positive <u>A</u> ttitude	<u>R</u> espect Others	Be <u>S</u> afe
<u>CLASSROOM</u>	I keep my hands, body and objects to myself I listen to my teachers I listen to my classmates	I take care of my materials I am prepared I complete my work I do my homework	I treat others nicely I will be a helper I use kind words I take turns	I wait for my turn quietly I listen to my teachers I allow others to do their work	I follow directions I use materials the way they are meant to be used
<u>HALLWAY/ STAIRWAY</u>	I walk quietly I walk and don't run I stay to the right I use my indoor voice	I face forward I stay in line I use a hallway pass when I'm alone	I say hello to others I use polite and kind words I wait patiently	I keep my hands down I help others who may need a helper I hold the door for others	I am aware of personal space I walk and don't run I wait quietly
<u>CAFETERIA</u>	I wait on line for my food I wait quietly I touch only my own food	I try to be independent I keep myself and my area clean I walk to my table with my tray if I am able	I use words or pictures to request what I want If I need help, I ask an adult to help me I talk nicely with my friends	I talk quietly with my friends I say please and thank you to the kitchen staff	I sit down when I eat I eat from my own plate I use my indoor voice When I'm finished, I put my tray in the garbage

P811K	Use S elf Control	T ake Responsibility	Have a positive A ttitude	R espect Others	Be S afe
BATHROOM	I use words or pictures to request bathroom	I wash with soap I dry my hands and take one towel I throw paper in the garbage	I try to be independent I wait for my classmates nicely	I wait for my turn quietly I let others use the bathroom privately	I keep myself clean I flush the toilet
DISMISSAL	I listen to teachers I am quiet and ready I use a transition chart if I need one I wait for my bus quietly	I use the bathroom and drink water before dismissal time I have my belongings with me	If I need help, I ask an adult to help me	I listen to the teachers I help others	I stay in my assigned bus area or seat while I wait I walk to my bus I follow directions

Emergency Blue Cards

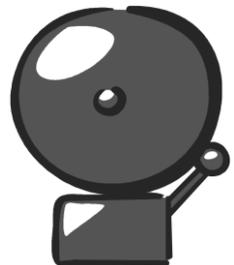
Emergency blue cards are sent home with students during the first week of school. Parents ***must*** keep the school informed of any changes in the original information that was entered on the card. When a child becomes ill or injured, it is very important that the school have the current address and phone numbers in order to contact that parent or guardian.

***TIP: Check with our Parent Coordinator, DONNA DONEGAN at (718) 650-0876 to make sure all the information on your child's Emergency blue card is correct at least 3 times during the school year: 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 /General Response Protocols (GRP)

Fire, Shelter-In, Lock-Down, and Evacuation 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.

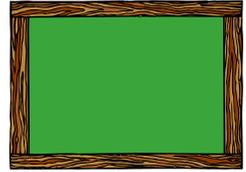


Inclement Weather/Storm Day Procedures

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.nycenet.edu.

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's attendance office 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 at the security desk and in the main office. Please bring your ID to sign in.

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.

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

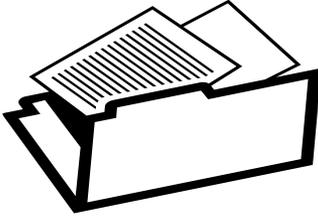
School Dress Code

Students should come to school dressed in their uniform to show the conduciveness to learning, appropriate and respectful of the importance of school. The P811K Uniform System consist of:

Golf Shirts (Polo):	White or Red
Slacks or Skirts:	Black or Khaki
Shoes:	Black Shoes or Black Sneakers.

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
- ✓ School Lunch/Breakfast forms
- ✓ Permission Slips for Trips
- ✓ Signed consent to photograph and videotape students for educational purposes
- ✓ Medical forms

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.

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 (CEP), 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 Principal, Antoinette Rose at (718) 769-6984.

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 every 3rd Wednesday of the month from 6:00 P.M. – 8:00 PM. Meeting date, time and location are subject to change. 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: 718.752.7321
d75council@schools.nyc.gov

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 progress 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 718-794-7260. 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 four 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.

IEP, Related Services and Report Cards

Report Cards

Report cards are distributed at the Parent Teachers Conferences.

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, indicating 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.
- ❖ 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 modified Promotion Criteria, the IEP Team must indicate on the IEP the promotion criteria that were 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 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.

School Calendar 2017–2018

Sept 7	First Day of School Early dismissal for non-District 75 kindergarten students only. Partial school time for pre-kindergarten public school students.	Jan 29	Chancellor's Conference Day for High Schools High School students do not attend school, except those enrolled at D75 school programs.
Sept 8	First Full Day for Non-District 75 Kindergarten Students Partial school time for pre-kindergarten public school students.	Jan 30	Spring Term Begins for High School Students
Sept 13	Elementary School: Parent-Teacher Conferences*	Feb 16–23	Lunar New Year and Midwinter Recess (schools closed)
Sept 21–22	Rosh Hashanah (schools closed)	Mar 6–7	Middle School: Parent-Teacher Conferences*
Sept 26	Middle School: Parent-Teacher Conferences*	Mar 8–9	High School: Parent-Teacher Conferences*
Sept 28	High School: Parent-Teacher Conferences*	Mar 12–13	District 75 School Programs: Parent-Teacher Conferences*
Oct 9	Columbus Day Observed (schools closed)	Mar 14–15	Elementary School: Parent-Teacher Conferences*
Nov 7	Election Day Students do not attend school. Chancellor's Conference Day for Staff Development.	Mar 30–Apr 6	Spring Recess (schools closed)
Nov 9–10	High School: Parent-Teacher Conferences*	May 3	High School: Parent-Teacher Conferences*
Nov 13–14	District 75 School Programs: Parent-Teacher Conferences*	May 9	Middle School: Parent-Teacher Conferences*
Nov 15–16	Elementary School: Parent-Teacher Conferences*	May 23	Elementary School: Parent-Teacher Conferences*
Nov 23–24	Thanksgiving Recess (schools closed)	May 28	Memorial Day (schools closed)
Nov 29–30	Middle School: Parent-Teacher Conferences*	Jun 7	Anniversary Day Students do not attend school. Chancellor's Conference Day for Staff Development.
Dec 25–Jan 1	Winter Recess (schools closed)	Jun 11	June Clerical Day Elementary school, middle school, and D75 students do not attend school.
Jan 15	Dr. Martin Luther King Jr. Day (schools closed)	Jun 15	Eid al-Fitr (schools closed)
Jan 26	Regent Scoring Day High School students do not attend school, except those enrolled at D75 school programs.	Jun 22	Regents Rating Day High School students do not attend school, except those enrolled at D75 school programs.
		Jun 26	Last Day For All Students Early Dismissal.

NEW YORK CITY DEPARTMENT OF EDUCATION CONTACT
 INFORMATION FOR REGIONAL COMMITTEES ON SPECIAL
 EDUCATION

REGION	DISTRICTS	ADDRESS	PHONE NUMBER
1	9, 10	One Fordham Plaza Bronx, New York 10458	(718) 329-8074
2	8, 11, 12	3450 East Tremont Ave., 2 nd Floor Bronx, New York 10465	(718) 794-7420
3	25, 26	30-48 Linden Place Flushing, New York 11354	(718) 281-3520
	28, 29	90-27 Sutphin Boulevard Jamaica, New York 11435	(718) 557-2500
4	24, 30, 32	28-11 Queens Plaza North, 5 th Floor Long Island City, New York 11101	(718) 391-8522
5	19, 23, 27	82-01 Rockaway Boulevard Ozone Park, New York 11416	(718) 642-5836
		1655 St. Mark's Avenue Brooklyn, New York 11233	(718) 922-4794 x 255
6	17, 18, 22	5619 Flatlands Avenue Brooklyn, New York 11234	(718) 968-6200
		1780 Ocean Avenue Brooklyn, New York 11230	(718) 758-7600
7	20, 21	415 89 th Street Brooklyn, New York 11209	D20 (718) 759-4965 D21 (718) 759-4966
	31	715 Ocean Terrace, Building A Staten Island, New York 10301	(718) 420-5755

REGION	DISTRICTS	ADDRESS	PHONE NUMBER
8	13, 14, 15, 16	131 Livingston Street Brooklyn, New York 11201	(718) 935-4900
9	1, 2, 4, 7	333 7th Ave, 4th Floor New York, New York 10001	(917) 339-1600
10	3, 5, 6	388 West 125th Street, New York, N.Y. 10027	(212) 342-8300
Charter Schools	All Districts	One Fordham Plaza, 7 th FL Bronx, NY 10458	(718) 329-8001

Note: D75 does not have a CSE. Refer to the CSE where your child attends school.

SCHOOL BASED CONTACT INFORMATION

(718) 769-6984 [MAIN NUMBER]	EXTENTIONS
Principal (Antoinette Rose) Assistant Principals	Main Number
Parent Coordinator (Donna Donegan)	1421
Transition Coordinator/Job Developer	1432
Pupil Accounting Secretary	1213
Medical	1151, 1152, 1153, 1154
Attendance Teacher (Harold Weiner)	1082
OT/PT	1231 & 1341
Speech	1441
Guidance Counselors/Social Worker	1084 & 1085
School Based Support Team (SBST)	1086
Parent Association (PA)	1421
Gym	1501 & 1502

NEW YORK STATE LAW AMENDED

[Chapter 206 of Laws of 2009](#): Conforming State Law to Meet the Requirements of the 2004 Reauthorization of the Individuals with Disabilities Education Act (IDEA)

New York State (NYS) Education Law has been amended, effective July 1, 2009, by Chapter 206 of the Laws of 2009 to continue those provisions of State law necessary to implement IDEA 2004. [Chapter 206 of the Laws of 2009](#) does not result in any changes to Education Law except to extend the provisions of Chapter 352 of the Laws of 2005, Chapter 430 of the Laws of 2006 and Chapter 378 of the Laws of 2007 until June 30, 2012.

The provisions extended by [Chapter 206](#) include, but are not limited to, referrals for special education, the development or amendment of an individualized education program (IEP), due process procedures, discipline procedures for students with disabilities and special education services to students with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools.

A copy of [Chapter 206](#) is available. Questions regarding this memorandum may be directed to the Special Education Policy Unit at 518-473-2878.

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

Bill De Blasio
Mayor

Carmen Farina
Chancellor

It is the policy of the Department of Education of the City School District of the City of New York not to discriminate on the basis of race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Director, Office of Equal Opportunity, 65 Court Street, Room 923, Brooklyn, New York 11201, Telephone (718) 935-3320. Title 9 and Section 504 concerns may be directed to Ms. Rose at P811K located at 2525 Haring Street, Brooklyn, NY 11235, Telephone (718) 769-6984.