



*P811M*  
*The Mickey Mantle School*  
*Parent Handbook*  
*2008-09*



*“Stepping Up To The Plate”*

# Table of Contents

<b>WELCOME LETTER FROM BARRY DAUB, PRINCIPAL</b>	.....
<b>OUR MISSION</b>	.....
<b>OUR VISION</b>	.....
<b>WELCOME FROM TIFFANY GREEN, PRESIDENT OF THE PARENTS' ASSOCIATION</b>	.....
<b>A LETTER TO PARENTS FROM BELINDA GARCIA, PARENT COORDINATOR</b>	.....
<b>OUR SCHOOL ORGANIZATION</b>	.....
<b>DESCRIPTION OF CLASS STAFFING RATIOS</b>	.....
<b>BEHAVIOR MANAGEMENT MODEL</b>	.....
<b>CODE OF CONDUCT</b>	.....
<b>SCHOOL PROCEDURES/POLICIES</b>	.....
SCHOOL MEALS	.....
MEDICATION POLICY	.....
IMMUNIZATION REQUIREMENTS	.....
<i>If your child becomes sick in school</i>	.....
<i>To protect your child's health, don't send to school if he/she has</i>	.....
TRANSPORTATION	.....
<i>Waiting for the Bus</i>	.....
<i>Afternoon Drop-Off Form</i>	.....
<i>Moving</i>	.....
<i>Bus Suspensions</i>	.....
EMERGENCY BLUE CARDS	.....
EMERGENCY DRILLS	.....
INCLEMENT WEATHER/STORM DAY PROCEDURES	.....
ATTENDANCE	.....
STUDENT SIGN IN-OUT PROCEDURES	.....
STUDENT FORMS	.....
LOST OR STOLEN STUDENT ITEMS – PROPERTY REIMBURSEMENT FORMS	.....
<b>PARENTAL INVOLVEMENT</b>	.....
COMMUNICATION	.....
EDUCATION HAPPENS EVERYWHERE	.....
PARENT ASSOCIATIONS	.....
SCHOOL LEADERSHIP TEAM	.....
CITYWIDE COUNCIL ON SPECIAL EDUCATION	.....
HOME SCHOOLING VS. HOME INSTRUCTION	.....
OFFICE OF HOME INSTRUCTION –CHANCELLOR'S REGULATIONS	.....
<b>PARENT SCHEDULE</b>	.....
<b>PARENT RESOURCES</b>	.....
GENERAL INFORMATION	.....
SPECIAL EDUCATION INFORMATION	.....
EDUCATIONAL RESOURCE LIST	.....
<b>IEP, RELATED SERVICES AND REPORT CARDS</b>	.....
WHAT IS AN IEP?	.....
A SUMMARY OF PARENT'S RIGHTS FOR YOUR CHILD'S I.E.P	.....

REPORT CARDS.....

**A DESCRIPTION OF RELATED SERVICES .....**

**SCHOOL CALENDAR .....**

**DATES FOR 2008-2009 PARENT-TEACHER CONFERENCES .....**

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

**DISTRICT 75 ORGANIZATION.....**

## **Letter from the Desk of Principal Barry Daub**

Dear Parents/Guardians:

Welcome Back! We are all looking forward to a rewarding and exciting school year here at the Mickey Mantle School, P811M. We are continuing in our mission to provide the best possible educational program for our students.

Throughout the school year we will need your assistance in making our school a better place for all children. The educational needs of the students can best be served through a collaborative approach between parents and staff members. There will be many exciting events and activities planned throughout the school year and we invite you to participate in these activities.

Please be reminded that the school day runs from 8:10 AM to 3:00 PM, Monday through Friday. It is important that your child be on time for school each day so as not to miss out on the educational opportunities we have to offer. If for whatever reason your child will be absent from school, please call and inform the school of his/her absence.

We look forward to sharing an exciting year of growth with us. We are here to assist you should you have any concerns or issues you wish to discuss with us. Feel free to contact the school should you require a meeting with your child's teacher or related service provider.

Thank You!!

Sincerely,  
Barry Daub  
Principal

## **Our Mission**

We envision our school as a collaborative community of learners, with clear educational missions, processes structures and resources that allow for and provide an equitable and quality education for our children. Our learning community must address the individual needs and learning styles of all students, while maintaining and enriching a nurturing a supportive environment.

## **Our Vision**

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all our students. Through high quality, standards driven instruction, a nurturing environment, and the development of the social, emotional and technological skills necessary to function productively in the world community, we will create a community of lifelong learners.

## **Welcome from the President(s) of the Parents' Association**

Dear Parent(s) / Guardians (s),

Welcome to the 2008-09 school year. I am looking forward to meeting all of you at our upcoming workshops and school events. The Parents Association has been working in collaboration with the school Parent Coordinator, Belinda Garcia to increase parental involvement with in the Parents Association and school environment.

Our children have been attending P811M / The Mickey Mantle School for many years and we must say that we absolutely love the school environment and support. I have dedicated myself this year towards building a functioning more affective Parent Association, You must know that as long as your child(ren) are student(s) of P811M / The Mickey Mantle School you are automatically a member of the Parents Association. Your involvement and contribution will be making a difference.

We can be reached at any of the following numbers: Tiffany Green (212)579-3788. We look forward to hearing from all of you this year. Please look out for mailing and fliers for the upcoming Parent Association meetings and workshops. With your help and participation we can look forward to an outstanding year at P811M / The Mickey Mantle School

Sincerely,  
Tiffany Green  
P811M Parent Association President

## **A Letter to Parents from Parent Coordinator**

Dear Parent(s) / Guardian(s) of P811M / The Mickey Mantle School,

Welcome back to the 2008-09 school year. I look forward to meeting each of you personally so that we can begin to build our partnership in support of your child. At P811M / The Mickey Mantle School, there are many others on our team – teachers, administrators, and support staff who are all committed to your child’s academic and social success. Together we can make this a wonderful year of learning and growth for your child.

The key to your child’s success will be your ongoing involvement in our school community. Throughout the year, you will have opportunities to meet your child’s teachers, attend information sessions and participate in the parent’s association. We encourage you to attend the many events we host to help you better understand the teaching approaches and learning materials that we use to enable our students to succeed.

As your child’s first and most important teacher, we also need you to help us get to know your child so that we can offer him/her the best learning experience possible.

In addition, I am available to provide information, answer questions, help you access resources, and resolve problems in or outside of the school. Please feel free to come to my office, call or email when you need assistance.

All of us at P811M / The Mickey Mantle School are very happy that you and your child are part of our family.

Sincerely,  
Belinda Garcia  
Parent Coordinator  
(212) 579-3788 ext. 2020  
(212) 579-3879 (fax)  
Bgarcia14@schools.nyc.gov

# **ORGANIZATION**

Barry Daub, Principal  
Clarence Youngs, Assistant Principal  
Wilma Melendez, Assistant Principal  
Christina Foti, Assistant Principal  
John McCormick, Assistant Principal  
Belinda Garcia, Parent Coordinator

## **Main Site**

P811M  
The Mickey Mantle School  
466 West End Avenue  
New York, NY 10024  
(212) 579-3788  
(212) 579-3879 (fax)

## **Off Sites**

P811M @ P101M  
141 East 111<sup>th</sup> Street  
New York, NY 10029  
(212) 348-9886  
(212) 369-8258 (fax)

P811M @ P149M  
34 West 118<sup>th</sup> Street  
New York, NY 10026  
(212) 410-5202  
(212) 427-8740 (fax)

## **Inclusion**

P811M @ P75M  
735 West End Avenue  
New York, NY 10025  
(212) 866-5400  
(212) 678-2878 (fax)

P811M @ P163M  
163 West 97<sup>th</sup> Street  
New York, NY 10025  
(212) 678-2854  
(212) 678-2856 (fax)

# Description of Class Staffing Ratios

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

Educational programs are provided in the different sites for children 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 twelve (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.

## **Behavior Management Model**

**A child's social and emotional development** begins in infancy and is nurtured through interactions with his or her primary caregivers. Parents can and should teach children to identify feelings, to be aware of how feelings influence behavior, to use good problem-solving skills, and to respect and be tolerant of others, among other SEL skills. P811M holds the development of social and emotional learning as one of its core values.

**Social and emotional learning (SEL)** is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development – their health, ethical development – their health, ethical development, citizenship, academic learning and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school-based programming that focuses on positive youth development, health promotion, prevention of problem behaviors, and student engagement in learning.

**As a means of teaching these skills and values** we will be expanding and renovating our SEL house. The Resolving Conflict Creatively Program (RCCP) helps students in grades K-8 develop the skills to reduce violence and prejudice, form caring relationships, and build healthy lives. An intensive study of RCCP in New York City by the National Center for Children in Poverty at Columbia University found that children receiving substantial RCCP instruction showed more positive social and academic development. They perceived their world in a less hostile way, saw violence as an unacceptable option, and chose nonviolent ways to resolve conflict. They also performed significantly better on standardized academic achievement tests than other children.

**We are also implementing** the Search Institute's 40 developmental assets program this year. Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults.

## **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).

- BE ON TIME
- BE PREPARED AT ALL TIMES
- COMPLETE HOMEWORK AND CLASS ASSIGNMENTS
- REMAIN IN SUPERVISED AREAS AT ALL TIMES
- RESPECT YOURSELF AND OTHERS

# School Procedures/Policies

## School Meals

It is possible for all students to have breakfast and lunch in school everyday. Depending on family income, your child may be eligible for reduced price or free breakfast and/or lunch. Otherwise, there will be a charge for each meal, payable on a monthly basis.

***Income Eligibility forms (School Lunch Forms) and prices for reduced and free lunches are sent home every September because eligibility does not carry over from one year to the next.*** These forms need to be returned by September 30, 2005 to ensure you are billed properly.

If you choose to send in lunch with your child, you also have the option of buying a container of milk, which is also payable on a monthly basis.

## 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(s) Terry Binsol & Leah Brown and can be reached at (212) 579-3788 ext.2040

### 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 your busing coordinator, Michael Santos at (212) 579-378 ext. 2032

### 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.

### 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, Belinda Garcia at (212) 579-3788 ext. 2020 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.

### Incident 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](http://www.nycenet.edu).

## Attendance

It is extremely important that your child attend school. If possible, please schedule 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.

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
- ✓ School Lunch/Breakfast forms
- ✓ 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.

### *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 SLT chairperson Michael Santos at the following phone number (212) 579-3788 ext 2032.

## 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 2<sup>nd</sup> Wednesday of the month from 6:00 P.M. – 8:00 PM. 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](mailto: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 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.

# 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](http://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](http://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](http://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](http://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](http://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](http://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.eplibrary.com](http://www.eplibrary.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](http://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](http://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](http://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](http://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](http://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](http://www.epicforchildren.org)

The Action Center of the Rockaways: [www.theactioncenter.com](http://www.theactioncenter.com)

Family Enrichment Network, Inc.: [www.familyenrichment.cc/](http://www.familyenrichment.cc/)

#### **Federal**

US Department of Education (USDE): [www.ed.gov](http://www.ed.gov)

USDE Office of Innovation and Improvement (OII):

[www.ed.gov/about/offices/list/oii](http://www.ed.gov/about/offices/list/oii)

USDE ED PUBS On Line Ordering System: [www.edpubs.org](http://www.edpubs.org)

National Institute for Literacy: [www.nifl.gov](http://www.nifl.gov)

Partnership for Family Involvement in Education:

[www.ed.gov/parents/academic/help/partnership.html](http://www.ed.gov/parents/academic/help/partnership.html)

USA Freedom corps: [www.usafreedomcorps.gov](http://www.usafreedomcorps.gov)

Partnership for Reading: [www.nifl.gov/partnershipforreading](http://www.nifl.gov/partnershipforreading)

#### **Parent Organizations**

Institute for the Transformation of learning: [www.schoolchoiceinfo.org](http://www.schoolchoiceinfo.org)

National Coalition for Parent Involvement in Education (NCPPIE): [www.ncpie.org](http://www.ncpie.org)

National PTA: [www.pta.org](http://www.pta.org)

No Excuses Campaign: [www.noexcuses.org](http://www.noexcuses.org)

Parents as Teachers: [www.patnc.org](http://www.patnc.org)

Public Education Network: [www.publiceducation.org](http://www.publiceducation.org)

Parent Leadership Associates: [www.plassociates.org](http://www.plassociates.org)

School Results: [www.schoolresults.org](http://www.schoolresults.org)

Tutors for Kids (Supplemental Education Services): [www.tutorsforkids.org](http://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 5<sup>th</sup> birthday (and before entering Kindergarten in September), the student will have a Turning 5 evaluation conducted by the CSE. At the conferences to discuss the evaluation, an IEP is written which specifies the child’s disability and the program and service recommended addressing his/her needs. For further information, please contact the Director of Early Childhood Education at the District 75 office.

## IEP, Related Services and Report Cards

### What is an IEP?

Individual Education Plans (IEP) is 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.
- ❖ 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 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 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

Report Cards are distributed during Parent-Teacher Conferences. If you are unable to attend the conference a copy of the report card will be held in your child’s file. We strongly suggest that parents plan to attend all Parent-Teacher Conferences. Report Cards will not be mailed or sent home with students. Parents / Guardians will have to come into school and pick a copy of their child’s report card.

## 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 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.

## School Calendar

2008-2009

September	2, Tuesday	School Begins
September	30, Tuesday	Rosh Hashanah NO SCHOOL
October	1, Wednesday 9, Thursday 13, Monday	Rosh Hashanah Yum Kippur Columbus Day Observed NO SCHOOL
November	4, Tuesday	Election Day - Chancellor's Conference Day Students will NOT be in attendance.
November	11, Tuesday	Veteran's Day Observation
November	27, Thursday and 28, Friday	Thanksgiving Recess NO SCHOOL
December	24, Monday through and Tuesday	Winter Recess (including Christmas and New Year's Day), students return to including school on Monday, January 5, 2009
January	1, Monday	NO SCHOOL

2009

January	21, Monday	Dr. Martin Luther King, Jr. Day NO SCHOOL
January	29, Tuesday	Fall Term ends for HIGH school students. HIGH school students will not be in attendance. All other students will be in attendance.
February	16, Monday thru 20, Friday	Midwinter Recess (includes Washington's Birthday) NO SCHOOL
April April	9, Thursday 17, Friday	Spring Recess (Includes Good Friday) NO SCHOOL
May	25, Monday	Memorial Day Observed NO SCHOOL
June	4, Thursday	Students IN ALL FIVE BOROUGHES will <u>NOT</u> be in attendance.
June	26, Friday	LAST DAY FOR ALL STUDENTS

# DATES FOR 2007-2008 PARENT-TEACHER CONFERENCES

## EVENING\*

## AFTERNOON

### ELEMENTARY SCHOOLS, FALL 2008

*Wednesday, November 19, 2007 – Evening	Tuesday, November 20, 2006 – Afternoon
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### ELEMENTARY SCHOOLS, SPRING 2009

*Wednesday, March 18, 2009 – Evening	Thursday, March 19, 2009 – Afternoon
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### INTERMEDIATE AND JUNIOR HIGH SCHOOLS, FALL 2008

*Monday, November 17, 2007 – Evening	Tuesday, November 18, 2007 – Afternoon
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### INTERMEDIATE AND JUNIOR HIGH SCHOOLS, SPRING 2009

*Tuesday, February 24, 2009 – Evening	Thursday, February 26, 2009 – Afternoon
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### HIGH SCHOOLS, FALL 2008

*Thursday, October 23, 2008 – Evening	Friday, October 24, 2008 – Afternoon
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### HIGH SCHOOLS, SPRING 2009

*Thursday, March 26, 2009 – Evening	Friday, March 27, 2009 – Afternoon
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### **\*\*DISTRICT 75 SCHOOL PROGRAMS, FALL 2008**

<b>*Wednesday, November 5, 2008 – Evening</b>	<b>Thursday, November 6, 2008 – Afternoon</b>
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### **\*\*DISTRICT 75 SCHOOL PROGRAMS, SPRING 2009**

<b>*Monday, March 30, 2009 – Evening</b>	<b>Tuesday, March 31, 2009 – Afternoon</b>
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\* Schools may, with the approval of the appropriate superintendent, select dates for **evening** conferences that are different from those listed. The date and time selected must be conducive to parent participation and attendance, and should not begin before 5:30 p.m. so as to accommodate most parents' work schedules. Parents should receive at least four weeks prior notice. All **afternoon dates are mandated and must not be rescheduled**.

It should also be noted that a **two and one half-hour time period** is required for **evening** conferences. Principals are reminded to request security coverage at least one week before evening conferences. For half day PreKindergarten Programs at public school sites, see section 6 below.

\*\* District 75 School Programs housed within a non-District 75 school should adhere to that school level's afternoon/evening Parent-Teacher Conference dates as indicated above. Self-contained District 75 school organizations are to adhere to evening and afternoon Parent-Teacher Conference dates listed for District 75 School Programs (see above).

**Additional Note:** Schools that include grades with more than one instructional level (elementary, middle, high school), must have one of the sets of dates above approved by the appropriate superintendent. The approved dates should be on file with the appropriate superintendent prior to the start of the 2008-2009 school year.

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

<b>REGION</b>	<b>DISTRICTS</b>	<b>ADDRESS</b>	<b>PHONE NUMBER</b>
1	9, 10	One Fordham Plaza Bronx, New York 10458	(718) 329-8074
2	8, 11, 12	3450 East Tremont Ave., 2 <sup>nd</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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
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

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

07/16/08

DISTRICT 75  
BONNIE BROWN, SUPERINTENDENT  
GARY HECHT, DEPUTY SUPERINTENDENT

OFFICE	TITLE	TEL #	FAX #
<b>SUPERINTENDENT</b>	<i>BONNIE BROWN</i>	(212) 802-1503,1504	(212) 802-1678
<b>Secretaries:</b>	Brandie Parker Maria Velez	(212) 802-1501 (212) 802-1502	
<b>DEPUTY</b>	<b>GARY HECHT</b>	(212) 802-1617	(212) 802-1527
<b>Secretaries:</b>	Kathy McCormack Lynn Pasquarillo	(212) 802-1590 (212) 802-1662	
<b>COHORT LEADERS</b>	<i>LORRAINE BOYHAN</i> <i>BARBARA JOSEPH</i> <i>MARIA CUSTODIO-GUZMAN</i> <i>JOANNA LENCZEWSKI</i> <i>KETLER LOUISSAINT</i>	(212) 802-1602 (212) 802-1604 (212) 802-1606 (212) 802-1567 (212) 802-1520	(212) 802-1688
<b>ADM. ASST SUPERINTENDENT</b>	HELEN KAUFMAN	(917) 256-4236	(212) 802-1509
<b>Secretaries:</b>	Eileen Mayrose Yvette Rodriguez	(917) 256-4264 (917) 256-4270	
<b>ACADEMIC INTERVENTION</b>	<i>KAREN ANDERSON</i>	(212) 802-1554	(212) 802-1688
<b>AIDP</b>	PAUL COOPER	(212) 802-1565	(212) 802-1566
<b>ARTS</b>	<i>KATHY LONDON (A)</i> <i>PATRICK REGAN (S)</i>	(212) 802-1585 (212) 802-1543	(212) 802-1683
<b>ASSESSMENT</b>	STEVEN WEINRICH NANETTE SLANSKY	(212) 802-1634 (212) 802-1521	(917) 256-4245
<b>ATTENDANCE</b>	<i>JEANNE JEE</i>	(212) 802-1636	(212) 802-1686
<b>AUTISM</b>	<i>STEPHANIE McCASKILL</i>	(917) 256-4268	(917) 256-4269
<b>CONSULTANT to the SUPERINTENDENT</b>	<i>FRANCINE DREYFUS</i>	(212) 802-1506	(212) 802-1678
<b>COUNSELING</b>	ROZ HOFF	(917) 256-4273 /4269	
<b>CURRICULUM &amp; ACCOUNTABILITY</b>	<i>DONNA DIMINO</i>	(212) 802-1605	(212) 802-1688

<b>OFFICE</b>	<b>TITLE</b>	<b>TEL #</b>	<b>FAX #</b>
<b>DATA MANAGEMENT</b>	<b>HERZEL ELIYAHU</b> Judy Sellito	(212) 802-1517 (212) 802-1513	(212) 889-0827
<b>ELL</b>	LARISA KABBAJ	(212) 802-1624	
<b>EXTENDED DAY</b>	ELLEN FORTI	(212) 802-1583	(212) 802-1678
<b>HEARING SERVICES</b>	Rosemarie Kolb, Susan Lipkowitz, Gail Oberlander-Podemski Vicki Paul, Huberta Schroedel, Brigidann Turadek	(917) 256-4224 (917) 256-4208, (917) 256-4204 (917) 256-4209, (917) 256-4223 (212) 802-1647, (917) 256-4247 (917) 256-4221  (917) 256-4217	(212) 889-3510
<b>Secretary:</b>	Jeanette Kerrigan		
<b>INCLUSION</b>	<b>RUCHIKA CHOPRA</b> <b>LESLIE REDDING</b>	(212) 802-1519	(212)802-1680
<b>INTERPRETER SERVICES</b>	<b>BETH PREVOR</b>	(212) 689-4020	(212) 689-3988
<b>INSTITUTIONAL FACILITIES</b>	<b>MARYELIZABETH DUNLEAVY</b> MARGARET CURCIO Betty Hogan	(917) 256-4272 (917) 256-4260 (917) 256-4249	
<b>LITERACY</b>	RAIZL BLAU  <b>CARMEN AMADOR</b>	(212) 802-1618 (212) 802-1551	(212) 802-1687 (212) 802-1679
<b>MATH</b>	DOROTA KOCZEWSKA	(212) 802-1676	(212) 802-1680
<b>OPERATIONS</b>	ED KELSON	(212) 802-1621	(212) 802-1691
<b>PARENT SUPPORT OFFICE</b>	<b>SACHA INGLIS</b> Raymond Velez	(212) 802-1685	(212) 802-1598
<b>PBIS</b>	SATISH MOORTHY	(212) 802-1548 (917) 256-4275	
<b>PLACEMENT</b>	<b>STACEY MINONDO</b>  <i>Ingrid Amorini –BK,</i>  <i>Shallon Moon-SI, Beth Goodman-X,</i>  <i>Helen Greenstein-M, Steve Koch-Q</i>	(212) 802-1578 (212) 802-1574, (212) 802-1572, (212) 802-1573 (212) 802-1570, (212) 802-1569	(212) 802-1682
<b>PHYSICAL EDUCATION</b>	<b>HIROYUKI YAMADA</b>	<b>(212) 802-1640</b>	
<b>PUPIL PERSONNEL</b>	KEN STARK DANA ASHLEY	(212) 802-1594 (212) 802-1654	

<b>OFFICE</b>	<b>TITLE</b>	<b>TEL #</b>	<b>FAX #</b>
<b>REGIONAL SAFETY OFFICER</b>  <b>Secretary:</b>	<b>MICHELLE PIERRO</b>  <i>Andre Dash</i>  Joann Angelucci	(212) 802-1654  <b>(212) 802-1589</b>  (917) 256-4261	(212) 802-1666
<b>RELATED SERVICES ORCS HEALTH NURSE</b>	<i>Maria Leo/ORCS</i>  <i>Joan Boreland/Health</i>  <i>Janet King/Nurse</i> Joel Levine/OT Cynthia Aridas/PT Elizabeth Darby Marlene Robinson Rosalyn Brines	(212) 802-1535 (917) 256-4262 (917) 256-4278 (917) 256-4276 (917) 256-4277 (212) 802-1661 (212) 802-1543	(917) 256-4216 (917) 256-1684
<b>SUSPENSIONS</b>  <b>Secretary:</b>	RICHARD KURLANDER  Shallie Valentin	(212) 802-1608  (212) 802-1631	(212) 802-1623
<i>SCIENCE</i>	<b>ASHRAF SHADY</b>	<b>(212) 802-1567</b>	
<i>SETRC</i>	<b>HELENE BRADLEY</b>	<b>(212) 802-1610</b>	(917) 256-4245
<b>SPEECH</b>	Steve Behar, Victoria Bey, Suzanne Forbes, Emma Mazzella, Madelyn Perahia-Fink, Gina Logrande, Maria Santos, Jacqueline Toscano	(212) 802-1575, (212) 802-1552 (917) 256-4265, (212) 802-1586 (212) 802-1563, (212) 802-1558 (917) 256-4269, (212) 802-1576	
<i>STUDENT SUPPORT</i>	<b>NANCY NEEDLE</b>	<b>(212) 802-1616</b>	
<i>TECHNOLOGY</i>	<b>LESLIE SCHECT</b>	<b>(212) 802-1597</b>	
<b>TITLE II TITLE III</b>	VICKI HOFFMAN TBD	(212) 802-1584 (718) 760-1083	(212) 802-1678
<i>TRANSITION</i>	<b>KETLER LOUISSAINT</b> Neil Coffina Noveria Gillison	<b>(212) 802-1520</b> (212) 802-1622 (917) 256-4296	<b>(212) 802-1691</b>
<i>TRAVEL TRAINING</i>	<b>MARGARET GROCE</b>	<b>(212) 802-1625</b>	
<b>VISION SERVICES</b>  <b>Secretary:</b>	LAURENCE GARDNER Maria Fridas, Susan Smith, Patsy Taylor  Renee Gerber	(917) 256-4201 (212) 802-1665, (917) 256-4219, (212) 802-1639  (917) 256-4259	(917) 256-4230

**Suicide Hotline- (917) 256-4271**