



SCHOOLS AND FAMILIES



BUILDING A STRONGER SCHOOL COMMUNITY AT P723X

Parent Handbook

2009 – 2010

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Family Activity with important School Information

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Visit our Website:

[HTTP://SCHOOLS.NYC.GOV/SCHOOLPOTALS/11/X723](http://SCHOOLS.NYC.GOV/SCHOOLPOTALS/11/X723)

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 _____.

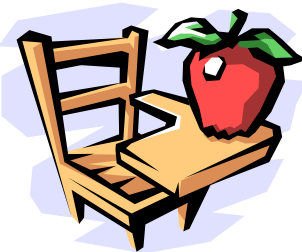
If the bus is running late sometimes my family needs to call the bus company; we know the number is _____.

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

Our 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
Tom Pellicano, CIT
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 139th Street
Bronx, NY 10454
Lillian Edwards, A.P.
Tel # 718-402-2516
Fax # 718-402-2548

P723X@218

1220 Gerard Ave.
Bronx, NY 10452
Jamie Watkins, A.P.
Tel # 718-588-3105
Fax # 718-588-3128

Bronx Lab School High School

800 East Gun Hill Road
Bronx, NY 10467
Christine Walsh, Principal
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

July 20, 2009

Dear Parents/Guardians/Students:

Welcome to the new school year at P723X. The first day of school is Wednesday, September 9, 2009. 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 setting 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. To increase communication between home and school, we will be sending home with your child a "Welcome Parent Packet". In this packet we are enclosing some parent resources, suggestions as well as some forms that are to be completed and sent back to your child's school.

As the new school year begins, please remember that attendance is very important for the academic success of your child. If your child is absent, please contact the school. In the event that we do not hear from you, school personnel will call your 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. Please schedule your family vacations during the school holidays. Please refer to the attached school year calendar.

It is also essential for your child to arrive to school on time. The school hours are from 8:00 – 2:50 p.m. Monday through Friday. The Office of Pupil Transportation will be notifying you of your child's new bus company and route number for September 2009. You may contact OPT at 718-392-8855 with any questions.

As a reminder, please have your child leave non-school items at home (cell phones, games, toys, expensive jewelry). We cannot be responsible for these items

An election will be held in September for our Parent Association. Please contact our Parent Coordinator Jose Vazquez at 347-563-5166 if you are interested in being involved in the Parent Association and /or School Leadership Team.

If you have any questions, please do not hesitate to call. I am eager to start the 2009-2010 school year with you as our partners 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 celebrations 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

July 24, 2009

Dear Parents/Guardians,

Welcome Back! My name is Jose A. Vazquez and we are all looking forward to a rewarding and exciting school year here at P723X. 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 8:00 AM to 2:40 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 or myself should you require a meeting with your child's teacher or related service provider.

As a parental 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 parents of regulations, policies and changes within the school

I will be available in my office at 3540 Bivona Street in the main site Monday - Friday. Please feel free to call me for an a appointment at 718-320-1222 ext 1114 or 347-563-5166.

Sincerely,

Jose A. Vazquez

Jose A. Vazquez

Description of Class Staffing Ratios

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

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

Special Class Staffing Ratio 12:1:1

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

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

Special Class Staffing Ratio 8:1:1

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

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

Special Class Staffing Ratio 6:1:1

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

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

Special Class Staffing Ratio 12:1:4

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

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

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, 2010 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 |



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) _____ 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) 392-8855.

Website for OPT: <http://schools.nyc.gov/Offices/Transportation/OPTResources/default.htm>

Website for Pupil Transportation: <http://schools.nyc.gov/Offices/Transportation/default.htm>

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,

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

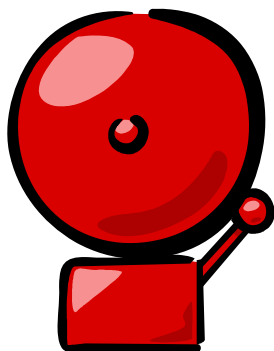
If your child is suspended from the bus, you as a parent are still responsible for your child’s transportation to and from school during those days. Please note that any absences that occur during a bus suspension will count against your child’s overall attendance.

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.

Inclement Weather/Storm Day Procedures

In the event of emergency conditions such as weather emergencies or school wide emergencies please tune in to local radio or television stations such as, WINS (1010 AM), NY1 (Cable TV) and Fox 5, to gain information about school closings. Most local television stations

have information beginning at 6:30 AM. Or you can check the Department of Education website www.nycenet.edu.

Attendance

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



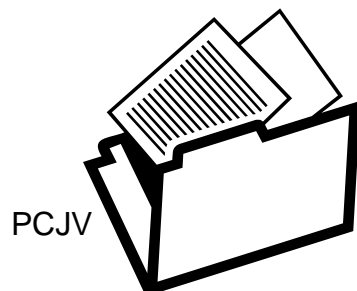
Students not arriving on the school bus must be signed in by their parent or guardian.

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 2nd 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

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.

SLT meeting dates September 16, October 14, November 18, December 9, of 2009, January 13, February 10, March 10, April 14, May 12 and June 9, of 2010 All meeting will be at the Bronx Children's School site at 595 Gerard Ave, Bronx NY 10451 Tel# 718-742-6081 at 9:30 am

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

GreatSchools.net

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

Inside Schools.org

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

Just for the Kids

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

Learning Leaders

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

New York State Education Department

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

Special Education Information

Association for the Help of Retarded Children

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

Council for Exceptional Children

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

Exceptional Parent Library

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

Quality Services for the Autism Community

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

Resources for Children with Special Needs

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

United Cerebral Palsy

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

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

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

Educational Resource List

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

Parent Information Resource Centers

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

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

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

Federal

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

USDE Office of Innovation and Improvement (OII):

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

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

National Institute for Literacy: www.nifl.gov

Partnership for Family Involvement in Education:

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

USA Freedom corps: www.usafreedomcorps.gov

Partnership for Reading: www.nifl.gov/partnershipforreading

Parent Organizations

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

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

National PTA: www.pta.org

No Excuses Campaign: www.noexcuses.org

Parents as Teachers: www.patnc.org

Public Education Network: www.publiceducation.org

Parent Leadership Associates: www.plassociates.org

School Results: www.schoolresults.org

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

Turning 5 Evaluations for Preschool Children

Three and four year olds have an IEP that identifies them as a "Preschooler with a Disability." The Regional Committee on Pre-School Special Education, a division of the Committee on Special Education, recommends a pre-school program that will address the child's needs. During the spring of the student's 5th birthday (and before entering Kindergarten in September), the student will have a Turning 5 evaluation conducted by the 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

*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.

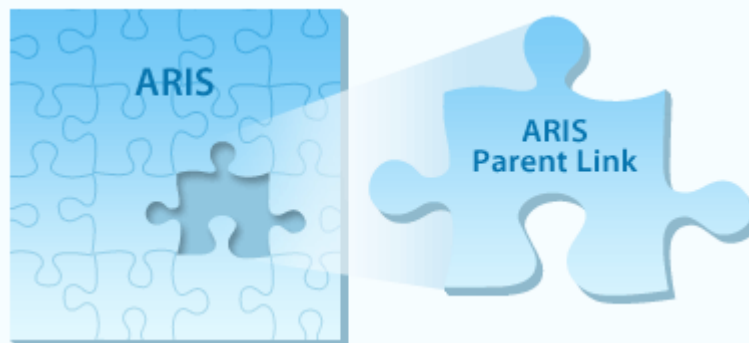
Parent Counseling and Training means assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized 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.

Achievement Reporting and Innovation System

What is ARIS Parent Link?

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where our educators can go to find and study important information about your child. Principals and teachers use this information to find out how best to help your child.



ARIS Parent Link makes this same important information available for you, so you can work together with your child, principal and teacher to help your child learn. ARIS Parent Link uses secure login procedures to be sure that a child's information can be seen only by authorized members of his or her family.

For more information contact your Parent Coordinator Jose A. Vazquez 347-563-5166

ARIS Link

For Parents <https://arisparentlink.org/parentlink>

For teachers <https://www.arisnyc.org/aris/logout>

2009 -2010 SCHOOL YEAR CALENDAR

| 2009 | | | |
|----------------------|------------|------------------------|--|
| August | 31, | Monday | The following staff report: Assistant Principals and school-based intermediate supervisors not designated to work an increased work year. |
| September | 7, | Monday | Labor Day |
| September | 8, | Tuesday | Classroom Teachers, Bilingual Teachers in School and Community Relations, Guidance Counselors, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, Educational Paraprofessionals (except for School Secretaries, Psychologists and Social Workers) report. School Secretaries, Psychologists and Social Workers report for a regular work day. Employees in titles not listed should consult the applicable collective bargaining agreement. For all UFT-represented employees who, pursuant to the June 22, 2009 agreement, report to school on the Tuesday following Labor Day, that Tuesday shall be utilized first and foremost for preparation of the classroom and for the arrival of students. If time permits, the remainder of the day may be utilized for professional development. Students will not be in attendance. |
| September | 9, | Wednesday | SCHOOL SESSIONS BEGIN FOR ALL STUDENTS.* Early dismissal for non-District 75 Kindergarten Students only. |
| September | 10, | Thursday | Early Dismissal for non-District 75 Kindergarten Students Only |
| September | 28, | Monday | Yom Kippur |
| October | 12, | Monday | Columbus Day |
| November | 3, | Tuesday | Election Day Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments. Students will not be in attendance. |
| November | 11, | Wednesday | Veterans Day |
| November November | 26, 27, | Thursday and Friday | Thanksgiving Recess |

| | | | |
|--|-----------|--|--|
| December January | 24, 1, | Thursday through and including Friday | Winter Recess (including Christmas and New Year's Day), students return to school on Monday, January 4, 2010. |
| *A calendar for Prekindergarten students will be issued separately | | | |

2009 -2010 SCHOOL YEAR CALENDAR

| 2010 | | | |
|----------------------|------------|---------------------------|---|
| January | 18, | Monday | Dr. Martin Luther King, Jr. Day |
| February | 1, | Monday | Fall Term ends for high school students. NO HIGH school students will be in attendance. Chancellor's Conference Day for staff development in ALL HIGH Schools. All other students will be in attendance. (See section 7 below for details on high school student attendance on February 1.) |
| February | 2, | Tuesday | Spring Term begins for HIGH school students. |
| February February | 15, 19, | Monday through Friday | Midwinter Recess (including Washington's Birthday) |
| March April | 29, 6, | Monday through Tuesday | Spring Recess (including Good Friday, Easter and Passover); students return to school on Wednesday, April 7. |
| May | 31, | Monday | Memorial Day Observed |
| June | 8 | Tuesday | Early dismissal First Clerical Shortened Day ½ Day |
| June | 14 | Monday | Early dismissal Second Clerical Shortened Day ½ Day |
| June | 10, | Thursday | Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments. School staff report to work if required by their collective bargaining agreement. Students IN ALL FIVE BOROUGHES will NOT be in attendance. |
| June | 24, | Thursday | In non-District 75 high schools having to administer Regents Exams from June 15 through June 23, students will not be in attendance on Regents Rating Day, Thursday, June 24. |
| June | 28, | Monday | LAST DAY FOR ALL STUDENTS An early dismissal of students is to be scheduled on Monday, June 28 under the guidelines outlined in Section 13 below. Last day for all Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and last day for Paraprofessionals. |

| | | | |
|--------------|------------|--------------------------|--|
| June June | 29, 30, | Tuesday and Wednesday | All other staff report except Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and Paraprofessionals. |
|--------------|------------|--------------------------|--|

DATES FOR 2009-2010 PARENT-TEACHER CONFERENCES

EVENING*

AFTERNOON

ELEMENTARY SCHOOLS, FALL 2009

| | |
|--|---|
| *Monday, November 9, 2009 – Evening | Tuesday, November 10, 2009 – Afternoon |
|--|---|

ELEMENTARY SCHOOLS, SPRING 2010

| | |
|--|--|
| *Monday, March 15, 2010 – Evening | Tuesday, March 16, 2010 – Afternoon |
|--|--|

INTERMEDIATE AND JUNIOR HIGH SCHOOLS, FALL 2009

| | |
|---|---|
| *Monday, November 16, 2009 – Evening | Tuesday, November 17, 2009 – Afternoon |
|---|---|

INTERMEDIATE AND JUNIOR HIGH SCHOOLS, SPRING 2010

| | |
|--|--|
| *Wednesday, February 24, 2010 – Evening | Thursday, February 25, 2010 – Afternoon |
|--|--|

HIGH SCHOOLS, FALL 2009

| | |
|--|---|
| *Thursday, October 29, 2009 – Evening | Friday, October 30, 2009 – Afternoon |
|--|---|

HIGH SCHOOLS, SPRING 2010

| | |
|--|---|
| *Thursday, March 18, 2010 – Evening | Friday, March 19, 2010 – Afternoon |
|--|---|

**DISTRICT 75 SCHOOL PROGRAMS, FALL 2009

| | |
|--|---|
| * Wednesday, November 4, 2009 – Evening | Thursday, November 5, 2009 – Afternoon |
|--|---|

**DISTRICT 75 SCHOOL PROGRAMS, SPRING 2010

| | |
|--|--|
| *Monday, March 22, 2010 – Evening | Tuesday, March 23, 2010 – Afternoon |
|--|--|

* 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 2009-2010 school year.

**2009-2010
CITYWIDE AND STATEWIDE
SUMMATIVE ASSESSMENT CALENDAR**

| DATE | TEST | IMPACT | PURPOSE |
|---|---|--|--|
| September 8-24 <i>Within the first 10 days of entrance</i> | Language Assessment Battery Revised (LAB-R) or Spanish LAB | Grades K – 12 LAB-R eligible students must be tested within the first ten days of initial enrollment. | To identify students who are entitled to bilingual/English as a Second Language (ESL) programs |
| October 5 - February 12 | New York State Alternate Assessment (NYSAA) | 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 14 | PSAT | Grades 10, 11 | Preliminary SAT (PSAT) for 10 th and 11 th graders and the National Merit Scholarship Qualifying Test (NMQT) for 11 th graders |
| November 7, 8 | Specialized High Schools Admissions Test (SHSAT) | Grade 8 | To qualify applicants for admission to New York City Specialized High Schools |
| November 14 | Specialized High Schools Admissions Test (SHSAT) | All Grade 9 students, Grade 8 IEP and 504 Applicants | To qualify applicants for admission to New York City Specialized High Schools |
| November 18, 19 | Elementary New York State Social Studies | Grade 5 | To assess student progress toward State standards in social studies |
| November 22 | Specialized High Schools Admissions Test (SHSAT) | Grades 8, 9 with permission and documentation ONLY (Make-up and other special permission) | To qualify applicants for admission to New York City Specialized High Schools |

| | | | |
|--|---|--------------------------------------|--|
| January 12, 13 | New York State English Language Arts (ELA) | Grades 3, 5 | To assess student progress toward New York State standards in English language arts |
| January 12 - 14 | New York State English Language Arts (ELA) | Grade 4 | To assess student progress toward New York State standards in English language arts |
| January 20, 21 | New York State English Language Arts (ELA) | Grades 7, 8 | To assess student progress toward New York State standards in English language arts |
| January 20 - 22 | New York State English Language Arts (ELA) | Grade 6 | To assess student progress toward New York State standards in English language arts |
| January 26 - 29 | New York State Regents | Grades 9 – 12 (eligible students) | To assess student performance in various subject areas as required by New York State for graduation |
| March 2, 3 | New York State Mathematics | Grades 3, 5 | To assess student progress toward New York State standards in mathematics |
| March 2 – 4 | New York State Mathematics | Grade 4 | To assess student progress toward New York State standards in mathematics |
| March 9, 10 | New York State Mathematics | Grades 6, 7, 8 | To assess student progress toward New York State standards in mathematics |
| April 12 - May 14 <i>Individual school selected date</i> | New York State English as a Second Language Test (NYSESLAT) (Speaking portion) | Grades K-12 | To measure student progress in developing English language proficiency |
| April 7 - May 7 <i>Individual school selected date(s)</i> | New York State Science Performance Test | Grades 4, 8 | To assess elementary and intermediate-level science programs and to assess student progress toward New York State standards in science |
| April 28 | New York State Science Written section | Grades 4, 8 | To assess elementary and intermediate-level science programs and to assess student progress toward New York State standards in science |

| | | | |
|--|--|---|---|
| May 3 – 14 <i>Individual school selected date</i> | New York State English as a Second Language Test (NYSESLAT) Reading, Writing, Listening | Grades K-12 | To measure student progress in developing English language proficiency |
| May 25 | Chinese Reading | Grades 3 – 12 Students receiving instruction in bilingual and dual language Chinese | To assess students reading achievement in Chinese |
| May 26 | Spanish Reading (ELE) | Grades 3 – 12 Students receiving instruction in bilingual and dual language Spanish | To assess students reading achievement in reading Spanish |
| June 3, 4 | Intermediate New York State Social Studies | Grade 8 | To assess student progress toward New York State standards in social studies |
| June 15 – 24 | New York State Regents | 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 non-public 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.

*Website links to Periodic Assessment Calendars:

The 2009-10 Periodic Assessment Calendar (Grades K-8): <http://schools.nyc.gov/NR/rdonlyres/08B1CAC5-165C-4A5F-AF91-9BB0FDD83FD7/61100/GradesK8200910PeriodicAssessmentCalendar2.doc>

The 2009-10 Periodic Assessment Calendar (Grades 9-12): <http://schools.nyc.gov/NR/rdonlyres/08B1CAC5-165C-4A5F-AF91-9BB0FDD83FD7/60823/Grades912200910PeriodicAssessmentCalendar.doc>

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**

District Family Advocates

| <u>District</u> | <u>Address</u> | <u>City, State</u> | <u>Phone Number</u> |
|-----------------|-------------------------------------|-------------------------|---------------------|
| 1 | 220 Henry Street | New York, NY 10002 | 212-587-4046 |
| 2 | 333 Seventh Avenue | New York, NY 10001 | 917-339-1758 |
| 3 | 154 West 93rd Street | New York, NY 10025 | 212-678-5857 |
| 4 | 319 East 117th Street | New York, NY 10035 | 212-860-5914 |
| 5 | 425 West 123rd Street | New York, NY 10027 | 212-769-7500x243 |
| 6 | 4360 Broadway | New York, NY 10033 | 917-521-3783 |
| 7 | 501 Courtlandt Ave., Rm. 102 | Bronx, NY 10451 | 718-742-6508 |
| 8 | 1230 Zeraga Ave., Rm. 90 | Bronx, NY 10462 | 718-828-7495 |
| 9 | 250 E. 164th Street, Rm. 236B | Bronx, NY 10456 | 718-842-7853 |
| 10 | 1 Fordham Plaza, Rm. 833, 842 | Bronx, NY 10458 | 718-741-5035 |
| 11 | 1250 Arnow Avenue, Rm. 120B | Bronx, NY 10469 | 718-519-2668 |
| 12 | 1434 Longfellow Ave., Rm. 409 | Bronx, NY 10460 | 718-328-2310 x4098 |
| 13 | 355 Park Place, Rm. 105 | Brooklyn, NY 11238 | 718-636-3234 |
| 14 | 215 Heyward Street, Rm. 233B | Brooklyn, NY 11206 | (718) 302-7689 |
| 15 | 131 Livingston St., Rm 301B | Brooklyn, NY 11201 | 718-935-4263 |
| 16 | 1010 Lafayette Avenue, Rm.135 | Brooklyn, NY 11221 | 718-574-2824 |
| 17 | 1224 Park Place, Rm. 246 | Brooklyn, NY 11213 | 718-221-4372 |
| 18 | 1106 East 95th Street | Brooklyn, NY 11236 | 718-240-2794 |
| 19 | 557 Pennsylvania Ave. Rm. 315 | Brooklyn, NY 11207 | 718-240-2742 |
| 20 | 415 89th Street, Rm. 402 | Brooklyn, NY 11209 | 718-759-3944 |
| 21 | 521 West Avenue | Brooklyn, NY 11224 | 718-714-2501 |
| 22 | 5619 Flatlands Avenue Rm 119 | Brooklyn, NY 11234 | 718-968-6262 |
| 23 | 1665 St. Mark's Avenue Rm. 125 | Brooklyn, NY 11233 | 718-922-4794 x228 |
| 24 | 98-50 50th Avenue | Queens, NY 11368 | (718) 592-3364 |
| 25 | 30-48 Linden Place, 2nd floor | Queens, NY 11354 | (718) 281-7626 |
| 26 | 61-15 Oceania Street | Queens, NY 11364 | (718) 631-6841 |
| 27 | 82-01 Rockaway Blvd | Queens, NY 11416 | (718) 642-5817 |
| 28 | 90-27 Sutphin Blvd | Queens, NY 11435 | (718) 557-2689 |
| 29 | 222-14 Jamaica Avenue Rm 217 | Queens, NY 11428 | (718) 264-3146 |
| 30 | 28-11 Queens Plaza North, 3rd floor | Queens, NY 11101 | (718) 391-8261 |
| 31 | 715 Ocean Terrace | Staten Island, NY 10301 | 718-420-5626 |
| 32 | 797 Bushwick Avenue Rm 300 | Brooklyn, NY 11221 | 718-574-1100 x 366 |
| 75 | 400 First Avenue | New York, NY 10010 | 917-256-4251 |
| 79 | 4360 Broadway | New York, NY 10033 | 917-521-3634 |

DISTRICT 75 ORGANIZATION CHART '09-'10

