



# SCHOOLS AND FAMILIES



## BUILDING A STRONGER SCHOOL COMMUNITY AT P723X

Parent Handbook  
2008 - 2009

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# Welcome Back to School At P723X

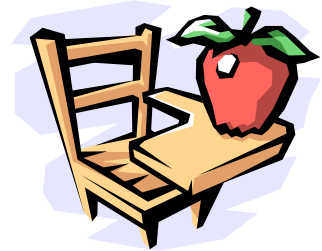
*Directions: Fill in the blanks and you will have your child's important school information!*

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

The name of my school site is P723X. The school site address is \_\_\_\_\_  
\_\_\_\_\_. Everyday \_\_\_\_\_ (name of Bus Company) sends a  
yellow school bus for me. I know this is my bus because the bus number is \_\_\_\_\_.

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

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



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

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

Cut Along Dotted Line



## **P723X Main Site**

**3540 Bivona Street  
Bronx, NY 10475  
Tel # 718-320-1222  
Fax # 320-2213**



**Principal: Christine Walsh**  
**Assistant Principals: Ron Rodkin**  
**Assistant Principals: Jamie Watkins**  
**Assistant Principals: Lillian Edwards**  
**Parent Coordinator: Jose A. Vazquez**

### **Off Sites**

#### **Astor @ Byron**

4330 Byron Avenue  
Bronx, NY 10466  
Ms. Susan Anderson, Unit Coordinator  
Ron Rodkin, A.P.  
Tel # 718-994-8286  
Fax # 718-324-8730

#### **Astor @ Tilden**

750 Tilden Street  
Bronx, NY 10467  
Mr. Evin Ryan, Unit Coordinator  
Ron Rodkin, A.P.  
Tel # 718-519-7338  
Fax # 718-519-7338

#### **Ittleson**

5050 Iselin Ave.  
Riverdale, NY 10471  
Lillian Edwards, A.P.  
Tel # 718- 543-2750  
Fax # 718-543-9188

#### **Bronx Children's School**

595 Gerard Ave  
Bronx, NY 10451  
Norman Lazer, Unit Coordinator  
Lillian Edwards, A.P.  
Tel # 718- 742-6081/82/83  
Fax # 718-742-6080

#### **P723X@49**

383 East 139<sup>th</sup> Street  
Bronx, NY 10454  
Ms. Jacqueline Fraser, Unit Coordinator  
Tel # 402-2516  
Fax # 402-2548

#### **P723X@218**

1220 Gerard Ave.  
Bronx, NY 10452  
Jamie Watkins, A.P.  
Tel # 588-3105  
Fax # 588-3128

#### **Bronx Lab School High School**

800 East Gun Hill Road  
Bronx, NY 10467  
Tel # 718-696-3700  
Fax # 718-696-3730

#### **P723X@189**

3540 Steenwick Avenue  
Bronx, NY 10475  
Jamie Watkins, A.P.  
Tel # 718-409-6808  
Fax# 718-430-8741



## Welcome from the Principal

Dear Parents/Guardians:

I would like to welcome you and your child to the 2008-2009 school year at P723X. It is our mission to provide your child with a safe, supportive learning environment where children are challenged and encouraged to become lifelong learners. It is our goal to prepare each child for life after school by providing a challenging environment that includes academic instruction and vocational opportunities. Your support and encouragement is a very important part of your child's success and we encourage your involvement in your child's education. We are including some suggestions and resources in the "Welcome Packet" that you can use at home with your child.

The school hours are from 8:00 – 2:50 p.m. Monday through Friday. It is very important for your child arrive to school on time. If your child is absent, please contact the school. In the event that we do not hear from you, school personal will call you home to inquire about your child's absence. The call home is a safety procedure. Please provide a doctor's note or a written note explaining the reason for your child's absence.

As a reminder, please have your child leave non-school items at home (cell phones, games, toys, expensive jewelry). We can not be responsible for these items. Enclosed are the following forms: a blue emergency contact card for you to complete and return to the school: immunization requirements, health form, lunch form, 2008-2009 school calendar, assessment calendar, parent involvement policy, school leadership team calendar. Please keep the school informed of any changes in telephone number.

An election will be held in September for our Parent Association. Please contact our Parent Coordinator Jose A. Vazquez if you are interested in being involved in the Parent Association and / or School Leadership Team.

I am eager to start the 2008-2009 school year with you as our parents in your child's education. On behalf of the P723X Staff we are looking forward to a year that is filled with many accomplishments and celebration for the entire P723X community!

Sincerely,

*Christine Walsh*

Christine Walsh

Principal

# P 7 2 3 X

## Our Mission

**The mission of P723X is to prepare our students to attain higher learning standards and reach their potential in a supportive, safe learning environment.**

## Our Vision

**Our school's vision is to provide the skills, opportunities and knowledge for all students so they may become life long achievers and participate in the world of work after leaving school. The school community will work collaboratively to ensure that students expand their experiences, achieve their goals and become lifelong learners.**



## Welcome from the Parent Coordinator

Dear Parents/Guardians,

I would like to welcome all of our parents and students to the 2008-2009 school year at P723X. I am looking forward to a wonderful year filled with many parents and students celebrations and accomplishment. We are entering an exciting time of change for our schools and we are working hard to build an effective partnership with our communities, homes, and schools.

As a parent coordinator my duties are but are not limited to:

- Increasing parent involvement
- advocating for parent concerns
- conducting outreach to engage parents in their child's education
- attending parent meetings along with the principal
- cooperating with community based organizations
- Inform parent of regulations, policies and changes within the school

My name is Jose A. Vazquez and I will be available in my office at 3450 Bivona Street in the main site. Room Please feel free to call me for an a appointment at 718-320-1222 or 347-563-5166. I will be available Monday - Friday from 7:30-3:30 PM.

Sincerely,  
*Jose A. Vazquez*  
**Jose A. Vazquez**  
**Parent Coordinator**

# Description of Class Staffing Ratios

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

*(Select the Student Population descriptions that are specific to your school)*

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

## **Special Class Staffing Ratio 12:1:1**

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

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

## **Special Class Staffing Ratio 8:1:1**

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

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

## **Special Class Staffing Ratio 6:1:1**

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

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

## **Special Class Staffing Ratio 12:1:4**

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

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

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

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

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

- No more than 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.

# 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 Site School Nurse(s) \_\_\_\_\_ and can be reached at (\_\_\_\_\_).



### 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,

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### **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**

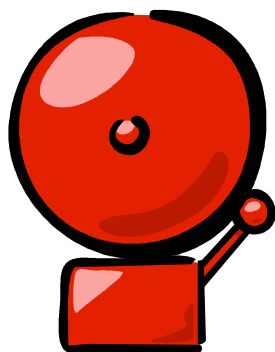
If your child is suspended from the bus, you as a parent are still responsible for your child’s transportation to and from school during those days. Please note that any absences that occur during a bus suspension will count against your child’s overall attendance.

### **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, Jose A. Vazquez at 347-563-5166 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.

### **Inclément 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



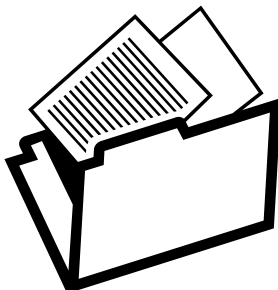
Students not arriving on the school bus must be signed in by their parent or guardian.

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>

Go to page 33 for comptroller form

## *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)

## 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 Susan Anderson at the following phone number 718-994-8286 or our Parent Coordinator Jose A. Vazquez at 347-563-5166.

## 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)

**Resources for Children with Special Needs, Inc. Presents**  
**What's Out There and How to Get It 2008-2009 Free Training Series**  
**For Families and Professionals Needing Programs and Services for Children with**  
**Disabilities**

**Gary Shulman, MS.Ed.:212-677-4650**

**[gshulman@resourcesnyc.org](mailto:gshulman@resourcesnyc.org)**

**[www.resourcesnyc.org](http://www.resourcesnyc.org)**

**[www.resourcesnycdatabase.org](http://www.resourcesnycdatabase.org)**

**searchable website**

**Bronx**

**Jewish Child Care Association 555 Bergen Ave. Bronx 10455**

November 5, 2008 Transition from School to Adult Life 10 AM-1 PM

December 3, 2008 Advocacy Skills for Parents 10 AM-1 PM

January 8, 2009 Getting Appropriate Educational Services 10 AM-1 PM

February 4, 2009 Turning 5: Transition to School Age 10AM-1PM

March 4, 2009 Transition from School to Adult Life 10 AM-1 PM

April 1, 2009 Community Resources 10 AM-12 Noon

May 6, 2009 Early Childhood Services: Birth to 5 10 AM-1 PM

June 3, 2009 Getting Appropriate Educational Services 10 AM-1 PM

**Bronx Family Center of the Children's Aid Society 1515 Southern Blvd. Bronx 10460**

November 7, 2008 Getting Appropriate Educational Services 10AM-1PM

January 23, 2009 Transition from School to Adult Life 10AM-1PM

March 13, 2009 Turning 5: Transition to School Age 10AM-1PM

May 8, 2009 Getting Appropriate Educational Services 10AM-1PM

June 12, 2009 Early Childhood Services: Birth to 5 10AM-1PM

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

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

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

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

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

9A, with the student's name, NYC ID number and date of conference indicated on the top of the page.

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

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

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

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

## 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 YEAR CALENDAR 2008-2009

<b>August</b>	<b>25</b>	<b>Monday</b>	The following staff report: Assistant Principals and school-based intermediate supervisors not designated to work an increased work year.
<b>August</b>	<b>28</b>	<b>Thursday</b>	Classroom Teachers, Bilingual Teachers in School and Community Relations, Guidance Counselors, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, Education Paraprofessionals (except for School Secretaries, Psychologists and Social Workers) report for a <b>Professional Development Day – General staff orientation.</b> School Secretaries, Psychologists and Social Workers report for a regular work day. Employees in titles not listed should consult applicable collective bargaining agreement. <b>Students will <u>NOT</u> be in attendance.</b>
<b>August</b>	<b>29</b>	<b>Friday</b>	<b>Chancellor's Conference Day for staff development.</b> Regular work day for School Secretaries, Psychologists, and Social Workers. <b>Students will <u>NOT</u> be in attendance.</b>
<b>September</b>	<b>1</b>	<b>Monday</b>	<b>Labor Day</b>
<b>September</b>	<b>2</b>	<b>Tuesday</b>	<b>SCHOOL SESSIONS BEGIN FOR ALL STUDENTS. EARLY DISMISSAL FOR NON DISTRICT 75 KINDERGARTEN STUDENTS ONLY.</b>
<b>September</b>	<b>3</b>	<b>Wednesday</b>	Early dismissal for Kindergarten students only.
<b>September</b> <b>October</b>	<b>30</b> <b>1</b>	<b>Tuesday &amp;</b> <b>Wednesday</b>	<b>Rosh Hashanah</b>
<b>October</b>	<b>9</b>	<b>Thursday</b>	<b>Yom Kippur</b>
<b>October</b>	<b>13</b>	<b>Monday</b>	<b>Columbus Day Observed</b>
<b>November</b>	<b>4</b>	<b>Tuesday</b>	Election Day. Chancellor's Conference Day for staff development related to the Regents High Learning Standards & Assessments <b>Students will <u>NOT</u> be in attendance.</b>
<b>November</b>	<b>11</b>	<b>Tuesday</b>	<b>Veterans Day Observed</b>
<b>November</b> <b>November</b>	<b>27</b> <b>28</b>	<b>Thursday &amp;</b> <b>Friday</b>	<b>Thanksgiving Recess</b>
<b>December</b> <b>January</b>	<b>24</b> <b>2</b>	<b>Wednesday</b> <b>&amp; including</b> <b>Friday</b>	<b>Winter Recess</b> (including Christmas and including New Year's Day). <b>Return to school on Monday, January 5</b>

# SCHOOL YEAR CALENDAR 2008-2009

January	19	Monday	<b>Dr. Martin Luther King, Jr. Day</b>
January	27	Tuesday	In non-District 75 High Schools having administered Regents Exams from Jan. 27 through Jan.30 , Students will <b><u>NOT</u></b> be in attendance on Feb. 2 to allow for rating, reorganization planning & professional development. High Schools not administering the Regents Exams should offer regular scheduled classes on January .
February	2	Monday	Fall Term ends for <b><u>HIGH</u></b> school students. <b><u>HIGH</u></b> school students will <b><u>NOT</u></b> be in attendance. <b>All other students are in attendance.</b>
February	3	Tuesday	Spring Term begins for <b><u>HIGH</u></b> school students.
February February	16 20	Monday - Friday	<b>Midwinter Recess (including Washington's Birthday)</b>
April April	9 17	Thursday - Friday	<b>Spring Recess: Including Good Friday, Easter and Passover</b>
May	25	Monday	<b>Memorial Day Observed</b>
June	4	Thursday	Chancellor's Conference Day for staff development for <b>ALL FIVE BOROUGHS</b> . School staff to report to work if required by their collective bargaining agreement. <b>Students IN ALL FIVE BOROUGHS will <u>NOT</u> be in attendance.</b>
June	16	Tuesday	In non-District 75 High Schools having administered Regents Exams from June 16 through June 24. Students will <b><u>NOT</u></b> be in attendance. Regents Rating Day, Thurs. June 25.
June	25	Thursday	Regents Rating Day. Students will <b><u>NOT</u></b> be in attendance.
June	26	Friday	Last day for <b><u>ALL</u></b> Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and Paraprofessionals.
June June	29 30	Monday & Tuesday	All other staff report <b><u>EXCEPT</u></b> Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and Paraprofessionals.

# DATES FOR 2008-2009 PARENT-TEACHER CONFERENCES

## EVENING\*

## AFTERNOON

### ELEMENTARY SCHOOLS, FALL 2008

*Wednesday, November 19, 2008 – Evening	Thursday, November 20, 2008 – 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, 2008 – Evening	Tuesday, November 18, 2008 – 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

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

* Monday, March 30, 2009 – Evening	Tuesday, March 31, 2009 – Afternoon
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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.

**2008-2009  
CITYWIDE AND STATEWIDE  
ASSESSMENT CALENDAR**

<b>DATE</b>	<b>TEST</b>	<b>IMPACT</b>	<b>PURPOSE</b>
September 2 - 29 <i>Within the first 10 days of entrance</i>	<b>Language Assessment Battery Revised (LAB-R) or Spanish LAB</b>	Grades K - 12 New entrants admitted between Sept. 2 and Sept. 29 whose home language is other than English	To identify students who are entitled to bilingual/English as a Second Language (ESL) programs
September 2 - October 31 <i>Individual school selected date(s)</i>	<b>Early Childhood Language Assessment System-2 (ECLAS-2)</b>	Grades 1 (Complete Kit)  Grades 2 and 3 (Selected Activities)	Diagnostic assessment measuring student progress in literacy
September 2 - October 31	<b>El Sistema de Observacion de la Lecto-escritura (EL SOL)</b>	Grades K - 3 Students receiving instruction in Spanish bilingual/dual language programs	Diagnostic assessment measuring Spanish bilingual student progress in literacy
Oct. 6 - Feb. 13	<b>New York State Alternate Assessment (NYSAA)</b>	Eligible special education students	To determine if students with severe cognitive disabilities have individually demonstrated their mastery of skills relative to New York State learning standards
October 15	<b>PSAT</b>	Grades 10, 11	Preliminary SAT (PSAT) for 10th and 11th graders and the National Merit Scholarship Qualifying Test (NMQT) for 11th graders
October 25, 26	<b>Specialized High Schools Admissions Test (SHSAT)</b>	Grade 8	To qualify applicants for admission to New York City Specialized High Schools
November 8	<b>Specialized High Schools Admissions Test (SHSAT)</b>	All Grade 9 students, Grade 8 IEP and 504 Applicants	To qualify applicants for admission to New York City Specialized High Schools
November 12, 13	<b>Elementary New York State Social Studies</b>	Grade 5	To assess student progress toward State and City standards in social studies
November 23	<b>Specialized High Schools Admissions Test (SHSAT Make-ups)</b>	Grade 8 and Grade 9 with special permission and documentation ONLY	To qualify applicants for admission to New York City Specialized High Schools
January 5 - February 13	<b>Early Childhood Language</b>	Grade K (Complete Kit)	Diagnostic assessment measuring student progress

<i>Individual school selected date</i>	<b>Assessment System- 2 (ECLAS-2)</b>		in literacy
January 13, 14	<b>New York State English Language Arts (ELA)</b>	Grades 3, 5	To assess student progress toward New York State standards in English language arts
January 13 - 15	<b>New York State English Language Arts (ELA)</b>	Grade 4	To assess student progress toward New York State standards in English language arts
January 20, 21	<b>New York State English Language Arts (ELA)</b>	Grades 7, 8	To assess student progress toward New York State standards in English language arts
January 20 - 22	<b>New York State English Language Arts (ELA)</b>	Grade 6	To assess student progress toward New York State standards in English language arts
January 27 - 30	<b>New York State Regents</b>	Grades 9 - 12 (eligible students)	To assess student performance in various subject areas as required by New York State for graduation
March 3, 4	<b>New York State Mathematics</b>	Grades 3, 5	To assess student progress toward New York State standards in mathematics
March 3 - 5	<b>New York State Mathematics</b>	Grade 4	To assess student progress toward New York State standards in mathematics
March 10, 11	<b>New York State Mathematics</b>	Grades 6, 7, 8	To assess student progress toward New York State standards in mathematics
April 8 - May 8 <i>Individual school selected date(s)</i>	<b>New York State Science Performance Test</b>	Grades 4, 8	To assess elementary and intermediate-level science programs and to assess student progress towards New York State standards in science
April 20 - May 15 <i>Individual school selected date</i>	<b>New York State English as a Second Language Achievement Test (NYSESLAT) (Speaking portion)</b>	Grades K-12	To measure student progress in developing English language proficiency
April 20 - May 29	<b>Early Childhood Language Assessment System- 2 (ECLAS-</b>	Grade 1 (Complete Kit)	Diagnostic assessment measuring student progress in literacy

	2)		
April 20 - May 29	<b>Early Childhood Language Assessment System- 2 (ECLAS-2)</b>	Grades 2 - 3 (Selected Activities)	Diagnostic assessment measuring student progress in literacy
April 20 - May 29	<b>El Sistema de Observacion de la Lecto-escritura (EL SOL)</b>	Grades K-3 Students receiving instruction in Spanish bilingual/dual language programs	Diagnostic assessment measuring Spanish bilingual student progress in literacy
April 30	<b>New York State Science Written section</b>	Grade 4, 8	To assess elementary and intermediate-level science programs and to assess student progress towards New York State standards in science
May 4 - 15 <i>Individual school selected date</i>	<b>New York State English as a Second Language Achievement Test (NYSESLAT) (Reading, Writing, Listening)</b>	Grades K - 12	To measure student progress in developing English language proficiency
May 11 - May 29 <i>Individual school selected date</i>	<b>E-PAL 2 Early Performance Assessment in Language Arts</b>  <b>E-PAL 3</b>	Grade 2 students who have mastered Level 5 or higher in the Reading activity of Early Childhood Language Assessment System-2 (ECLAS-2)  Grade 3	Diagnostic assessment to measure student progress in listening/writing, reading/writing, and Writing Mechanics in response to literature
May 18	<b>Global Studies Accelerated Exam</b>	Eligible Grade 8 students	To assess student achievement in the high school curriculum for global studies
May 19	<b>Art Accelerated Exam</b>	Eligible Grade 8 students	To assess student achievements in the high school curriculum for art
May 20	<b>Music Accelerated Exam</b>	Eligible Grade 8 students	To assess student achievement in the high school curriculum for music
May 26	<b>Chinese Reading</b>	Grades 3 - 12 Students receiving instruction in bilingual and dual language Chinese	To assess student reading achievement in Chinese
May 27	<b>Spanish Reading (ELE)</b>	Grades 3 - 12 Students receiving instruction in bilingual and dual language	To assess student reading achievement in Spanish

		Spanish	
June 2, 3	<b>Intermediate New York State Social Studies</b>	Grade 8	To assess Grade 8 student progress towards New York State standards in social studies
June 16 - 25	<b>New York State Regents</b>	Grades 9 - 12 and eligible Grade 8 students	To assess student performance in various subject areas as required by New York State for graduation

\*Please Note\*

The Department consulted with various groups from both the public and nonpublic sectors for the design of this testing calendar. A concerted effort has been made to avoid scheduling State examinations on days of religious observation. Because each of these tests has scheduled make-up dates, no student should miss out on the opportunity to participate in these tests should the initial test administration in any school take place on a day of religious observance.

OFFICE OF THE COMPTROLLER CITY OF NEW YORK

NOTICE OF CLAIM

CLAIMANT INFORMATION

CLAIMANT'S NAME: \_\_\_\_\_ TEL. # : (    ) \_\_\_\_\_

STREET ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

SOC. SEC. # or TAX I.D. #: \_\_\_\_\_

CLAIM INFORMATION

CITY AGENCY INVOLVED: \_\_\_\_\_

NATURE OF CLAIM : ( ATTACH ADDITIONAL SHEET(S) OF PAPER, IF NECESSARY)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL AMOUNT CLAIMED: \$ \_\_\_\_\_

IF MORE THAN ONE ITEM IS INCLUDED IN THE TOTAL AMOUNT CLAIMED, SUPPLY BREAKDOWN OF AMOUNTS AND SPECIFY ITEMS: (ATTACH ADDITIONAL SHEET(S), IF NEEDED)

ITEM	AMOUNT
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____
5. _____	\$ _____

PLEASE ATTACH COPIES OF SUPPORTING DOCUMENTATION, PREVIOUS CORRESPONDENCE, INVOICES, ETC. \_\_\_\_\_

CLAIMANT'S SIGNATURE: \_\_\_\_\_

SS: STATE OF N.Y.

CITY OF N.Y. SUBSCRIBED AND SWORN TO BEFORE ME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20 \_\_\_\_\_

\_\_\_\_\_  
Notary

TO: OFFICE OF THE COMPTROLLER  
DIVISION OF LAW - RM 1225  
1 CENTRE STREET  
NEW YORK, N.Y. 10007  
TELEPHONE # (212)669-4736

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 <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.