



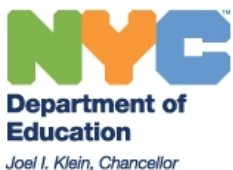
NYC Department of Education
Special Education District 75



ADMINISTRATIVE HANDBOOK

FALL 2008

District 75
Bonnie Brown, Superintendent
Gary Hecht, Deputy Superintendent



DISTRICT 75

Bonnie Brown, Superintendent

August 27, 2008

Dear District 75 Administrators:

This **ADMINISTRATIVE HANDBOOK** is intended to provide you with an easy reference guide to the complex and changing world of District 75 and the Department of Education. It contains Chancellor's Regulations, defines State, City, and District policies, describes curricula and interventions, offers operational protocols, and spells out the endless list of acronyms you encounter every day. The contents are organized alphabetically to provide easy access to any topic or concern about which you wish to find information. Entries are intentionally brief; most cite links, websites and resources for more extensive information.

Because our professional world changes rapidly, the information contained in this **ADMINISTRATIVE HANDBOOK** will require constant revision. Thus, we will offer periodic revisions and ask you to replace outdated entries with new ones.

We welcome your feedback regarding any corrections and your suggestions for additional topics. Above all, we hope this will be a useful guide for both new and seasoned administrators in District 75 as we navigate mandates, programs and procedures.

Thanks to all District 75 professionals who contributed entries and shared their expertise.

Sincerely,

Bonnie Brown
Superintendent, District 75

ADMINISTRATIVE HANDBOOK

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ACADEMIC INTERVENTION SERVICES (AIS)

DESCRIPTION

The delivery of academic intervention services should be consistent with our Three-Tier Response-to-Intervention Model and focused on all tiers as they pertain to District 75.

- **Tier 1:** Intensive, targeted and focused academic, functional and behavioral interventions are provided by classroom teachers and other support personnel, based on assessed student need and IEP goals; differentiated instructional and behavioral techniques/strategies; small group, peer and one-to-one tutoring; counseling and technology-based interventions.
- **Tier 2:** Targeted, focused academic, functional and behavioral interventions with modified intensity provided in the classroom, but may also include pull-out or push-in services; small group, peer and one-to-one tutoring; counseling and technology-based interventions.
- **Tier 3:** Targeted academic, functional and behavioral interventions and supportive services for students transitioned into a least restrictive instructional setting, within District 75 (e.g. inclusion) or general education districts.

LINKS/WEBSITES/RESOURCES	District 75 AIS webpage: http://schools.nycenet.edu/d75/ais/default.htm
RELATED TOPICS/RESOURCES	NYS Education Department Part 100, Section 100.1 Academic Intervention Services Regulations: http://www.emsc.nysed.gov/part100/pages/1001.html http://www.interventioncentral.org/
FOR MORE INFORMATION SEE:	
DISTRICT 75 RESOURCE	D75 Office of Academic Intervention Services 212-802-1554

ACADEMIC INTERVENTION SERVICES (AIS) PORTFOLIOS

DESCRIPTION

Academic Intervention Services portfolios must be in place for any students participating in intervention services, both standardized and alternate. The portfolio should include assessment data, class work, specified interventions, progress monitoring of interventions and other supporting documentation. Inclusive documentation is listed on the elementary, middle and high school portfolio checklists.

LINKS/WEBSITES/RESOURCES See “forms & files” on the District 75 AIS webpage:
http://schools.nycenet.edu/d75/ais/doe_web.htm

DISTRICT 75 RESOURCE D75 Office of Academic Intervention Services 212-
802-1554

ACHIEVEMENT REPORTING AND INNOVATION SYSTEM (ARIS)

DESCRIPTION

The Achievement Reporting and Innovation System (ARIS) is an integrated Web-based data management system that collects and analyzes information about student academic performance to assist educators and parents in making decisions that will improve the academic progress of New York City students.

The goal of ARIS is to improve student outcomes by:

- Stimulating, capturing, validating, and disseminating effective instructional and organizational strategies and resources
- Transforming information into improved classroom practice

When ARIS is fully in use, it is anticipated it will provide:

- **Access** - ARIS will give educators and families detailed information on student performance in key subject areas.
- **Timely updates** - Information will be updated regularly, allowing educators to help students quickly and effectively. Parents will be able to access ARIS directly through the Internet.
- **Consolidated information** - ARIS provides the ability to view data from different sources in a single place, giving educators a consolidated view of student-achievement-related data to gain an overall profile of each student, classroom, and school.
- **Long-lasting records** - ARIS stores multiple years of information, which will allow educators to track students' progress over time.
- **Ability to spot classroom-wide trends** - ARIS will help principals identify whether multiple students in a classroom are struggling with a particular concept, so teachers may be provided with professional development in this specific area. -
- **Power to share knowledge** - ARIS provides a shared workspace to enable educators to collaborate and share effective, innovative teaching and organizational practices.

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov>

Search ARIS

RELATED TOPICS/RESOURCES

Periodic Assessments

DISTRICT 75 RESOURCE

D75 Office of Assessment 212-802-1615

ACRONYMS

DESCRIPTION

Below is a list of commonly-used acronyms. In addition, you may access the website <http://usny.nysed.gov/acronyms.html> for a more comprehensive listing of commonly used acronyms/abbreviations (concerning special education terminology, programs, legislation)

AAC	Adaptive and Augmentative Communication
ABA	Applied Behavioral Analysis
ABLIS	Assessment of Basic Language and Learning Skills
ACS	Administration for Children's Services
ADL	Activities of Daily Living
AED/CPR	Automated External Defibrillators
AGLIS	Alternate Grade Level Indicators
AHS	Alternative High School
AIDP	Attendance Improvement Dropout Prevention
AIS	Academic Intervention Services
AIT	Academic Intervention Team
ALS	Activity Living Skills
APE	Adapted Physical Education
API	Alternate Performance Indicators
ARIS	Achievement Reporting/Innovation System
ASP	Afterschool Program
AT	Assistive Technology
ATS	Automate the Schools
ATT	Attendance Teacher
AU	Autism
BEDS	Basic Educational Data Survey
BESIS	Bilingual Education Student Information Survey
BIP	Behavior Intervention Plan
CAP	Child Assistance Program
CBST	Central Based Support Team
CEC	Council on Exceptional Children
CFI	Children First Initiative
CHAMPS	Middle School Fitness
CO	Counseling
CP	Crisis Paraprofessional
CPR	Cardio Pulmonary Resuscitation
CPSE	Committee on Preschool Education
CSE	Committee on Special Education
CTB-M	Citywide Math Test

CTB-R	Citywide Reading Test
CTT	Collaborative Team Teaching
DCAS	Department of Citywide Administrative Services
DCEP	District Comprehensive Education Plan
DD	Developmental Disabilities
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
Df	Deaf
DFO	Division of Financial Operations
DIIT	Division of Information and Instructional Technology
DO	District Office
DOE	Department of Education
DOHMH	Department of Health and Mental Hygiene
DRA	Developmental Reading Assessment
DSF	Division of School Facilities
DTT	Discrete Trial Training
ECLAS	Early Childhood Literacy Assessment (K-3)
ED	Emotionally Disturbed
EDM	Everyday Math
E-IEP	Electronic IEP
ELA	English Language Arts
ELE	Spanish Reading Test
ELL	English Language Learners
EISol	Spanish Equivalent of ECLAS
ELSS	Everyday Language School System
EM	Everyday Math
EPAL2 or 3	Early Performance Assessment in Language
EPC	Educational Planning Conference
ERT	Educational Released Time
ESL	English as a Second Language
EVS	Education Vision Services
FABE	Free Appropriate Public Education
FAMIS	Financial Accounting and Management Info System
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
FNS	Final Notice of Recommendation
GE	General Education
GED	General Education Development
GSF	General School Funds
HES	Hearing Education Services
HH	Hard of Hearing
HI	Hearing Education Services
HLIS	Home Language Identification Survey
HI	Home Instruction
HS	Home Schooling
HSP	Hospital Schools Program
HSST	High School Scheduling and Transcripts

IAUP	Internet Acceptable Use Policy
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFP	Institutional Facilities Program
IH	Impartial Hearing
IHIP	Interim Home School
IP	Institutional Facilities Program
ISC	Integrated Service Center
ISP	Interim Service Plan
ITA	Instructional Targeted Assessment
Lab-R	Language Assessment Battery
LAP	Language Allocation Policy
LD	Learning Disabled
LIM	Lead Instructional Mentor
LEOC	Local Equal Opportunity Coordinator
LEP	Limited English Proficiency
LOC	Level of Compliance (as relates to PPR)
LOR	Level of Risk (as relates to PPR)
LODI	Line of duty injuries
LRE	Least Restrictive Environment
LSCI	Life Space Crisis Intervention
MDR	Manifest Determination Review
MH	Multiply Handicapped
MR	Mentally Retarded
MS	Middle School
NCLB	No Child Left Behind
NLA	Native Language Arts
NET	Natural Environment Training
NPS	Non Public School
NTIMS	New Teacher Induction Mentoring System
NYSESLAT	New York State English as a Second Language Achievement Test
NYSAA	New York State Alternate Assessment
NYSED	New York State Education Department
NYSTL	New York State Textbook
NYSSL	New York State Software
OA	Office of Accountability
OCR	Office of Compliance Services
OFEA	Office for Family Engagement and Advocacy
OHI	Other Health Impaired
OI	Orthopedically Impaired
OIH	Office of Impartial Hearing
OMRDD	Office of Mental Retardation and Developmental Disabilities
OIS	Office of Interpreter Services
OORS	Online Occurrence Reporting System
OPCE	Office of Parent and Community Engagement
OPT	Office of Pupil Transportation

OPTIONS Solutions	Opportunity, Purpose, Technology, Innovations, Organizational Network
ORCS	Office of Related and Contractual Services
OSEPO	Office Student Enrollment Planning and Operations
OSH	Office of School Health
OSFNS	Office of Food and Nutrition Services
OSI	Office of Special Investigation
OSCI	Office of Special Commissioner Investigation
OSHA	Occupational Safety and Health Administration
OT	Occupational Therapy
OTPS	Other than Personnel Service
Pcard	Purchasing card
PAL	Preschool Acceptance Letter
PBIS	Positive Behavior Intervention Support
PBS	Positive Behavior Support
PC	Parent Coordinator
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange Communication System
PID	Promotion In Doubt
PIF	Planned Intervention Form
PIP	Personal Intervention Plan
PPR	Principal Performance Review
PPT	Pupil Personnel Team
PSO	Parent Support Office
PT	Physical Therapy
PID	Promotion In Doubt
PIF	Planning
PSO	Parent Support Office
QRI	Quality Reading Inventory
RCT	Regents Competency Test
RS	Related Services
RSA	Related Services A
RTI	Response to Intervention
SAPIS	Substance Abuse Prevention Intervention Specialist
SCA	School Construction Authority
SCR	State Central Registry(for Child Abuse/Maltreatment)
SCEP	School Comprehensive Educational Plan
SETRC	Special Education Training and Resource Ce
SED	State Education Department
SESLP	Special Education Sign Language Paraprofessional
SIPPS	Small Item Payment Process System
SETSS	Special Education Teacher Supports and Services
SI	Speech Impaired
SIS	Student Information System
SIEBEL	DOE 311 Report
SLT	School Leadership Team

SOHO	Suspensions and Office of Hearings Online
SOP	Standard Operating Procedures
SPYFSS	Student Placement Youth Family Support Services
SRAC	Senior Regional Assessment Coordinator
SSA	School Safety Agent
STI	Sexually Transmitted Infection
STOPP	Strategies, Techniques and Options Prior to Placement
STP	Student Transportation Paraprofessional
SWIS	School-wide Information System
TAC	Technical Assistance Conference
TBI	Traumatic Brain Injury
TCI	Therapeutic Crisis Intervention
TEACCH	Treatment and Education of Autistic and Communication Handicapped
VSA	Very Special Arts
VADIR	Violent and Disruptive Incidents Report
VESID	Vocational Education Services for Individuals with Disabilities
VI	Visually Impaired
YABCS	Young Adult Borough Centers
YDFSCSS	Youth Development Family and School Community Support Services

LINKS/WEBSITES/RESOURCES <http://usny.nysed.gov/acronyms.html>

ADAPTED PHYSICAL EDUCATION (APE)

DESCRIPTION

Adapted physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The safety of students must be considered when planning and implementing APE programs. The Individuals with Disabilities Act requires special education, including instruction in physical education, be provided.

LINKS/WEBSITES/RESOURCES:

- CHAMPS:

<http://www.champsnyc.org>

- Physical Best Health-Related Fitness Program:

<http://www.aahperd.org/naspe/physicalbest/template.cfm?template=main.html>

- NYS Learning Standards:

<http://www.emsc.nysed.gov/ciai/pe/pels.html>

- Part 135:

<http://www.emsc.nysed.gov/ciai/pe/pub/part135.pdf>

- Part 200:

<http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm>

- District 75 Fitness & Health Education:

<http://schools.nycenet.edu/d75/pe/default.htm>

- NYCDOE Fitness & Health Education:

<http://schools.nyc.gov/Academics/FitnessandHealth/default.htm>

- NYC FITNESSGRAM:

<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/NYCFITNESSGRAM.htm>

DISTRICT 75
RESOURCE

D.75 Office of Fitness & Health Education
212-802-1640

AFTER-SCHOOL PROGRAMS

DESCRIPTION

After-school programs are funded by a variety of sources. Some are provided under the auspices of District 75 (extended school day/ school violence prevention programs, Title III/ELL, CHAMPS). Others are awarded through competitive grants such as The Twenty-First Century Program, which ends in June 2008 and for which a new grant application has been submitted by the District. Schools may also pursue after-school programs through private agency funding (AHRC, ANIBIC). Any after-school program is a serious commitment: sessions cannot be canceled unless the Chancellor announces a cancellation for all NYC programs. Whatever the funding source, the following elements must be in place: busing/ transportation (OPT busing is not guaranteed); snacks or meals (OSFNS has an application on its website); parent permissions; emergency protocols and provisions; staffing (per session postings, emergency back-up staff in the event of absences).

LINKS/WEBSITES/RESOURCES www.OPT-OSFNS.org

DISTRICT 75 RESOURCE

D75 Office of Extended Day Programs
212-802-1584

ANGER MANAGEMENT COURSE

DESCRIPTION

This one-day course is offered 4 times during the year, and is designed for both mandated and interested staff members who work with students who have challenging behaviors. The course presents cognitive-behavioral strategies and relaxation techniques for anger management. Staff members learn self-calming techniques to assist them in working with students with challenging behaviors. Staff members also learn techniques for reducing trigger situations through effective class management.

LINKS/WEBSITES/RESOURCES <http://www.district75pd.org/catalog.php>

DISTRICT 75 RESOURCE

D75 Office of Positive Behavior Supports
917-256-4275

ANNUAL REVIEW (MANDATED YEARLY REVIEW OF IEP)

DESCRIPTION

All students receiving special education services must have their Individual Education Program (IEP) reviewed within one year of the date of their last IEP. Participation of special education teachers (and general education teachers if applicable) at the meeting is required. Parents and school staff who are involved in providing services will review the IEP, including the student's present levels of performance, and together develop new annual goals and short term objectives (benchmarks). The Annual Review also provides the opportunity to review the student's educational services/program and to consider whether the student would benefit from a change of placement to a less or more restrictive setting. At an Annual Review, the IEP Team can finalize several types of changes. If the Team believes that a major change is required, a referral to the CSE must be made by completing the Type III Request for Review of the IEP. Type III decisions require the involvement of the School Psychologist..

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/NR/ronlyres/658D088E-E8E8-41D9-AAA1-2ECEBD9BCB06/0/AnnualReviewMemo200405.pdf>

RELATED
TOPICS/
RESOUR
CES <http://schools.nyc.gov/NR/ronlyres/06D0BBEE-8F2A-4841-A2B5-ED551C92D4BC/0/SpecialEducationUpdateAugust2007updatetoChangestothevaluationprocess.pdf>

APPLIED BEHAVIOR ANALYSIS (ABA)

DESCRIPTION

ABA is a comprehensive strategy for children with autism that combines behavior management, systematic instruction, generalization, and socialization to eliminate maladaptive behavior. ABA utilizes DTT (discrete trial training), in which correct responses are met with positive reinforcements. ABA can be utilized exclusively or, more commonly, combined with other best practices and strategies (TEACCH, PECS, sensory integration) to meet students' developmental needs.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/autism/default.htm>
www.christinaburkaba.com

RELATED TOPICS/RESOURCES Autism, Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Communication Handicapped Children (TEACCH)

DISTRICT 75 RESOURCE [D75 Office of Autism 917-256-4268](http://www.d75.org/office-of-autism)

ARRESTS OF STAFF (CHANCELLOR'S REGULATION C-105)

DESCRIPTION

Any DOE employee who has been arrested must immediately notify both the Office of Personnel Investigation (OPI) and his/her Principal (or Supervisor) in writing of his/her arrest. A Principal should notify the Superintendent of the employee's arrest. When warranted by the nature of the arrest, OPI will recommend that the employee be removed from contact with children pending a resolution of the arrest. The Superintendent, in consultation with the Principal, will then determine if removal is required. See CR-C105 for regulations concerning reassignment, suspension, investigation and disposition.

The Principal should include a copy of Chancellor's Regulation C105 in any school handbook and review these mandates at staff orientation at the start of the school year.

Employees who begin service after September should receive a copy and explanation of CR-C105.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-55/C-105.pdf>

Office of Personnel Investigations, 65 Court Street,
Brooklyn 11201; tel. 718-935-2666; fax 718-935-4366

DISTRICT 75 RESOURCE D75Superintendent's Office 212-802-1503

ARTS EDUCATION

DESCRIPTION

The District 75 Office of Arts Education assists school leaders and teachers with information and resources that will enable every student to receive a full education in the arts. Based on New York State requirements and standards for arts learning, and guided by New York City's Blueprint for Teaching and Learning in the Arts, PreK-12 curriculum, the Office of Arts Education supports increased quality in the arts instruction through the development of curriculum and professional development for teachers of visual art, music, dance and theater. The Office of Arts Education also acts as a resource in procuring partnerships and collaborations between schools and the arts and cultural community, and provides opportunities to celebrate student artistic achievement.

LINKS/WEBSITES/ RESOURCES

District 75 Office of Arts Education
<http://schools.nycenet.edu/d75/arts/default.htm>

DOE Office of Arts Education
<http://schools.nyc.gov/offices/teachlearn/arts/index2.html>

RELATED TOPICS/RESOURCES

Curriculum:
Blueprint for Teaching and Learning in the Arts
<http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>

Accountability/ArtsCount (NYS Arts Education Instructional Requirements)
<http://schools.nyc.gov/offices/teachlearn/arts/artscount.html>

Arts & Cultural Education Services Guide (brochure)
<http://schools.nyc.gov/offices/teachlearn/arts/oaspimages/CSGuide.pdf>

DISTRICT 75 RESOURCE

D75 Office of Arts Education,
212-802-1585; 212-802-1543

ASSESSMENT - ALTERNATE

DESCRIPTION

Students mandated for NYSAA (New York State Alternate Assessment) follow a curriculum derived from the standards but measured by performance on Alternate Grade Level Indicators (AGLISs). Each student's work is documented in a datafolio that must conform strictly to a state defined format. The student's performance is rated for accuracy and independence on levels 1 through 4 and reported to parents and guardians. Extensive training is provided by District 75 to each school's NYSAA liaison; the link below offers extensive and detailed information.

LINKS/WEBSITES/RESOURCES <http://www.vesid.nysed.gov/specialed/alterassessment/home.h>

DISTRICT 75 RESOURCE D.75 Office of Assessment, 212-802-1634

ASSESSMENT - ALTERNATE : CONTENT AREA INSTRUCTION

DESCRIPTION

All content area instruction derives from the New York State Education Department (NYSED). The standards that have been established apply to all students. However, it is recognized that performance will reflect individual student differences and learning abilities. NYSED has defined Alternate Grade Level Indicators (AGLIs) for the content areas of ELA, Mathematics, Social Studies and Science for those students in grade 3-8 and at the High School level. For those students who are in grades K-2 there are no State mandated or defined AGLIs. It must be recognized that students require instruction in areas beyond the four content areas as indicated above. Educators must differentiate instruction on all content areas to meet the special needs of these students. Priority areas must be established and instruction and materials modified and /or adapted to meet these individualized learning styles and needs.

DISTRICT 75 RESOURCE D75 Office of Alternate Assessment 212-802-1634

ASSESSMENT OF BASIC LANGUAGE AND LEARNING SKILLS - REVISED (ABLBS-R)

DESCRIPTION

The ABLBS-R is an assessment, curriculum guide, and skills tracking system for children with Autism or other developmental disabilities. It is a language-based assessment and contains a task analysis of many of the skills necessary to communicate successfully. It is criterion-referenced and the skills assessed include Basic Learner Skills (=receptive language, requests, play/leisure, social skills), Academic Skills (reading, math, writing, spelling), Self-help Skills (dressing, eating, grooming, toileting), and Motor Skills (gross/fine motor). Skills are developmentally to age 7, however, the assessment may be used with older students with developmental delays.

LINKS/WEBSITES/RESOURCES www.behavioranalysts.com

DISTRICT 75 RESOURCE [D75 Office of Autism, 917-256-4268](tel:917-256-4268)

ASSESSMENT-STANDARDIZED

DESCRIPTION

General standardized assessments given to all students except those exempt for severe cognitive disabilities (see Assessment-Alternate). These assessments include the NYS Performance Assessments in ELA, Mathematics, Social Studies, and Science for Grades 3-8, NYC Periodic Assessments, NYS Regents and/or RCT Exams for High School Subjects, and the ECLAS Assessment Series for Students in Grades K-2.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/daa/>

RELATED TOPICS/RESOURCES NYC Standardized Assessment Calendar
and Memos (link above)

DISTRICT 75 RESOURCE [D75 Office of Assessment, 212-802-1521](http://www.d75ny.gov/assessment)

ASSISTIVE TECHNOLOGY

DESCRIPTION

Assistive technology devices are mechanical aids, which substitute for or enhance the function of some physical or mental ability that is impaired. Assistive technology may be homemade, purchased, modified, or commercially available, and is used to help some activity of daily living. The term assistive technology encompasses a broad range of devices from "low tech" (e.g., pencil grips, splints, paper stabilizers) to "high tech" (e.g., computers, voice synthesizers, Braille readers).

The Individuals with Disabilities Education Act (IDEA) defines assistive technology service as: "any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device." It may include

- * Evaluation of the technology needs of the individual, in the individual's customary environment;
- * Purchasing, leasing, or otherwise providing for the acquisition of assistive devices for individuals with disabilities;
- * Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- * Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- * Assistive technology training or technical assistance with assistive technology for an individual with a disability, or, where appropriate, the family of an individual with disabilities;
- * Training or technical assistance for individuals who provide services to, employ, or otherwise are substantially involved in the lives of individuals with disabilities.

If a student with disabilities needs technology in order to be able to learn, District 75 will (a) evaluate the student's technology needs, (b) acquire the necessary technology, (c) coordinate technology use with other therapies and interventions, and (d) provide training for the individual, the individual's family, and the school staff in the effective use of the technology.

During the time that students with disabilities are in school, they can have the opportunity to learn to use technology at the same time that they are learning academic subjects and social skills. The efficient and effective use of assistive technology can be as basic a skill for students with disabilities as reading, writing, and arithmetic since the use of technology can go a long way toward circumventing the limitations of disability and providing students with disabilities with a "level playing field" in every area of life accomplishment.

If you have a student in need of an assistive technology evaluation, please fill out an Assistive Technology Evaluation Form, available at the website below.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/technology/formsAT.htm>

RELATED
TOPICS/RESOURCES

ATEA, IEP Mandated Equipment,
Programmatic Equipment, Assistive
Technology

DISTRICT 75 RESOURCE

D75 Office of Assistive Technology 718-
332 3690

ATTENDANCE AND TIMEKEEPING – CHANCELLOR’S
REGULATIONS
C-601 and C-604

DESCRIPTION

Chancellor’s Regulation C-601 sets forth the attendance and service requirements for pedagogical employees. It outlines regulations regarding lateness, absence, hours of service, and deductions for fractional absence, for both classroom teachers and non-teaching school staff. It defines the process for computing time lost, payroll deductions, and early-departure regulations. Chancellor’s Regulation C-604 prescribes the manner of recording hours of service and of maintaining time records (time clocks, time sheets, etc.) and rules for vacation and annual leave.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-73/C-601.pdf>

http://docs.nycenet.edu/docushare/dsweb/Get/Document-76/C-604_9-13-00.pdf

Office of Support Services, DOE, 65 Court Street,
Brooklyn, NY, 718-935-5878

ATTENDANCE MONITORING

DESCRIPTION

General Requirements

1. **Annual Attendance Plan** with statistics from the prior 2 –3 years for baseline comparisons and the current targeted % for improvement. Review of internal procedures to monitor all attendance and communicate with staff, students and their families.
2. **Assistant Principal for Discharge** acts as Principal's designee in matters related to attendance, liaison between the school administration and Pupil Accounting Secretary (PAS), Attendance Teacher (AT), Attendance Coordinator (AC), Family Worker (FW), Parent Coordinator (PC), and School Aide (SA); heads up the school-wide Attendance Team/Pupil Personnel Committee.
3. **Attendance Coordinator** monitors the daily procedures in capturing student attendance from the school staff which may include: school security staff, bus monitors, breakfast and lunch aides, classroom teachers, late books, working class lists, clinical/related service logs, CAASS scanning, etc.
4. **Attendance Team / Pupil Personnel Committee/ Team** meets weekly or bi-weekly to discuss issues concerning students and their families affecting regular positive attendance, develop and implement strategies the school, recommend discharges when appointments are not kept by parents of students over 17 years of age.

Monthly Activities:

July

Identify and Outreach to incoming List Noticed students

Continue PIFing investigations for September discharge

Conduct Address Confirmation with summer school students for potential moves during summer and discharges.

Prepare Attendance Plan for new school year - Identify the Pupil Personnel/Attendance Team for the new term

Review and update Parent Handbook, Student Handbook and Staff Handbook regarding Attendance responsibilities – outreach, documentations, absence letters/notes from families, marking book attendance/ record keeping, daily attendance for bubbling in scan sheets, etc.

August

Identify back up procedures for attendance monitoring in case: ATS Printer breaks down, scanner non-operative, school aide absent, family worker absent, AT absent, PAS absent, late arrivals of students, Suspensions attendance monitoring.

Map out calendar of special events, incentives and motivations to improve/maintain attendance – bulletin boards, letters of congratulations to parents/students, prizes,

parties, trips, bonus points, certificates of recognition, awards, etc. Monthly assemblies for attendance recognition

Review dates for potential graduations as late as possible in January and/or June to maximize attendance leading up to and after graduations.

ID Senior events and schedule accordingly to bring students in for peer recognition and community recognition

Publicize special projects which depend on positive attendance.

Incorporate attendance as criteria for eligibility /participation in schoolwide/districtwide events.

ID students who must take RCTs/Regents Exams and send notices home

Target Mondays and Fridays for events to maximize student and staff attendance – most especially Fridays when the central business office captures the registers and attendance of every school in city for budget reviews and equalization.

September

Enter any PIFs for discharge effective first day of term

Run **RBIR** roster of all students on register and have staff cross-reference annual/semi-annual documentation of proof of address via utility bills.

Collect and establish a group emailing list of parent contacts as another mode of communication between school and home

Run an **RDOB** report in chronological order and review with Pupil Personnel Team to identify potential candidates for Discharge, Graduation, Transfer to offsites.

Clearance of Registers begin immediately

Track initial referrals from CSE who have not appeared

Track no shows from list notice schools

Review Transition alternatives/referrals to VESID/worksites where appropriate

Schedule bi-weekly pupil personnel meetings each month for the year.

October

ALOA Outreach begins

ID potential January/June graduates – begin conversations with families to gain support to meet the goal of graduation.

Target current priorities for PIFs for the current year. Begin the paperwork

ID the dates for Releasing for Parent –Teacher Conferences and citywide/statewide testing

November

Monitor the **ANDI** documentation asap

Send home reminders about the official DOE sanctioned breaks from school and remind parents that extended vacations are not acceptable and are considered unexcused absences.

Review SAR classes and transfers on the 21st day of school year

Prepare **face to face ALOA** audit reviews with OAG

Monitor the pre-Thanksgiving absences which may turn into extended absences

Establish and send home notices about emergency closings, snow days and contact numbers for confirmations.

December

Review the **RDOB** list for potential 18 year olds eligible for discharge who are not attending

Prepare **face to face ANDI** audit reviews with OAG

Monitor the PIF forms completed for processing

Run a perfect attendance report for recognition

January

Re-Run **RBIR** roster of all students on register and have staff cross-reference annual/semi-annual documentation of proof of address via utility bills.

ID the dates for Releasing for Parent –Teacher Conferences and citywide/statewide testing

ID the dates for Releasing for RCT/Regents testing week

January Graduation Date & events

February

ID June graduates and prepare appropriate communications.

ID potential transfers / transition

March

ID the dates for Releasing for Parent –Teacher Conferences and citywide/statewide testing

Send home reminders about the official DOE sanctioned breaks from school and remind parents that extended vacations are not acceptable and are considered unexcused absences.

April

ID the dates for Releasing for Parent –Teacher Conferences and citywide/statewide testing

Send home notice regarding upcoming potential change of addresses over the summer which may impact bussing for summer and September transportation

May

Annual Mets recognition tickets incentives for perfect attendance

Develop Orientation for new students

Schoolwide events to culminate schoolyear

Target Awards Assembly and End of Year incentives

June

Preparation for moving / transfer of records for new students

Preparation for Summer School follow-up for PIFs

Preparation for initiating summer school registrants attendance

ID the dates for Releasing for RCT/Regents testing week

June Graduation Date & events

ATS Helpline - (718) 935-5100

Call for technical assistance:

in hardware

access

printing out reports

corrections of biographical information on student data

duplicate OSIS numbers

Change of DOB with documentation

Change of Admission/Discharge dates

Discharging Students Under 6 years old

NYSED compulsory education law requires that students must be enrolled in public school during the school year in which the student turns six years old. Parents who want to withdraw children who are under the age mandate may do so in writing without penalty as long as they re-register the child in the schoolyear in which the child's sixth birthday occurs. E.g. school year 2007-2008 – if child's 6th birthday is in August 2007, then child must be enrolled in 2007. If child's 6th birthday is in August, 2008, then child must be enrolled in 2008-2009. If child's birthday is in June, 2007, then child must be enrolled in 2007-2008 school year. Parents of special needs students may enroll their child at a younger age (3-5 years), in integrated Pre-Kindergarten programs if seats are available in the public schools. Withdrawal can be made at parent's/guardian's discretion before the child reaches his/her sixth birthday.

Discharging Students Over 17 years old

The Planning Interview Form aka **PIF** must be completed by the school guidance counselor, related service providers and transition coordinator for any student who either:

1. has completed their **17th birthday prior to June 30th** of the current calendar year who desire to withdraw from school with parental permission
2. **turn 17 on or after July 1st** of the current calendar year **must remain on register till the end of June of the current schoolyear.**
3. *Overage (18 years or more), is under- credited, chronic truant, SAR, poor attendance history*

Each student may be disinterested in continuing their education at the current time but is entitled to return to public school to achieve their high school diploma, local diploma or IEP diploma before they reach their 21st birthday.

Each family is invited to attend an educational conference to discuss the facts of the student's attendance and alternatives to achieving a positive educational outcome.

If the student does not have a current CSE IEP, then the family must be referred to the Committee on Special Education (**CSE**) before the student will be re-admitted to a public school program.

The attendance teacher (AT) may hand-deliver the completed PIF and all supporting documents to the family. The AT may conduct the PIF conference in the home if the Family refuses to come into school for the educational conference. The Pupil Personnel Team may convene and recommend the discharge be completed for failure to respond to the two conference letters previously sent by mail.

PAS will enter discharge on ATS using either the regular discharge screen or **PIES** screen. PAS will be able to monitor the progress of discharge on the **DPRD** screen. All PIFs require District review of completed package and approval for discharge.

Discharging Students Under 17 years old

1. **Out of New York City** upon written notification from family, proof of airline tickets, transportation tickets, request of school records, USPS tracer verification. If verbal, have another member of staff witness and speak to the person who is telling the school that the child has left NYC.
2. **Full time Employment** only if student is 16 years old and employer Documents on letterhead that student is employed full-time (more than 20 hours per week). Guidance Counselor or Transition Coordinator has issued a full-time employment card to student.
3. **Parochial/Private School/Institution enrollment** upon written confirmation from the accepting institution.

Faxes will be accepted as written confirmation as long as the date of admission is clearly indicated on the faxed document from the requesting institution.

GED Programs – see PIF Resource Booklet for listing of GED Programs across the NYC.

For 17 year olds and older only upon written confirmation from the GED program. The DOE does not recognize virtual learning GED and pre-literacy GED programs for 16 years olds who wish to enroll in this alternative program.

GLOSSARY OF KEY ATTENDANCE TERMS - see *ATS Manual of Reports*

ALOA – Annual **AUDIT of LOW OCTOBER ATTENDANCE** by OAG to clean up any clerical errors and ensure that students actually attended school on the few days indicated by verifying with school instructional and clinical staff that the students were actually Present.

ANDI – Annual **AUDIT of NOVEMBER DISCHARGE INCIDENTS** by OAG to verify that the student's discharge was not able to be retroactively charged to October. Written documentation from the receiving school or facility is needed.

Code 12 – Address Unknown is used only if all other investigative efforts have failed to produce a positive outcome. This includes checking with local law enforcement organizations for warrants, ACS for status of families reported to them for investigations of educational neglect or child abuse, family court officers for FAP or PINS status, USPS Postal Tracers, home visitations to interview the management or superintendents or neighbors as to last observation of child and their families. Completion of summary

of efforts reviewed and signed by the Principal, copies of 407 investigations signed by AT, and completion of the certificate must be faxed to the District Office for review and approval of discharge. Once approved in ATS, the system will generate a post discharge investigation update for re-investigation and documentation by the AT. A code 12 discharge is a discharge of last resort after all efforts have been exhausted.

Code 34 – Over 17 discharge if enrolled in Business, Trade, Vocational or other Training Program.

Code 39 – Over 17 Discharge with completed PIF. If there is an open 407 on the student, then it is critical to make sure that a 39D is entered to make sure that the system captures the retroactive discharge back to the first day absence after the last day of attendance in the current schoolyear.

CWAS – Report of monthly attendance rates of all offsites which make up a school organization and demonstrate which sites are in need of assistance to improve or maintain.

HSRE – discharge of students back to their sending school prior to home instruction or hospital school placement. Available only home instruction and hospital schools PAS.

ILOG – INTERVENTION LOG of OUTREACH efforts by school staff which may include: school aides, family workers, teachers, clinicians, school administration to centrally capture key information which impacts a student's success or lack thereof. Anyone with ATS Access is able to document their efforts. Sensitive information should be kept elsewhere as this log follows the student throughout his/her educational history. If access is limited for entries, procedures must be established to capture the interventions to keep all constituents informed and to avoid duplication of efforts.

L407 - Pre-warning list of potential attendance risks for Pre-Kgn thru 8th grade students which need attention prints out weekly on Mondays in ATS printer and documentation is required within five days of report generation.

LYFE Program – available to any female returning to school in need of child care if seat is available in a program near their school. Parent must drop infant/toddler at program and pickup after their school day is completed. Goal is to allow mothers to return to school and complete their education.

PAR – monthly report of attendance statistics based on number of days in the attendance period divided by the number of students in attendance vs the register. Must be electronically signed off by school principal and needs to be rerun anytime there is and change in the school register retroactively due to discharges for any given month.

Pregnant Teens – only available to females having completed their 17th birthday.

R4RR – Report of Students who have 20 days consecutive absences or an aggregate of 10 or more absences which warrant attendance outreach and investigations to include: phone calls at various times of day and evening, home visitations by AT or family worker, post card mailings, attendance letters to address of record, emails. There should not be any NEW comments next to any name on the list unless within five days of issuance. Comment codes are required to close out any 407 which was issued. Should be generated on a weekly basis with recommended closing of cases within the same week.

SAR – SPECIAL ATTENDANCE REGISTER accepts all transfers of students who have demonstrated 20 days of consecutive absence from an active homeroom to the 97

coded class. Students who have demonstrated a chronic attendance history need clinical outreach to offer alternatives to the families to attempt to bring a positive educational outcome for the student. Students may remain in the SAR if they cannot demonstrate an improvement in regular attendance at school.

Transition Codes – see page 3 of PIF

U407 – printed out weekly on Mondays in the ATS printer of students in need of immediate attendance investigation. School Aides and family workers need to review list before referring the individual 407 to the Attendance Teacher for home visitation within 6-10 days of issuance.

ATS Screens to utilize

RADD – Report on Addresses

RCUA – Cumulative Absence report – observe patterns

RDOB – Report on Date of Births – run as needed

RISA – current attendance history on students – run as needed and when submitting PIF for date of discharge entry.

RISP – prior attendance history on students

RPAL – Perfect Attendance list of students

RSCL – find the name, location, contacts for specific schools listed on Adm/Dis histories

RSNS – No Show list of students – should be run monthly

SBIO – find student, OSIS, and school attending

SPGN – Search for Parent Guardian Name – run as needed if trying to locate other siblings, other students who share address and possible emergency contact numbers for those who do not have a working phone #

ZONE – find zoned school based on street address

SPECIAL TRAINING WORKSHOPS AT ISCs

COGNOS REPORTS

FAMIS users can generate standard and customized reports using the Cognos reporting tool. Current year and archived FAMIS data are maintained in a data warehouse from which authorized users may generate web-based [Cognos Reports](#).

These reports enable non-technical and “power users” to analyze business processes, such as timeliness of bill payments; manage performance targets through scheduled report deliveries; as well as satisfy public requests for financial information.

This course will provide in-depth training for school personnel on analyzing and utilizing data for attendance improvement. Participants will review data from a variety of systems including: ATS, **DSS** and Cognos and will learn how to access and utilize report to track and manage attendance. The course will also teach participants best practices in attendance and assist them in applying these practices to the individual school attendance program. As part of this workshop, school staff will be assisted in developing

a plan of action for their school, which will include various attendance improvement strategies.

Session II: Attendance Guidelines and Procedures

Through this workshop, hands-on technical training will be provided to school based staff in such areas as: ATS, discharges and transfers, monitoring 407's, attendance plans and a variety of attendance functions. Technical assistance will also be provided in such areas as identifying and reporting cases of educational neglect, PAR reporting and preparation for school attendance audits. Participants will not only review the mandated requirements in these areas but also learn to enter and analyze the data associated with the various topics.

Please contact The Office of Youth Development for more information, 52 Chambers Street, NY 10007. The email address is: OYD2006@schools.nyc.gov.

ATS Pupil Accounting Procedures - (3 day workshop) - Target audience: Principal/ Designee / Pupil Accounting Secretary

Date: Early - September / to be announced by ISC

ATS for New Users (½ day workshop) - Target audience: Principal/ Designee

Date: Mid-September and Beginning October / to be announced by ISC

ATS Downloading (½ day workshop) - Target audience: Principal/ Designee

Date: Mid- October / to be announced by ISC

ATS: Attendance (3 hour workshop) - Target audience: Principal/ Designee

Date: Mid-September / to be announced by ISC

ATS: Transportation (3 hour workshop) - Target audience: Principal/ Designee

Date: Mid-September / to be announced by ISC

CAP - Child Assistance Program

A database providing information for students with special needs. The system maintains active link with ATS.. Provides details on compliance issues related to student and CSE.

CAP Hotline: 718-935-5100

INTRODUCING THE NEW ATS WIKI

A wiki - such as Wikipedia - is a place where information is collected and stored. The ATS Wiki stores everything you need or want to know about ATS. Everyone with an Outlook User ID is invited to check out the ATS wiki. You can find it at <https://wiki.nycenet.edu> You will be asked for your Outlook alias and password. When you reach the Dashboard, look on the left side of the screen towards the bottom where it says Spaces: Click on ATS and you are in.

Make sure you look at the first time visitor's page.

FTP Downloads – saves valuable time to create spreadsheets and mail merges based on information most currently on file in the ATS database. Identify someone on staff who has some technology background to do this periodically. FTP downloads are key to the use of **School Messenger** instruments for daily contacts with home.

LINKS/WEBSITES/RESOURCES www.emsc.nysed.gov/nonpub/homeinstruction.html
Compulsory Education Law

RELATED TOPICS/RESOURCES COGNOS <http://edw.nycboe.net/par>
ATS/DSS/Cognos PD workshops
www.OYD2006@schools.nyc.gov

Office of Youth Development
<http://schools.nyc.gov/Offices/OSYD>

ATS <https://wiki.nycenet.edu>

FOR MORE INFORMATION SEE: School Attendance Teacher Assigned
Or Pupil Accounting Secretary
And/or Assistant Principal for Discharge
Or School Attendance Coordinator

ATS Helpline: 718-935-5100

DISTRICT 75 RESOURCE D75 LORA Decree Attendance Services
Director (212) 802-1636 or Fax #: (212)
802-1686

ATTENDANCE SERVICES

DESCRIPTION

The District 75 website offers all attendance protocols (for related service, SETSS and ESL providers), posts individual school attendance plans, offers guidelines for students in temporary housing, and lists discharge and graduation code guidelines. The Attendance Law and Policy Memo is available on-line.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/district/attendance.htm>

DISTRICT 75 RESOURCE

D75 Office of Attendance Services,
212-802-1636

AUTISM

DESCRIPTION

Autism is a complex neurological disorder. Autism is one of the five Pervasive Developmental Disorders (PDD). Autism is characterized by deficits in non-verbal and verbal communication skills and social skills impairment. It is also associated with rigidity and repetitiveness of behavior. Autism affects each individual differently and at varying degrees. Symptoms may range from mild to very severe. Many people with Autism also have different ways of learning, paying attention, or reacting to things. Symptoms associated with Autism begin before the age of three.

LINKS/WEBSITES/RESOURCES

<http://www.autism-society.org>

<http://www.autism.org/>

<http://www.cdc.gov/ncbddd/autism/symptoms.htm>

RELATED TOPICS/RESOURCES

Assessment of Basic Language and Learning Skills (ABLLS-R), Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH)

http://www.cdc.gov/ncbddd/autism/overview_diagnostic_criteria.htm

DISTRICT 75 RESOURCE

D75 Office of Autism, 917-256-4268

AUTOMATE THE SCHOOLS (ATS)

DESCRIPTION

ATS is a school-based administrative system which standardizes and automates the reporting of data for all students in the New York City Public Schools. Data includes biographical, adult, exam, attendance, health and many other functions. User Access to ATS requires both an approved User ID and a Password.

LINKS/WEBSITES/RESOURCES Online request forms, documentation:
<http://www.nycboe.net/adminorg/Divisions/diit>

Everything you need to know about ATS.
(Logging on, news, reports, history):
<https://wiki.nycenet.edu/>

FOR MORE INFORMATION SEE: [ATS News](#)

DISTRICT 75 RESOURCE D75 Office of Data Management
212-802-1532

AUTOMATED EXTERNAL DEFIBRILLATOR & CARDIO-PULMONARY RESUSCITATION PROGRAM

DESCRIPTION

Public school administrators are required to ensure the presence of at least one (1) operable AED at each school, as well as staff volunteers appropriately trained and certified in AED/CPR in each school building/annex, etc. In addition, the law also requires the presence of trained responders and AED(s) at all school-sponsored activities (curricular or extra-curricular events and activities) on-site as well as off-site.

There is always an AED vendor under contract to the New York City Department of Education to provide program management, training, drills/unit inspections and maintenance. The vendor will generally maintain a website, where you can view your school's site response plan, request training, and register staff on-line for training.

The site response plan is an integral part of your School Safety Plan. It should be reviewed periodically for staff changes (due to leaves, transfers or terminations), and certification expirations. It must be posted in a prominent place and be distributed to every DOE staff member at your school. Periodic review of this plan is required to maintain compliance with the law.

Vendor Representatives will usually conduct two on-site drills/inspections each school year to better prepare schools for medical emergencies and to refresh the skills attained during training. Trained personnel must be allowed to participate in these simulated exercises at all times. The Principal or his/her designated AED contact person is responsible for ensuring that drills are held when the vendor representative arrives. It is also the responsibility of the principal or designee to conduct a weekly visual inspection of each AED in your school.

LINKS/WEBSITES/RESOURCE

<http://schools.nyc.gov/Offices/DYD/Health/CPRAEDProgram/default.htm> .

Chancellor's Regulation A-440

RELATED TOPICS/RESOURCES NYDOE Office of School Health,
212-374-6757

DISTRICT 75 RESOURCE
4262

D75 Office of Health Education Programs 917-256-

BASIC EDUCATIONAL DATA SURVEY (BEDS)

DESCRIPTION

The BEDS survey is used to determine a school's percentage of "highly qualified" teachers under NCLB (No Child Left Behind). It is important that the survey be completed accurately. Principal should access the survey, along with an online training manual and the BEDS designee form, on the site listed below.

LINKS/WEBSITES/RESOURCES <https://ats.nycboe.net> (scroll down and click on the BEDS icon)

RELATED TOPICS/RESOURCES BEDS support line, 718-935-3515

BED BUG PROTOCOLS

DESCRIPTION

If a suspected bed bug is found on a child's clothing or in a school, go to <http://www.optosfns.org/dsf/reference/news.aspx?newspage=News&newsid=27> for latest DOE protocols.

Generally, steps to follow include collecting a (non-live) specimen (using a tissue, gauze or a piece of tape) placing it in a sandwich size plastic bag sealed with tape, completing a "Specimen Data Submission Form", and mailing the specimen and form to the address to which the website directs you. Photos cannot be used to identify a suspected bed bug. Only non-live specimens can be analyzed.

After the specimen has been confirmed to be a bed bug, the Pest Management Unit will notify the principal and NYCDOE Office of School Health. You should then provide the school community with the Department of Health and Mental Hygiene's Bed Bug fact sheet, "Stop Bed Bugs Safely", the Parent or Guardian notification letter; and Contact information for the New York State Department of Environmental Conservation to find a licensed pest control company (718-482-4994) or 311 for additional information.

Ongoing case management will be provided by School Health.

If a specimen is found on a student he or she should not be sent home, but the parents should be contacted.

RELATED

TOPICS/RESOURCES

NYCDOE Office of School Health,

<http://www.optosfns.org/dsf/reference/news.aspx?newspage=News&newsid=27>.
212-442-1576

DISTRICT 75 RESOURCE

D75 Office of Health Education Programs
917-256-4262

BEHAVIOR INTERVENTION PLAN (BIP)

DESCRIPTION

Behavior Intervention Plans (BIPs) are designed to address specific student behaviors that impede a student's learning. Best practices indicate that BIPs are based on a Functional Behavior Assessment (FBA), and are an integral part of the evaluation and reevaluation procedures during the process of developing, reviewing, and revising a student's IEP, when a student demonstrates behavior that impedes learning. FBA-BIPs are developed in accordance with the IDEA, and articulated in NY State VESID guidelines. FBA-BIPs are required as outlined in the Chancellor's Regulations A-443 II.D. FBA-BIPs are also recommended when a student's behavior is a manifestation of their disability, as per VESID guidelines and the Chancellor's Regulations – A-443 II.E (See the related entry MDR for further information).

BIPs that address specific student behaviors outline positive behavior support strategies that address short-term prevention, the teaching of alternative skills, responses to problem behaviors, and long-term prevention.

VESID Guidelines on FBA-BIPs can be found through the VESID weblink below. For information on NYCDOE requirements, see the Chancellor's Regulations – A-443 II.D. To download FBA data collection forms and a BIP template, please visit the District 75 website through the weblink below.

LINKS/WEBSITES/RESOURCES <http://www.vesid.nysed.gov/specialed/publications/policy/functionbehav.htm> ;

See also Chancellor's Regulations – A-443 II.D.
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf>

See also: Crone, Deann A. and Robert H. Horner (2003); *Building Positive Behavior Support Systems in Schools/ Functional Behavior Assessment*. The Guilford Press; New York, New York.

RELATED TOPICS/RESOURCES Manifestation Determination Review(MDR)

DISTRICT 75 RESOURCE

D75 Office of Positive Behavior Support, 917-256-4275

<http://schools.nycenet.edu/d75/pbs/forms.htm#fba>

BILINGUAL EDUCATION STUDENT INFORMATION SURVEY (BESIS)

DESCRIPTION

BESIS DATA - Information about your school's English Language Learners is collected using the Bilingual Education Student Information Survey (BESIS), which is entered into the Automate the Schools (ATS) system at your school annually. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. Also, school allocations for ELLs are typically based on BESIS data.

To ensure that your school receives the appropriate level of funding, closely monitor that your BESIS information is entered into ATS accurately and in a timely manner by:

- Reviewing school ATS reports on ELLs to ensure that information (e.g., home language, grade, and program) matches HLIS, LAB-R, and other information;
- Assigning back-up staff to school staff in charge of entering ATS information for ELLs (often assigned to instructional or office staff, data entry for ELL information needs to be prioritized);
- Becoming familiar with BESIS codes in ATS (choose the BESIS ATS Course Documentation under "Document Catalog" at <http://www.nycboe.net/adminorg/Divisions/diit/doclib> .

DISTRICT 75 RESOURCE

D75 Office of ELL
212- 802 -1624

BLOODBORNE PATHOGENS/HAZARD COMMUNICATION RIGHT-TO-KNOW PROCEDURES

DESCRIPTION

All information/contacts/forms regarding the below are available at <http://schools.nyc.gov/offices/dhr/osh>

Principals should designate a Site Administrator/Site Safety Officer for each site with two or more classes. The Site Administrator oversees Bloodborne Pathogens issues and the Site Safety Officer oversees Hazard Communication Right-to-Know issues. The Principal can appoint one person to serve as a dual role or assign one person for each. Blood borne Pathogens Exposure Control Plan and Hazard Communication Plan must be maintained.

Health and Safety Bulletin Board - designated for PESH related materials only and located in a place in each site that is visible to all employees. Bulletin Board must include the Bloodborne Pathogens Standard 29 CFR 1910.1030, OOSH Bulletin on Bloodborne Pathogens Standard, OOSH Bulletin on the Hazard Communication Standard, The Right-to-Know /Hazard Communication Standard, You Have a Right to Know flyer (marigold paper), The Public Employees Job Safety and Health Protection Poster.

Hepatitis B Vaccine –All District 75 employees are in the exposure category. Staff cannot be offered the Hepatitis B Vaccine if they did not attend the bloodborne pathogens training for the current year.

Vaccines are scheduled once the employee notification forms are submitted. Schools with 12 or more employees requesting the vaccine will be used as a vaccine administration site. Sites with fewer than 12 employees will be sent to other sites. The vaccine is given in a series, the initial dose, 2nd dose 30 days after the first dose and the 3rd dose which is given 6 months after the first. See <http://schools.nyc.gov/default.aspx> search Hepatitis B Vaccine;

Exposure Incident Package - several forms must be completed by exposed employee and administrator. In addition, one form, Identification and Evaluation of Source Individual (Student), is to be filled out by Site Administrator who should also contact the parents of the child and inform them of the staff request for their child's medical information. Principal or designee will send form home and parents will forward it to pediatrician, who will then contact staff member's medical provider. The child's medical information should not be shared with anyone including the exposed staff. Information will only be shared between the two medical providers. ***This procedure is time sensitive; if employee is exposed and the parent approves to have their child tested the employee's doctor must have this information within 48 hours so that the appropriate medication can be given if needed.***

Work-related Injuries and Illnesses – Forms SH900 (Log of Work-Related Injuries and Illnesses), 900.1 (Summary of Work Related Injuries and Illnesses), and 900.2 (Injury and Illness Report).

Cleaning Schedule in Toileting Areas: All sites that do diapering must have a posted cleaning schedule in changing area, examination table paper on changing tables, and disinfectant wipes in changing area.

PPE (Personal Protective Equipment) - *Staff must be informed that PPE should not be worn continuously during the day and is only used for tasks that may expose them to BBP or other potentially infectious materials.*

The following PPE should be easily accessible to staff: disposable gloves (all sizes), disposable aprons, disposable sleeves

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/offices/dhr/osh>

DISTRICT 75 RESOURCE D75 Office of Health Education Programs
917-256-4262

BOMB THREATS (CHANCELLOR'S REGULATION A-412)

DESCRIPTION

1. Call 911 if appropriate and notify your School Safety Agent (SSA) that 911 has been called. Follow their instructions.
2. If school building is being evacuated, remember to take cell phone/blackberry.
3. Follow all evacuation plans outlined in School Safety Plan.
4. E-mail/call Superintendent's Office (212-802-1503).
5. After you are permitted to return to the building, file on-line occurrence report (OORS) by phoning the Emergency Information Center (EIC) at 718-935-3210.
6. Inform parents via letter sent home with students at dismissal, informing them that building was evacuated and all is fine.

RELATED TOPICS/RESOURCES EIC – 718-935-3201

DISTRICT 75 RESOURCE

D75 Superintendent's Office 212-802-1503
D75 Regional Safety Administrator –
212-802-1654

BRIGANCE ASSESSMENT

DESCRIPTION

The Brigance Assessment is implemented in all D75 schools serving students who are in alternate assessment. The students are assessed in one or more inventories. These include the Inventory of Early Development, The Comprehensive Inventory of Basic Skills, The Life Skills Inventory and The Employability Inventory. The information gathered by these assessments can serve to support appropriate IEP development and instructional planning. The District is in the process of implementing an online procedure for entering this data with a 12 school pilot program.

LINKS/WEBSITES/RESOURCES

Curriculum Associates - <http://www.curriculumassociates.com>

RELATED TOPICS/RESOURCES D75 Website

DISTRICT 75 RESOURCED75 Office of Alternate Assessment
212-802-1634

BUDGET

DESCRIPTION

The District 75 budget is comprised of funds from many sources—tax levy, autistic spectrum, related services, Chapter 683, etc. The budget is formula-driven, with the student's IEP determining the services that will be funded. District 75 uses the March 31 register for budget purposes (unlike general education schools, which use October 31 registers). The only exception to this is NYSTL funding, which uses the October 31 register. Filemaker Pro is the allocation database for District 75; formulaic in nature, it changes the allocations for an organization whenever a class is opened or closed. Galaxy is the budgeting system for NYC schools. Every Galaxy system has a TO (Table of Organization), an on-line automated organization sheet which lists personnel, bulk jobs, and OTPS items.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/default.aspx> ~ Offices and Programs ~ DBOR ~ Allocation Memorandums ~ School Allocation Memorandums ~ SAM #24 (budget information for District 75 schools)

DISTRICT 75 RESOURCE

D75 Integrated Service Center
718-391-8365

C-30 PROTOCOLS FOR SELECTING ADMINISTRATORS- CHANCELLOR'S REGULATION C-30

DESCRIPTION

Chancellor's Regulation C-30 sets forth procedures to be followed in the selection, assignment and appointment of principals and assistant principals. Qualified candidates (in possession of a Certificate of Eligibility for Supervisory Placement issued by the Division of Human Resources) must apply for vacancies using the DOE website. The Chancellor's regulation outlines selection criteria for principals, regulations governing transfers, and defines the selection process, the role of staff, parents, and the UFT. Appropriate interviewing techniques and alerts are offered.

LINKS/WEBSITES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-49/C-30.pdf>
/RESOURCES <http://schools.nyc.gov/default.aspx> ~ Career Opportunities ~ job title, and
review postings and on-line application

DISTRICT 75 RESOURCE

D75 Superintendent's Office, 212-802-1503;
D75 Assistant Director Human Resources
718-391-8152

CABINET PROTOCOLS

DESCRIPTION

Effective school-level administrative cabinets depend on clear and focused agendas and protocols.

AGENDAS: balance agenda between administrative and instructional items; review pupil personnel issues (201-annual review and 214-triennial reports, related services, attendance, special paras and ELL status); include instructional issues (achievement data, professional development, teacher observation schedules, school-based coach/mentor effectiveness);

PROTOCOLS: set ground rules for meetings—no phone calls, interruptions, blackberrys, cross talk; for every item discussed, develop an action plan—Who will take ownership? What is the target date? Who will assist? Leave no unfinished business; set time limits for specific discussions and for the entire meeting.

The cabinet meeting is your time to have all members participate, to set a tone, to model effective meeting strategies, and to share your leadership with your team.

CHAMPS SPORTS AND FITNESS PROGRAMS

DESCRIPTION

The District 75 CHAMPS Sport and Fitness Program offers supplemental opportunities for students, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage these students to find activities that they enjoy and can participate in for life. The CHAMPS program promotes health-related fitness and sports skills. Schools who participate in the CHAMPS program can choose from a wide variety of before- or after-school activities, including traditional sports (e.g., basketball, tennis, lacrosse), non-traditional sports (e.g., golf, fencing, badminton) and fitness activities (i.e., yoga, aerobics, tai chi)

LINKS/WEBSITES/RESOURCES

- C.H.A.M.P.S.: <http://www.champsnyc.org>
- Physical Best Health-Related Fitness Education Program:
<http://www.aahperd.org/naspe/physicalbest/template.cfm?template=main.html>
- Part 135: <http://www.emsc.nysed.gov/ciai/pe/pub/part135.pdf>
- Part 200: <http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm>
- NYS Learning Standards: <http://www.emsc.nysed.gov/ciai/pe/pels.html>
- District 75 Fitness & Health Education: District 75 Website
- NYCDOE Fitness & Health Education: <http://schools.nyc.gov/Academics/FitnessandHealth/default.htm>
- NYC FITNESSGRAM:
<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/NYCFITNESSGRAM.htm>

RELATED TOPICS/RESOURCES Adapted Physical Education

DISTRICT 75
RESOURCE

D75 Office of Fitness & Health Education
212 -802-1640

CHANCELLOR'S DISCIPLINE CODE

DESCRIPTION

The New York City Department of Education City-Wide Standards of Discipline and Intervention Measures (Discipline Code and Bill of Student Rights and Responsibilities, K-12) can be found online through the NYCDOE website at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Disc%20Code%202006.pdf>

The standards set forth in the Discipline Code apply to behavior in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the Department of Education, and at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

School administrators are responsible for sharing the information contained in the Discipline Code with students, staff, and parents. A copy of the parent letter and student behavioral contracts can be found on the DOE web site (see web links below). Administrators should conduct staff development on the Discipline Code during the a beginning-of-the-year faculty meeting. The DOE also publishes lesson plans for teachers to teach students about the Discipline code and positive alternative behaviors.

Specific codes for behaviors are used when reporting student infractions through the Online Occurrence Reporting System (OORS). Codes for student infractions are divided into two sections: Kindergarten-Grade 5 ("A") and Grade 6-12 ("B"). Each section is divided into subsections according to the severity of the student infraction, from Level 1 (least severe) to Level 5 (most severe).

Alongside infractions in both elementary and secondary sections, the Discipline Code lists a range of responses and interventions that schools should consider after a specific infraction, including:

- A Range of Possible Disciplinary Responses,
- A Range of Possible Guidance Interventions to Be Used in Addition to Disciplinary Responses As Appropriate
- Supports for Students Transitioning from Suspension.

LINKS/WEBSITES/RESOURCES 2007 Discipline Code
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Disc%20Code%202006.pdf>
Parent Letter:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-110/Discipline%20Code%20-%20Parent%20Letter%202006.pdf>
Behavioral Contracts:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document91/Discipline%20code%20Behavioral%20Contracts%202006.pdf>

RELATED TOPICS/RESOURCES OORS, VADIR

CHANCELLOR'S REGULATIONS

DESCRIPTION

The Chancellor's Regulations are the detailed and comprehensive rules, protocols, and procedures currently approved by the Chancellor and to be used in all NYCDOE schools.

The entire document is kept current on-line and can be found at:

<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>

CHAPTER 683 SUMMER PROGRAM

DESCRIPTION

The Chapter 683 Summer Program is an instructional (as opposed to recreational) summer program which provides for continuity of instructional services for those District 75 students mandated on their IEPs for a 12 month school year. Student participation in the program is not mandatory.

While summer construction projects may require closing of some D75 school sites during the summer, the majority of D75 students attend the same site during the summer which they attend during the regular school year. Staff members who have worked in the Program for the prior two (2) *consecutive* summers are considered to have retention rights in this program and must be offered positions.

The District 75 website, <http://schools.nyc.gov/OurSchools/District75> gives dates of the Chapter 683 program, offers postings for Chapter 683 positions, and outlines information and deadlines regarding staff ratings, payroll schedules, summer field trips, ATS reminders, information regarding busing and Metrocards, and moves. A copy of the District 75 Chapter 683 handbook is also posted prior to start of the summer program.

LINKS/WEBSITES/RESOURCES District 75 Website

DISTRICT 75 RESOURCE Superintendent's Office 212-802-1503

CHICKEN POX (VARICELLA)

DESCRIPTION

Initial reporting of confirmed cases of Chicken Pox should be submitted by faxing a copy of a Doctor's note or sharing a verbal confirmation from Parent/Guardian with the NYC Department of Health (NYCDOH) Bureau of Immunization, attention Charles Asumeng (212-676-2288), as well as the nurse supervisor for your school. When the first case of chicken pox is identified school, a letter and fact sheet should be sent home with the class and with those students who ride the same bus. The Fact Sheets is available at <http://www.nyc.gov/html/doh/html/hlthtops/hlthtops.shtml> and the letter is available from your School Nurse or the NYCDOH. In addition, the Office of School Health (a joint office of the NYCDOE and the NYCDOH) should be informed of the initial case that occurs in the class by contacting Ada Santiago (212) 442-1815.

There is a monthly report, the "Varicella Zero Reporting Form" that must be faxed to the DOH Bureau of Immunization on the second Wednesday of each month; this information should reflect the data from the previous month. Fax to Charles Asumeng (212-676-2300),, with a copy sent to Nurse Supervisor for your school.

Chicken Pox is one of the childhood diseases, along with Measles, Mumps, and Hepatitis B (if contracted due to job duties), specifically listed in the Collective Bargaining Agreement, for which staff members' Cumulative Absence Reserves (CARs) may not be charged.

LINKS/WEBSITES/RESOURCES www.Nyc.gov/health
<http://www.nyc.gov/html/doh/html/hlthtops/hlthtops.shtml>

DISTRICT 75 RESOURCE D75 Office of Health Education Programs
917-256-4262

CHILD ABUSE/NEGLECT/SEXUAL ABUSE (occurring outside of school involving a non-DOE perpetrator)—
CHANCELLOR'S REGULATION A-750

DESCRIPTION

NY State Child Protective Services Law requires that school personnel, as mandated reporters, report all cases of child abuse/neglect/sexual abuse PERSONALLY by calling the State Central Registry (SCR) at 1-800-635-1522. The mandated reporter, along with the Principal, should then take the following steps:

1. Make note of the Call I.D. number obtained from SCR when making the initial report.
2. Submit report LDSS-2221-A on-line and e-mail, fax or mail to ACS office in the borough in which the parent resides and to the D75 Counseling office (917) 256-4281.
3. Prepare an Online Occurrence Report, entering the Call I.D. number.
4. Follow protocols in Chancellor's Regulation A-750 regarding rights of Police and CPS workers if appropriate.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-36/A-750.pdf>

also

<http://schools.nyc.gov/default.aspx>~ Offices
~ DYD/OYD/OSS/Child Abuse

DISTRICT 75 RESOURCE D75 Counseling Office, 917-256-4273

CHILDREN FIRST INITIATIVE (CFI)

DESCRIPTION

CFI is a professional development program that supports school leaders and teachers in the New York City Department of Education's new environment of empowerment and data driven accountability. The mission of CFI is to help each school close the achievement gap and expand their sphere of success to include all students.

CFI disseminates knowledge about the concepts behind the Children's First Reform, including Accountability tools, and supports school based Inquiry Teams that engage in a process of deep self- study using quantitative and qualitative data to change instructional practices in order to accelerate student progress.

LINKS/WEBSITES/RESOURCES www.cfi.sharepointsite.Net accountability@schools.nyc.gov

RELATED TOPICS/RESOURCES Inquiry Teams
FOR MORE INFORMATION SEE:

DISTRICT 75 RESOURCE D75 Senior Accountability Facilitator
212-802-1560

COLLABORATIVE TEAM TEACHING (CTT)

DESCRIPTION

Collaborative Team Teaching:

In New York City there are three models of Inclusive practices: SETSS (Special Education Teacher Support Services) from Community School Districts, Collaborative Team Teaching (CTT), and District 75 SETSS (Special Education Teacher Support Services) provider model.

In Collaborative Team Teaching classrooms students with disabilities and non-disabled students are educated together with two teachers: a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. Together the teachers work to adapt and modify instruction for the students and make sure the entire class has access to the general education curriculum.

Children receiving Collaborative Team Teaching may also receive related services, assistive technology, paraprofessional services or other supplementary aids and services necessary.

Collaborative Team Teaching is generally provided full-time; it may be provided less than the entire day in a departmentalized school program where classes change on a subject-by-subject basis. If it is provided part-time, that must be indicated specifically on the student's IEP, stating clearly the number of periods each day s/he will receive the services.

CTT Information:

- Students attend assigned school in their home district.
- Students participate in numbers that do not necessarily reflect the natural proportions of individuals with disabilities within the community at large (60% are general education students; maximum 40% are special education students) .
- Classes typically support students with mild to moderate disabilities.
- General and special educators support the students throughout the day.
- Curriculum and materials may be adapted and/or modified; to address students' IEP goals and objectives.
- Students receive related services as per their IEP mandates.
- Students' classifications remains the same; only the locations and methods and delivery of special education services change

LINKS/WEBSITES/RESOURCES District 75 Website
<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

FOR MORE INFORMATION SEE: Inclusive Education
 Mainstreaming
 SETSS (Special Education Teacher Support
 Services)

DISTRICT 75 RESOURCE D75 Office of Inclusive Programming
 212- 802-1519

CONFLICTS OF INTEREST CHANCELLOR'S REGULATION C-110

DESCRIPTION

The Conflicts of Interest Law and Chancellor's Regulation C-110 apply to all DOE employees and contain important restrictions in the areas of second jobs and tutoring, gifts and fundraising, political activities, volunteer positions, post-employment activities, travel expenses and employment of relatives. It is essential that all staff are made aware of conflict of interest policy: orientation for staff at the start of the school year and for Chapter 683 should have this as a formal agenda item, and school handbooks should include reference to CR C-110 and a summary, with reminders that staff are responsible to follow all legal restrictions and protocols.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-56/C-110.pdf>

NYCDOE Ethics Officer – 212 374-3438

CORPORAL PUNISHMENT/ VERBAL ABUSE CHANCELLOR'S REGULATIONS A 420/A421

DESCRIPTION

Corporal punishment and verbal abuse are prohibited by Chancellor's Regulation. Principals should include CR –A420 (Corporal Punishment) and A421 (Verbal Abuse) as agenda items for discussion at the Opening Day Staff Orientation Conference and Opening Day Chapter 683 Staff Orientation Conference. Maintain on file agendas and staff attendance sign-in sheets to document that these regulations were explained. Remember to review with and get signatures for any staff not at these conferences (absentees, new hires).

The document [A Step-By-Step Guide to D75 Investigations of Corporal Punishment/Verbal Abuse](#) is available and should be provided to all D75 administrators at every site. It is sent out annually as an electronic attachment to the Superintendent's Weekly Bulletin and should be *carefully reviewed by all administrators prior to doing any investigation* of an allegation. Conducting an investigation improperly may impact on the integrity of the investigation and its findings.

Some important points in the Guide:

1. Reporting is driven by an allegation being made, NOT by whether or not you find the allegation credible.
2. Use the OORS system to report on-line all allegations of corporal punishment/verbal abuse.
3. Print out a hard copy of the completed allegation form before you close it, both for your own records and for the D.O. After closing the form you won't have access to it again.
4. Hard copy must be faxed to the Superintendent's Office (212-802-1678) immediately or saved as a Word document and e-mailed to the Superintendent.
5. Notify the parents of the alleged victim that an allegation has been made and reported as per DOE protocols.
6. Within 24 hours, the Chancellor's Office of Special Investigations (OSI) will e-mail you indicating if you or OSI will conduct the investigation. Only the Principal, AP or other CSA member can conduct an investigation.
7. After an allegation is made and filed, consult with the Superintendent as to whether it is necessary to remove the accused from classroom assignment.
8. The accused staff member is the last person to be interviewed in the investigation process and is entitled to see all evidence gathered in the investigation.

LINKS/WEBSITES/RESOURCES http://docs.nycenet.edu/docushare/dsweb/G/et/Document-19/A-420_11-16-04.pdf

<http://docs.nycenet.edu/docushare/dsweb/G/et/Document-20/A-421.doc.pdf>

DISTRICT 75 RESOURCE

D75 Superintendent's Office – 212-802-1584

CR PART 154

DESCRIPTION

CR Part 154 is funding from the state specifically for ELLs that provides for additional bilingual and ESL teachers, pupil support services (such as bilingual counselors) and instructional materials. For example, schools must use these funds to hire appropriately certified/licensed bilingual/ESL teachers to provide mandated instructional services (e.g., required number of units of ESL and/or NLA) and purchase appropriate instructional materials prior to hiring a bilingual counselor.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/NR/rdonlyres/0C11683B-D763-4764-9F31-0577F07B77F8/9731/Chapter3.pdf>

RELATED TOPICS/RESOURCES ELL

DISTRICT 75 RESOURCE [D75 Office of ELL 212- 802 -1624](http://www.d75nyc.org/office-of-ell)

CRIMINAL CONDUCT BY STAFF

DESCRIPTION

1. If needed, Principal should call 911 and notify SSA that 911 has been called.
2. Call Office of Special Commissioner of Investigation (SCI) at 212-510-1400 to report
3. E-mail/call Superintendent
4. File on-line occurrence report (OORS)

DISTRICT 75 RESOURCE

D75 Superintendent's Office 212-802-1584

DATA ANALYSIS

DESCRIPTION

Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusions. In terms of special education, data analysis allows for the review of different informational reports (assessment, attendance, clinical) to develop an appropriate instructional program for students.

DISTRICT 75 RESOURCE

D75 Office of Standardized Assessment
212-802-1521
D75 Office of Data Management
212-802-1517

DEVELOPMENTAL READING ASSESSMENT (DRA)

DESCRIPTION

The Developmental Reading Assessment is a set of individually administered criterion-referenced reading assessments for students in kindergarten through Grade 8. Modeled after an informal reading inventory, it is intended to be administered, scored, and interpreted by classroom teachers. The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts, which increase in difficulty to determine independent reading levels. The DRA evaluates two major aspects of reading: accuracy of oral reading and comprehension through reading and retelling of narrative stories. Questions pertaining to concepts about print are also included in the assessment with lower leveled texts.

LINKS/WEBSITES/RESOURCES

DRA Online Management System
<https://www.draoms.com/>

RELATED TOPICS/RESOURCES

Pearson Learning
<http://www.pearsonlearning.com/index.cfm?a=37>

DISTRICT 75 RESOURCE

D75 Office of Academic Intervention Services
212-802-1554

DISCIPLINE (EMPLOYEE)

DESCRIPTION

When it is determined that an employee has violated the collective bargaining agreement or a school, District or DOE policy that employee may be subject to disciplinary action. In order to determine what action to take you may consult with the Superintendent, **Deputy Superintendent** or the District's attorney. The Office of Labor Relations, the Office of Appeals and Review, and the Office of Legal Services are the central DOE Offices which may be involved in these matters.

Employees may have union representation at any meeting which may result in disciplinary action, and must be so informed by the administrator in the written notification of the meeting. Meetings resulting in disciplinary action must be memorialized in writing for the employee's file.

Disciplinary sanctions for tenured pedagogues may include required professional development, counseling memos, letters for the file, unsatisfactory rating, or initiating of charging under the 3020-a (administrative trial) process. Disciplinary sanctions for non-tenured pedagogues may include required professional development, counseling memos, letters for the file, unsatisfactory rating, discontinuance for 1st or 2nd year probationary staff, and denial of completion of probation for 3rd year probationary staff.

Disciplinary sanctions for non-pedagogues (paraprofessionals, school aides, etc.) may include required professional development, letters for the file, suspension without pay, termination.

LINKS/WEBSITES/RESOURCES <http://www.uft.org/member/contracts/>

RELATED TOPICS/RESOURCES Due Consideration, Discontinuance, Grievance Process, Material in File,

DISTRICT 75 RESOURCE
D75 Counsel - 212 802-1620
D75 Superintendent- 212-802-1503
D75 Deputy Superintendent – 212-802-1617

DISCONTINUANCE OF A PROBATIONARY TEACHER

DESCRIPTION:

Discontinuance is the process by which a probationary teacher's service is ended. Teachers serve a three year probationary term following their appointment date. This period may be reduced by up to two years for regular service as a substitute prior to their appointment. Discontinuance may occur at any time during the first three years of a teacher's appointment, while their status is still probationary. If you have a probationary teacher and are not sure of his/her completion of probation date, contact your HR Partner.

As part of the Chancellor's initiative to make excellence a requirement for teachers to earn tenure, it is important that you view each tenure decision with rigor.

When discontinuing a teacher, there is no minimum amount of documentation required to sustain the discontinuance decision. If a probationary teacher received unsatisfactory observation(s), has had an opportunity to remedy the deficiencies identified in the observation(s), and subsequently failed to address the deficiencies, the probationary teacher may be discontinued. Other considerations in determining if discontinuance is warranted might include letters to the file documenting excessive absence/lateness, conduct unbecoming, failure to follow school policies and procedures, and/or an egregious act of corporal punishment or other professional misconduct.

For probationary teachers on your staff in their last (3rd) year of probation, you will receive an email from the Tenure Notification System (TNS) asking you to certify whether or not tenure is appropriate. The TNS also has detailed information about the completion of probation date for all probationary pedagogues. You may need to contact your HR partner to have the system unlocked so that you may enter tenure determinations.

In the event of discontinuance for 3rd year probationary teachers, select "deny completion of probation" and TNS will then generate an email to you with further instructions- i.e. prepare a final rating, compile documentation, and generate the denial of probation letter to be signed by the Superintendent. Principals may not sign letters of discontinuance; they must come from the Superintendent. Your District Counsel may assist you with this process.

If the probationary teacher is not near the end of probation, TNS will not be necessary. In such cases, you should contact your District Counsel to complete the requisite forms should you wish to discontinue the teacher.

LINKS/WEBSITES/
RESOURCES <http://schools.nyc.gov/offices/dhr/resources/Doc/AppealProcess.pdf>

DISTRICT 75 RESOURCE

District 75 Counsel - 212 802-1620

DISCRIMINATION/HARASSMENT COMPLAINTS (CHANCELLOR'S REGULATION A-830)

DESCRIPTION

Chancellor's Regulation A-830 ("Filing Internal Complaints of Unlawful Discrimination/Harassment"), revised effective **April 28, 2008** establishes a process to be followed by employees, applicants for employment, parents of students, and students who wish to file complaints of unlawful discrimination or harassment. The revised regulation eliminates the Local Equal Opportunity Coordinator structure. All complaints will now be investigated directly by the Office of Equal Opportunity (OEO).

You read the full regulation at: <http://schools.nyc.gov/Administration/ChancellorsRegulations/>.

If you have any questions about this regulation, please contact OEO at (718) 935-3320 or AskOEO@schools.nyc.gov.

LINKS/WEBSITES/RESOURCES

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-45/A-830.pdf>

<http://schools.nyc.gov/NR/rdonlyres/09825EDE-09D6-456E-8BC9-0FE24DABABE0/36425/42208OEOFlyerFromChancellorFinal.pdf>

RELATED TOPICS/RESOURCES OEO - (718) 935-3320 or
AskOEO@schools.nyc.gov

DIVISION OF HUMAN RESOURCES (DHR)

DESCRIPTION

DHR serves as a division for career opportunities and regulations regarding the hiring of administrators, teachers, paraprofessionals, and substitutes. District 75 has its own DHR office, headed by a HR Deputy Director and located at the Queens Integrated Service Center (ISC). This office outlines D75 requirements for certification, hiring protocols, salary steps, information regarding retirement, payroll inquiries, medical leaves and benefits.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/Offices/DHR/>

DISTRICT 75 RESOURCE

D75 HR Deputy Director, D75 Integrated
Service Center, 718-391-8152

DUE CONSIDERATION

DESCRIPTION

When an employee is investigated for wrong doing, that employee is entitled to be informed of the exact nature of the allegations, to see the evidence gathered in the investigation, and to be given an opportunity to respond. That opportunity is called a due consideration meeting. A due consideration meeting may be called by the principal, in the school, with the employee, and the employee's union representative attending, or by the Superintendent (or his/her Representative) at the District Office, again, with the employee and the employee's union representative attending. A school administrator may be present with the Superintendent's representative. After the conference, the findings are memorialized in a letter written either by the Superintendent (if her Representative conducted the due consideration meeting) or by the Principal (if the Principal conducted the due consideration meeting) to the employee. This letter outlines the allegations, the investigation, the recommendation if there was one, and the principal's or the superintendent's determination.

It is recommended that Principals send the district an electronic draft for review of all negative disciplinary letters for the file, prior to issuance. Such drafts may be sent to the Counsel to the Superintendent or to the Superintendent.

DISTRICT 75 RESOURCE

D75 Counsel 212 802-1620

D75 Superintendent's Office 212-802-1584

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

DESCRIPTION

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures based on the National Reading Panel (2000) and National Research Council (1998) report recommendations, used to regularly monitor the development of pre-reading and early reading skills. The measures are specifically designed to assess 3 of the 5 big ideas of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. Student benchmark assessments are predictive of later reading proficiency and a valid indicator of ELA intervention needs.

LINKS/WEBSITES/RESOURCES The DIBELS website (online free reading activities and games) <http://dibels.uoregon.edu/>

RELATED TOPICS/RESOURCES The 5 Big Ideas in Reading
<http://reading.uoregon.edu/assessment/dibels.php>

FOR MORE INFORMATION
SEE:

DISTRICT 75 RESOURCE D75 Office of Academic Intervention Services
212-802-1554

EARLY CHILDHOOD LITERACY ASSESSMENT 2 (ECLAS-2)

DESCRIPTION

ECLAS-2 is an assessment designed to help teachers determine progress in literacy development in children from grades K-3. ECLAS-2 consists of two parts: the ECLAS-2 Kit for grades K–3 and the Early Performance Assessment in Language Arts (E-PAL) for grades 2 and 3.

The Kit activities include individual administered and group administered activities designed to measure each child's progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing.

E-PAL is a performance assessment given over two days. It measures a student's ability to respond in writing to both a passage that is listened to and a passage which the student reads independently. Grade 2 students who have mastered Level 5 or higher of the Reading Accuracy and Comprehension activities of the Kit take E-PAL, grade 2. Administration of E-PAL for all grade 3 students is currently optional; however, it is strongly recommended that it be administered to all students.

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov/daa/InterimAssessments/eclas-2/default.asp>

FOR MORE INFORMATION SEE: <http://schools.nyc.gov/daa/>

DISTRICT 75 RESOURCE

D75 Office of Academic Intervention
Services
212-802-1554

EDUCATIONAL RELEASED TIME (ERT)

DESCRIPTION

Full-time paraprofessionals who are registered for at least five credits in an approved college program are entitled to educational released time (ERT) totaling 2 ½ hours per week while their specific college is in session. A paraprofessional requesting ERT must provide the school payroll secretary with a Bursar's receipt from the college indicating the five (or more) credits and must submit an attendance sheet signed by each professor at the end of each month. At the end of the semester, an official grade report must be submitted to the payroll secretary to verify that the course has been passed. The 2 ½ hours may be requested for any time during the school day, but scheduling is done at the discretion of the Principal to ensure that the safety and supervision of students take priority.

Note: Paraprofessionals may NOT register for college classes that are held during school hours, and ERT is suspended during weeks when college is not in session. If a paraprofessional drops below the required five credit caseload requirement during the semester, that paraprofessional's ERT ends immediately.

LINKS/WEBSITES/RESOURCES	http://schools.nyc.gov/NR/rdonlyres/9ECD5383-4E1D-4BDB-8C13-C9DD9178FDDB/0/CTPfactsheet20072008.pdf
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RELATED TOPICS/RESOURCES Career Training Program

DISTRICT 75 RESOURCE D75 HR Deputy Director, D75 Integrated Service Center, 718-391-8152

ELL (ENGLISH LANGUAGE LEARNERS) / LEP (LIMITED ENGLISH PROFICIENCY) SERVICES

DESCRIPTION

ELL (English Language Learner) LEP (Limited English Proficiency) students speak a language other than English at home and score below a state-designated level of proficiency in English on a state test (The Language Assessment Battery-Revised (LAB-R) for newly-enrolled students or the New York State English as a Second Language Achievement Test (NYSESLAT) for current ELLs).

Freestanding **English as a Second Language (ESL)** programs provide instruction in English emphasizing English-language acquisition. Students in freestanding ESL programs come from many different native language backgrounds and English is the only common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies.

Explicit English as a Second Language (ESL), English Language Arts (ELA), and Native Language Arts (NLA) Instruction: ESL, ELA and NLA instruction includes literature and content-based instruction which is aligned explicitly to New York State learning standards in ESL, ELA, NLA and content areas. ESL, ELA and NLA instruction must comply with CR Part 154 regulations.

LINKS/WEBSITES/RESOURCES	http://schools.nyc.gov/Academics/ELL/default.htm
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DISTRICT 75 RESOURCED75 Office of ELL
212- 802 -1624

EMERGENCY PREPAREDNESS

DESCRIPTION

Crisis Management information should be part of the overall School Safety Plan.

All Crisis Planning and School Safety Plans must comply with applicable NYS Education Department and NYC Department of Education policies, relevant Chancellor's Regulations, and federal, state and city laws. Plans should be regularly reviewed, with review date indicated to account for changes in requirements per any of the aforementioned authorities. These changes are available to you most conveniently through the internet.

Emergency preparedness involves the development of a Crisis Response Plan to follow in the event of an emergency. Planning for an emergency requires us to gather as much information about our students and staff as possible, organize the information for easy access, develop a back-up system of information not dependent on technology, assign responsibilities to staff, provide instruction to students, and communicate necessary information to families. Crisis planning should also involve key members of each group of stakeholders in the school community. Items below are recommendations. Each D.75 site/each unit/each school is unique, therefore planning for each will be different in order to meet the specific needs of students in actual locations and circumstances.

NOTE: Specifics of your school's Crisis Response Plan should remain confidential. Evacuation routes and sites, etc., are not public information except as directed to be released by the DOE, or other city and state authorized public safety agencies

The Leadership Cascade

There needs to be a Crisis Management Team (CMT) in place for every site. Each CMT's plan should be tailored to the needs of students, and the site's unique physical and geographic characteristics. D.75 teams will need to work under 'host' program leadership to develop appropriate response plans.

You and your SLT and Crisis Management Team (CMT) can use this information to evaluate and/or revise your Response Plans as needed.

It is impossible, and probably counterproductive to plan for every imaginable scenario; however, the plan you develop with your team should cover the four levels of crisis response recognized by federal and state authorities: lockdown, lockout, extended stay in a clean, sanitized area, and evacuation. These levels are defined in the NYS Homeland Security System for Schools which is also available on the web at: www.emsc.nysed.gov/deputy/Documents/alerts/homelandsecurityguidance.PDF

Except in the case of a localized emergency at the school site; e.g., a fire, an intruder, bomb threat or other disaster, you will be notified of the appropriate response level to implement from an official source.

Recommendations:

Plans should include a clear chain of command for all members of the school community at each site, including food service, transportation and custodial staff, as well as pedagogues and administrators.

*A citywide emergency will be declared in the media, by traditional telephone relay, fax or e-mail from DOE management or another public safety source; however, local emergencies; e.g., fire, intruder, etc., must be declared immediately and effectively at the site.

* Plans should be specific about placement of personnel, and their assigned tasks in all possible situations: e.g., lockdown, lockout, evacuation and extended stay.

* Responsibility for the distribution of appropriate supplies and equipment should be clearly delineated under all circumstances.

* Crisis and holding room lists for students with limited mobility must be posted outside the rooms, and copies maintained with the site CMT's daily attendance information: the goal is to know where every student present that day is at any point in the day.

* Related service providers' caseloads should be available to help ensure that students receiving services are accounted for. Each site should develop and enforce specific intraday pupil accounting procedures that include: hall pass control for bathrooms and errands, related service locations and student and provider schedules, appropriate egress plans for all students and staff occupied locations within the site, clear, published schedules for "pull-out" activities e.g. mainstreaming/inclusion/related services, a tracking system for students who may leave school early for appointments of any kind.

* Student photo identification cards should be available for all students present in the building on any given day.

*Staff should have appropriate photo identification, and a copy should be maintained in the CMT's records in case of evacuation.

*Photographic records should be regularly updated. Note that digital records may be impossible to access in an emergency

Communication/Information

During any level of emergency, the flow of information to and from the school is critical to effective responses. Sometimes there is an overwhelming amount of information that must be evaluated before any action should be taken. It will often be necessary to make judgments about who needs to know what. It will also be important to communicate, if possible, with authorities specifically about your circumstances and needs. Your plan should also consider the method and substance of communication to the Crisis Management Team from off sites, and from teachers who may be off premises with students when a crisis develops.

Recommendations:

* Telephone numbers for all emergency services and community resources, including key personnel phone numbers of the host program, should be readily available throughout each site. Also include: local NYPD, NYFD numbers, hospitals, clinics, neighborhood schools, ambulance services, OPT, Red Cross, the District Office, EIS.

* Principals with agency-affiliated sites, etc., should plan collaboratively with management at the facilities to ensure appropriateness of site plans for D.75 students and staff.

* An example of an **Emergency Information Placard** to be used when reporting a Bomb Threat is available as part of the NYS Homeland Security Guidance referenced earlier. An adaptation of this form can be used for all localized emergency reporting purposes; e.g., fire, flood, etc.

*Emergency numbers can be stored on laptops or computer desktops, as well as memorized into cell phones and PDAs, and should be printed on cardstock posted near all telephones, and included in any packets of Emergency Contact forms, and classroom emergency "Go-Kits." (See **Emergency Equipment** below.)

* Authorized staff and students should have access to a battery operated radio, and be familiar with the local news channels to obtain updated information.

* A member of the CRT or administrative staff should be detailed to monitor all available sources of information for updated directions and status. The person in charge of communications should also maintain contact with the host school/agency, wherever they may be located, and with all discrete programs that may be located in D.75 school buildings.

* All students should have the **D.75 Parent Authorization to Release Child to an Alternate Care Provider** form available at the site as part of the student's emergency information folder. A back up copy should be kept at the main site and at work sites. *If students have not returned a form, an Address Investigation may be conducted by the Attendance Teacher to acquire the information.*

* Since an emergency can occur in the field, it is mandatory that staff traveling out of the school with students, whether during or after school hours, have an emergency contact plan in place.

Offsite Information

There should be a CMT in place for each offsite of a school's organization that can coordinate local emergency response.

In agency and hospital based residential and/or day treatment programs, the host agency's plan should include the D.75 site in its planning. D.75 personnel must participate in this process.

The same considerations should be given to inclusion programs and work sites, if any.

All D.75 shared space/hosted sites should be part of the overall site security plan, and any accommodations necessary for our population should be identified and included in the host site's plans. Principals should consult on, and approve the host site's plans for our students.

Recommendations:

* In shared space, our students' unique needs must be considered as part of the overall host plan; e.g., when considering mobility needs, students' ages and handicapping conditions, it may be inappropriate to evacuate all students en masse to one site. *Principals or their designees should be involved in the host site's planning process, and approve plans affecting D.75 students and staff.*

* Extra consideration must be given to accommodating the needs of students whose handicapping conditions severely affect cognitive and/or communication abilities: e.g., visually or hearing impaired students, and/or severely developmentally disabled students in shared or hosted sites. *Principals or their designees should plan jointly with the host site personnel to ensure adequate resources and consideration for these students.*

* All sites for D.75 students should identify who will be in direct charge of the students if there is an emergency, and with whom the D.75 site supervisor should communicate for direction. If communication is impossible, the D.75 site personnel should have a plan in place, approved by the Principal and the chief administrator of the host organization, that specifies how to as best as possible safeguard students' well-being in an emergency. Parent's permission slips for dismissal from the site, if appropriate, should be obtained and maintained on file at the work site, and at the school.

* Student's release from any off site should be contingent on the determination that independent travel along the student's route, or approved alternate route is safe. This consideration should be noted in the site's plan. (See section on ***Independent Travelers***.)

* The decision about whether D.75 students should be released or evacuated would most likely be made by a D.75 staff member designated in the site CRT plan to make that judgment. In a work site, the overall supervisor should make the decision based on a protocol agreed to in advance with the D.75 Principal. Whenever possible, the site supervisor should contact the D.75 principal, or another designee, prior to releasing students.

Pre-Crisis Preparation

Staff and students must be prepared to respond appropriately to directions from the CMT at each site. Training for each person's role in the crisis will enable the CMT to respond smoothly.

Depending on the cognitive ability of students, lessons about expected behavior, the levels of crisis response, etc. can help to prepare the school community for emergencies that may occur during school hours, or whenever staff is responsible for students; e.g., on school day or extended trips, in after school programs or evening events. Regular fire and shelter drills should be held per NYC DOE mandates. All drills should be recorded, and de-briefed as appropriate with staff and students. Drills to respond to lockdown, lockout, evacuation and extended stay emergencies should also be practiced periodically. Parents and appropriate neighborhood resource and emergency response personnel should be part of the planning and preparation process, and can collaborate in response drills.

Recommendations:

- Depending on the site's needs, 2 meetings each school year of each group within the school community should be devoted to emergency management and review of the site's Crisis Plan. The Plan itself should be updated periodically to account for any changes; e.g., additional classes, new sites, new personnel, and this information disseminated in all school community venues as applicable.

- All School Nurses, related service Nurses and one to one personnel, whether or not members of the CRT, should participate in crisis planning, and be familiar with their detailed assignments and responsibilities in any crisis.

- School rules affecting building safety and security should be made clear to all members of the school community, and reiterated and updated regularly. Examples include but are not limited to: key security, locking empty classrooms, hall pass usage, attendance and lateness, appropriate parking locations, reporting of suspicious or unusual activity around the school to appropriate authorities, ensuring that exterior doors are locked, requiring visitors to sign in, ensuring hallways and bathrooms are well supervised.

- Depending on students' cognitive abilities, teachers should have appropriate materials; e.g., puzzles, books, games, puppets, etc., readily available to help students pass time spent in extended stay areas, be they classrooms, or on- or off-site evacuation areas.
- Staff serving similarly able students, and school-based clinicians should collaboratively develop appropriate lessons for students to prepare them to respond as required to emergency situations. Basic instruction in travel safety and emergency procedures should include, but not be limited to the following: travel routes (primary and alternate), signage/icons prohibiting entrance to an area, necessity of carrying photo ID, providing of photo ID to gain access and for security purposes, appropriate response to police request to stop/show ID, when, how, and from whom to request assistance and use of ID to gain appropriate assistance, identification of safe havens or shelter along route, use of phones, safe use of public transport vehicles, following directions to move aside, stand back, exit, etc.
- Schools should communicate with parents monthly to ensure that Emergency Contact Information forms are updated/checked. Safety and security issues should be routinely included on PA meeting agendas.
- All students outdoors during school hours should have photo id with them that includes any required medical alerts, and appropriate school and home contact information.
- Summer school issues should be considered as part of the plan; e.g., students may be outdoors during part of the day; trips may be scheduled more frequently.
- Staff, and students to the extent they are able, should be helped to develop situational awareness of usual and emergency exit routes for all venues they visit together, from public transportation sites to theaters, museums and libraries, etc.
- School Fire Drill and Shelter Drill placards should be placed conspicuously in all classrooms, meeting rooms, school libraries, offices and hallways. (These are available for purchase on Fastrack.)
- A/P Organizations, site liaisons, lead teachers, etc. should monitor and time all drills, critiquing them with involved staff, and students as appropriate. Principals should review maintain records of all drills held, recommending procedural changes as the need arises to as best as possible ensure the safety of all participants.
- Evacuation sites should be accessible and usable in conditions of poor or no electric lighting, have emergency lighting and water available, have access to toilet facilities, storage areas for necessary supplies and be quickly and easily physically accessible to the students and staff for whom they are intended. Conditions can change, and site plans should be adjusted to reflect.
- A Parent Association officer, and/or other PA members should be part of the school's/site's CRT, and tasked with disseminating emergency response information to other parents. Schools should regularly communicate relevant information about the school's Crisis Response Plan to parents, and enlist help from parents and the community in acquiring additional items that will help the school respond more effectively; e.g., emergency lighting, canned food, extra walkie-talkie radios.
- A member of the CRT designated by the principal should meet regularly with representatives of the local emergency response providers to coordinate contingency plans, to obtain expert guidance, and to familiarize the first responders with the unique needs, possible limitations and behaviors of the students which could be relevant to aiding them in a crisis. In particular, NYFD EMTs can offer invaluable advice to schools with medically fragile students.

Independent Travelers

Students who travel to and from school independently on public transportation need to be specifically included in emergency planning.

Recommendations:

- Develop a registry of student travel information that includes: student name and address, student Metrocard number and DOE id#, information on the *D. 75 Student Emergency Information Contact Form*, information on the *D.75 Parent Authorization to Release Child to an Alternate Care Provider*, primary route to school and home (can differ), alternate route to school and home, additional destinations and route of student travel (e.g. from work-site to home), permission form to allow student to travel home from work-site, if appropriate, alternate destination/care provider in borough of school if student travels to school from another borough. Registry information can be stored on laptops and computer desktops and back up hard copies should be printed and copies kept at main site, work-site, offsite, and inclusion site.
- Additional safety precautions include: alternate destination/care provider in borough of school if student travels to school from another borough, two picture IDs for each student: one for the student to carry and one for the school to keep, sign-in and sign-out book for independent travelers at each site, list of NYC Transit telephone numbers for emergency information, including bus depots near school/sites at each site
- Pedestrian route to bus stop/subway station should be checked for safety and accessibility on a regular basis; communicate with parents/guardians on travel issues and confirm routes student travel
- The staff travel information, similar to student information on route, etc., provides an opportunity for staff to be assigned to students for travel support, if necessary.

Emergency Equipment

Your Crisis Plan should include the items you anticipate needing in classrooms, during an extended stay and for evacuation. Each classroom in the school should be similarly equipped to deal with any emergency, and all teachers, including substitute staff and related service providers, should feel comfortable that each room occupied is prepared.

Much information on what is appropriate is available from a variety of governmental and private agency sources. (Some of these resources are appended.) The nature of the emergency will affect what is desirable and necessary, as will the unique needs of your students.

See the previous section, ***Pre-Crisis Preparation***

(Note: Staff trained in community first aid or other emergency medical skills at any site should be identified as part of the Crisis Management and Response planning process. Trained personnel's actions in an emergency are subject to appropriate guidelines for care as published by their certifying agencies, as well as applicable city, state and federal laws.)

What other items may be necessary; e.g., blankets, spare clothing labeled or identified with student's name, diapers, appropriate instructional materials? (See previous section ***Pre-Crisis Preparation***)

Recommendations:

- * Emergency folders should contain the following items:

- Updated Emergency Contact Forms
- Alternate Care Provider Authorization Forms, if any
- Medical alerts for any child who is present
- Photo identification or a photo containing the likeness of each child
- Emergency Contact form for the staff
- Class roster of students indicating who is present that day, and the whereabouts of any child not in the room when the emergency occurs; e.g., “with Ms. _____, related service provider in room _____.”
- Develop a workable system, be it name tags, or numbers, to track every student’s whereabouts throughout the day

* Absentee students’ forms should be kept separated to avoid confusion. A folder clearly marked “**Absentees**” should be in a separate drawer. It is advisable to have the colors of each folder standardized; e.g., blue for present, red for absent. Each class must also account for students who may arrive late, or leave early.

* An adult should be specifically tasked to take the Emergency Folder in the event of an evacuation. Duplicate copies of the Emergency Folder should be available to the CRT and administrative team at an appropriate location.

* Each site should have an emergency supply of water stored for easy accessibility. It may also be desirable to have non-perishable foodstuffs. Schools may wish to consult with School Nurse, and or appropriate related service provider for guidance on acceptable water and provisions for specific students. *Note: In the unlikely event that the class will be kept in lockdown for an extended period, provision must be made for access to adequate toileting facilities.*

* School emergency kits should be kept in an accessible, secured location in or near the site’s main office and/or the exit depending on the judgment of the CRT. Items should be boxed, and clearly labeled for contents; e.g., FIRST AID.

*Classroom kits, if any, should be kept accessible to the room’s primary exit. An adult should be specifically tasked to take the “Go Kit” in the event of an evacuation.

* There should be a three-day supply of any medications necessary to students and staff, kept in a locked container in the “Go Kit” in clearly marked containers indicating dosage frequency and amount; or they may be better maintained in a central location at the site per the judgment of the CRT and the Principal. These items should be checked periodically against the information on the updated Emergency Contact Forms in the Emergency Folder, and for expiration. **All medications must be stored and administered in compliance with Chancellor’s Regulations, and applicable guidelines from NYC DOE, and city, state and federal laws governing controlled substances.** (Consult with School Nurse and or other medical provider for appropriate amounts, etc. Stress may strengthen or weaken the effects of medication, as may dehydration and hunger.)

*There is a great deal of information about First Aid kits available from the Red Cross and other agencies. The following are minimal recommendations that schools can evaluate as they consider their specific students’ likely needs:

- Assorted adhesive strip bandages
- 4 large rolls 2” gauze
- 30 4”x4” sterile gauze pads

- 30 Surgical sponges
- 1 16 oz. bottle isopropyl alcohol
- 1 16 oz. bottle hydrogen peroxide
- 3 rolls 1” adhesive tape
- 3 3” elastic bandages; e.g. “Ace” types
- sterile eye wash
- appropriately sized paper dust masks for all
- tissues
- EMT scissors, a pen knife and tweezers
- Small magnifying glass or device
- Can opener
- Adhesive name tags and markers
- Pads and pencils
- Large plastic bags
- Flashlights and extra batteries
- Portable radio

* Evacuation sites may need to be equipped with additional items appropriate to the area; e.g., extra food and water appropriate to the school population, more extensive medical equipment and trained care providers, enhanced communication capability, spare batteries and lights, plastic buckets, empty water containers that can be refilled if there is an uncontaminated source, etc.

LINKS/WEBSITES/ RESOURCES	www.emsc.nysed.gov/deputy/Documents/alerts/homelandsecurityguidance.PDF
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FOOD SERVICES – OSFNS
(OFFICE OF SCHOOL FOOD AND NUTRITION SERVICES)

DESCRIPTION

The website listed below offers all protocols, forms, and regulations governing food services. There is a useful list of FAQs, rules governing meal counts, application forms for school meals, eligibility guidelines, suggestions for nutritious meals and snacks, and information regarding special events catering.

LINKS/WEBSITES/RESOURCES www.OPT-OSFNS.org

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

DESCRIPTION

Functional Behavior Assessments (FBAs) are an integral part of the evaluation and reevaluation procedures during the process of developing, reviewing, and revising a student's IEP, if a student demonstrates behavior that impedes learning. FBAs are developed in accordance with the IDEA, and articulated in NY State VESID guidelines. FBA-BIPs are required as outlined in the Chancellor's Regulations A-443 II.D. Best practices dictate that FBAs are a team process that results in a Behavior Intervention Plan (BIP). FBA-BIPs are also recommended when a student's behavior is a manifestation of their disability, as per VESID guidelines and the Chancellor's Regulations – A-443 II.E

The following is a step-by-step description of the FBA process:

1. Identification of the problem behavior that impedes learning.
2. Definition of the behavior in concrete, operational terms.
3. Identification of contextual or environmental factors that contribute to the behavior
4. Assessment through: a) indirect assessment (interviews, records review), b) direct assessment (ABC and frequency charts), and c) data analysis (comparison of data to identify patterns of behavior).
5. Formulation of a hypothesis as to the conditions under which a behavior occurs and the consequences that maintain it.
6. Development of a Behavior Intervention Plan (BIP) based on the functional assessment of the problem behavior.

VESID Guidelines on FBAs can be found through the VESID web link below. For information on NYCDOE requirements see the Chancellor's Regulations – A-443 II.D. To download FBA data collection forms, please visit the District 75 website through the web link below

LINKS/WEBSITES/
RESOURCES <http://www.vesid.nysed.gov/specialed/publications/policy/functionbehav.htm>

See also Chancellor's Regulations – A-443 II.D. ;
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf>

District 75 Website

See also: Crone, Deann A. and Robert H. Horner (2003); *Building Positive Behavior Support Systems in Schools/ Functional Behavior Assessment*. The Guilford Press; New York, New York.

RELATED TOPICS/RESOURCES Behavior Intervention Plan (BIP), Manifest Determination Review (MDR)

DISTRICT 75 RESOURCE D75 Office of Positive Behavior Support,
917-256-4275

GENERAL EDUCATION DEVELOPMENT (GED) PROGRAMS

DESCRIPTION

A variety of GED programs are available in District 79 (alternative high schools) for students who wish to prepare for the GED exam. Students who receive a passing score on the GED exam earn a High School Equivalency Diploma. The DOE has developed new full- and part-time programs that blend GED training with Learning to Work programs to help students develop meaningful post-secondary skills and opportunities.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/offices/DYD/OMP/GEDRelatedBlends>

GRIEVANCE PROCESS

DESCRIPTION

A grievance is a complaint filed by an employee in a bargaining unit that there has been a violation of a provision of the contract. Although grievances may be filed for any alleged violation, the process required for adjudication is essentially the same. Because grievances can be time-consuming and can cause strained relations, it is always advisable to resolve grievances informally, if possible. If the grievance does proceed, STEP I is held at the school level if staff is assigned to a school, or to the District if the staff is assigned to the District; if the grievant is denied at STEP I, he/she can proceed to STEP III, which is held at the Chancellor's level, with the Chancellor's representative, the Principal, the grievant and the union representative. At Step III, the union makes all decisions on behalf of the grievant, including whether to proceed with or withdraw the grievance. (Note: Step II grievances have been eliminated by the most recent collective bargaining agreement.) The last level in the grievance process is Arbitration in which the union initiates the arbitration, not the individual grievant.

All time lines and protocols are outlined in the specific union contracts and must be strictly adhered to.

STEP I (School Level) Grievance Protocol:

- The Principal's role is that of a hearing officer. Listen to the arguments presented and ask clarifying questions. Avoid debate and extended discussions
- After a review of the presentation and other documentary evidence, and *within a specified time frame*, the Principal must render a decision in writing to the grievant. A simple format should include date, attendees, contractual article cited, complaint, remedy sought, and decision.

LINKS/WEBSITES/RESOURCES www.uft.org/member/contracts/
www.csa-nyc.org/
www.DC37.org

DISTRICT 75 RESOURCE: D75 Counsel 212-802-1620

HEALTH EDUCATION

DESCRIPTION

Health education is part of an overall school health program. In New York City we support a sequence of health instruction from kindergarten through 12th grade. At a very young age children develop habits that will shape their health all their lives. Therefore, health education must include a wide range of topics with lessons providing information that is age appropriate.

Schools are encouraged to use health curriculum geared to the needs of students at each grade level. In addition to factual knowledge, health instruction also includes teaching students how to make healthy life choices through personal decision-making.

To be healthy, safe, and fit, students receive lessons in:

- Advocacy
- Communication
- Decision Making
- Planning and Goal Setting
- Relationship Management
- Self-Management
- Stress Management

LINKS/WEBSITES/RESOURCES:

- C.H.A.M.P.S.:

<http://www.champsnyc.org>

- Physical Best Health-Related Fitness Education Program:

<http://www.aahperd.org/naspe/physicalbest/template.cfm?template=main.html>

- Part 135:

<http://www.emsc.nysed.gov/ciai/pe/pub/part135.pdf>

- Part 200:

<http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm>

- NYS Learning Standards

<http://www.emsc.nysed.gov/ciai/pe/pels.html> -

- NYC Health Standards/Curriculum:

<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/ComprehensiveHealthEd.htm>

- HIV/AIDS Standards/Curriculum:

<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/HIVAIDScurriculum>

- District 75 Fitness & Health Education:

- NYCDOE Fitness & Health Education:

<http://schools.nyc.gov/Academics/FitnessandHealth/default.htm>

- NYC FITNESSGRAM:

<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/NYCFITNESSGRAM.htm>

RELATED TOPICS/RESOURCES A.P.E., C.H.A.M.P.S., NYC FITNESSGRAM,
FOR MORE INFORMATION SEE: HIV & AIDS,
Physical Education

DISTRICT 75
RESOURCE

D75 Office of Fitness & Health Education
(212)802-1640

HIGH SCHOOL ADVISORY

DESCRIPTION

An advisory is a structure set up by a school in which an adult and a small group of students meet regularly for academic guidance, to coordinate between home and school, and to find ways for students to be more successful and to connect to a peer group. Advisories help students adjust to school by building community and encouraging a sense of belonging. The advisory system helps ensure that all students have at least one adult who knows them well.

RELATED TOPICS/RESOURCES THE ADVISORY GUIDE by Rachel A. Poliner and Carol Miller Lieber

HIGH SCHOOL SCHEDULING AND TRANSCRIPTS (HSST)

DESCRIPTION

The HSST system provides for data entry and processing of student scheduling, grade reporting and transcripts for students in high school.

LINKS/WEBSITES/RESOURCES <https://ats.nycboe.net/HSST>

DISTRICT 75 RESOURCE D75 Office of Assessment 212-802-1521

HOLIDAY DISPLAYS

DESCRIPTION

Holiday displays should foster multicultural respect and understanding. While holiday symbols or decorations with secular dimensions are permitted, displays with images of deities, religious figures, or religious texts are prohibited. Displays must not appear to celebrate a single religion or holiday. For issues concerning religious observance of students, see Chancellor's Regulation A-630.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-27/A-630.pdf>

HOME INSTRUCTION SCHOOLS

DESCRIPTION

Home Instruction Schools provides services for those school-aged public, private, and parochial school students (ages 4.9-21 years) who are placed on Home Instruction as a result of a condition that is either orthopedic, non-orthopedic/medical or emotional in nature. Students are provided with the number of hours of Home Instruction as proscribed by NYSED. A parent must be present in the home at all times during Home Instruction.

The Home Instruction Schools Program seeks to establish close liaisons with students' regular schools of affiliation so that a continuum of educational services may be provided. The goal is to have students return to their affiliated schools with little or no loss of educational standing. Home Instruction teachers also use IEP goals and objectives to provide the most appropriate education. Students who are identified by home schools as being at risk of not achieving State Learning Standards are offered a variety of academic intervention services.

Students in need of Home Instruction due to an accident, illness, orthopedic or medical condition which prevents school attendance must obtain a letter from their physician. The letter, on the physician's office letterhead, should include a brief description of the condition with some estimates of how long the student will need Home Instruction services. If the condition persists, the family will be asked to provide updates as needed. If a student needs Home Instruction for emotional reasons, a letter from the child's psychiatrist must be submitted to the Home Instruction Guidance Office.

The student's school of affiliation should complete a Home Instruction Referral Form. If the school does not have a form, one can be obtained from the Home Instruction borough office, main office, or from our website. Home Instruction may be recommended by the relevant IEP Team for students with disabilities who have a medical or psychological illness. This condition would prevent the student from attending a public or private facility for an extended period of time (one year or longer). All such recommendations must be approved by the Home Instruction medical doctor.

Home Instruction teachers, in cooperation with the various CSE's, may participate in the IEP Annual Reviews.

LINKS/WEBSITES/RESOURCES District 75 Website

DISTRICT 75 RESOURCE D75 Office of Home Instruction
718-794-7200

HOME SCHOOLING

DESCRIPTION

HOME SCHOOLING is an option open to all parents by the NYS Education Department and Chancellor's Regulation A-240. Once approved by the Superintendent for Home Schooling, parents must comply with all NYSED procedures related to this topic. When a child is home-schooled, the child's former affiliated school does not have the right to insist on home visits to see that child. The hours of instruction required for each subject for the child is mandated by SED and the grade of the student. Summer School is not required

In order to home school their child, a parent must:

1. Send a Letter of Intention to home school their child to the District 75 Superintendent;
2. Write an Individualized Home Instructional Plan (IHIP) for the current school year as a special education teacher would, using the child's most current CSE IEP, and send the IHIP to the Supt.
3. Maintain a daily log of the number of hours instructed in each subject area planned for, once the IHIP is approved by the Superintendent,
4. Submit to Superintendent, on a quarterly basis, a narrative stating the progress of the instruction at home. This is equivalent to a progress report.
5. Submit a summary of progress, by the last quarter, from a certified special education teacher along with some valid standardized achievement testing results, if required for the child's grade equivalent. Parent may opt to partake in the citywide or statewide testing schedule of exams for reading and/or mathematics or NYS Alternate Assessment as noted on IEP, if applicable, to their child at the nearest special ed program offering the exam. This must be worked out in advance of the testing at nearby school even if alternate assessment which would necessitate administration in a D 75 school program.
6. Apply again each August for the new school year.
7. Educational Materials and other instructional supplies are the responsibility of the parent(s)/guardian(s). If school has excess materials to loan or give to parent, it is up to the school administration.
8. RSAs must be requested as per IEP mandates by parent for an independent provider to come to home or take the child to an approved agency which offers the mandated related services.

Notes:

- Submission of a Letter of Intent does not mean that home schooling has been approved nor is it automatic.
- The IHIP must comply with CSE IEP recommendations.
- On-line instruction / virtual learning is not accepted by the NYS Education Department as many programs are geared towards general education and are out of state web based programs.
- A HS Diploma cannot be earned by home schooling. NYSED will only recognize a GED Diploma for any high school aged student over 17 years of age.
- Failure to submit the required paperwork will warrant home schooling denial for the remainder and subsequent school year and student must return to school based program.

LINKS/WEBSITES/RESOURCES www.emsc.nysed.gov/nonpub/homeinstruction.html
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-15/A-240.pdf>

D 75 RESOURCE Office of Home Schooling (212) 802-1636
D75 Parent Support Office 212-802-1607

IEP DIPLOMAS

DESCRIPTION

Students who will turn 21 by August of the current school year, are eligible for an IEP Diploma. A list of each school's potential candidates is generated by District 75 and sent to the Principal. It is the school's responsibility to review the list and make sure all of their graduates are listed. The process begins in December and all IEP diploma requests should be finalized in the spring. Principals share their list of graduates with their Cohort Leaders who in turn request diplomas from the Integrated Service Center (ISC) Directors.

Chapter 683 eligibility: students currently on register who will be 21 prior to July 1 of any year are NOT be eligible for the Chapter 683 Summer Program for that year; students who will turn 21 between July 1 and August 30 ARE eligible for Chapter 683 but will NOT return to school in the Fall.

DISTRICT 75 RESOURCE

D75 Office of Related Services 212-802-
1535

IEP MANDATES FOR AFTER SCHOOL SERVICES

DESCRIPTION

Parents often request SETSS or extra hours of related services to be delivered outside of the school environment. This can sometimes create a disconnect between the school staff and other staff working with the student. Parents should be encouraged to request all services for their child in school during school hours. If, for some reason this is not possible, then the school should reach out to any outside providers, especially by inviting them to IEP meetings to discuss their goals and instructional methods with the student. In this manner, the school may integrate into the school day all goals and instructional strategies being used with the student and thus provide a more consistent instructional program.

DISTRICT 75 RESOURCE

D75 Office of Related Services 212-802-
1535

IMMUNIZATION EXEMPTION

DESCRIPTION

As per Public Health Law 2164 and Chancellor's Regulation A-701, all NYCDOE students must meet the mandated immunization requirements for their grade in order to attend school unless an exemption is obtained (see below). The list of required vaccines for grades K-12 are as follows:

- DPT - diphtheria, pertussis, tetanus
- OPV - oral poliovirus vaccine
- MMR - measles, mumps and rubella
- HIB - haemophilus influenzae type B
- HBV - hepatitis B vaccine
- VARICELLA - chicken pox
- Tdap - diphtheria, pertussis, acellular, tetanus (NEW)

Students who fail to meet the immunization requirement and are not otherwise exempt can be excluded from school. Parents seeking exemption for medical or religious reasons must make their request in writing to the school. The Principal must forward the request to the ISC Health Director. If approved, a letter will be sent to the parent and the principal and the exemption will be entered into the ATS system. If denied, the parent can appeal and the student may continue to attend school pending the outcome of the appeal. If denial is final, student can be excluded.

Exclusion Process: If parent fails to comply with providing proof of immunization, school will send a Warning Letter of Exclusion and exclude the student fourteen (14) days from the date of the Warning Letter unless parent provides proof of immunization within the 14 days.

LINKS/WEBSITES/ RESOURCES

NYCDOE Office of School Health:

<http://schools.nyc.gov/NR/rdonlyres/E5F8186B-41A1-46C2-80B4-FC8B25239E91/19010/SH65MedReqr3096.pdf>

<http://schools.nyc.gov/NR/rdonlyres/0D1EDEF6-870C-4EEE-81EA-01928D1E1078/35456/0708StrategicSummarySchoolHealthFINA L.pd>

DISTRICT 75 RESOURCE

D75 Office of Health Education Programs
917-256-4262

IMPARTIAL HEARINGS

DESCRIPTION

An Impartial Hearing is the process through which disagreements between parents and the DOE regarding identification, evaluation, and educational placement of children with disabilities may be resolved. The Impartial Hearing Office processes requests for impartial due process hearings when a hearing is requested by either the parent or the DOE. If a Principal or designee is asked to testify at an impartial hearing, it is critical that he/she be prepared to explain the specific educational program and describe how and why it is appropriate for a student. All Impartial Hearings take place in front of a Hearing Officer and the proceedings are recorded (on audio tape) for the record.

PREPARATION: Questions typically asked of a Principal or designee during the impartial hearing include professional preparation and education of administrators and/or staff, number of students/classes, etc., related service availability and credentials of providers, credentials of all pedagogical staff, the profile of students in the designated class (ages, management needs, functioning levels, etc.), role of parents and provision of training and support to parents

LINKS/
WEBSITES
/RESOURCES

<http://schools.nyc.gov/Administration/Offices/ImpartialHearingOffice>

RELATED TOPICS/RESOURCES

Office of Impartial Hearings
131 Livingston St., Bklyn 11201; 718-935-3280

DISTRICT 75 RESOURCE

D75 Administrative Assistant Superintendent
212-802-4236

INCLUSIVE EDUCATION

DESCRIPTION

Inclusive Education is a term that expresses a commitment to educate students with special education needs in the school he or she would attend if the student did not have a disability. It involves bringing support services to the student rather than removing the student to a separate environment to access needed services.

The term **inclusion** is not identified in the law. The legal basis for **inclusion** is found in Public Law 94-142 (The Education of All Handicapped Children Act, 1975) and the Individuals With Disabilities Education Act (IDEA, Reauthorized 1997& 2001). The term **Least Restrictive Environment** (LRE) is the legal force that drives inclusive education.

Least Restrictive Environment means that placement of students with disabilities in special classes, separate schools and other removal from regular educational environment occurs only when the nature and severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

In New York City there are three models of Inclusive practices: SETSS (Special Education Teacher Support Services) from Community School Districts, Collaborative Team Teaching (CTT), and District 75 SETSS (Special Education Teacher Support Services) provider model.

The inclusive programs developed by District 75 or the **District 75 SETSS provider model** have served students in kindergarten through high school in general education schools and classrooms throughout the city. Typically, eight to nine students attend the inclusive program with the support of a District 75 special education teacher and a paraprofessional assigned to every two to three students. The paraprofessionals accompany two or three students to classes and work sites; the teacher adapts and modifies curriculum from classes in keeping with the students' Individualized Educational Program and supervises the work of the team in classes and in vocational and community-based environments.

The support of a District 75 Inclusion Coach is available to the team, along with school-based professional development. The Office of Inclusive Education holds district-based workshops on related topics including Assessment, Differentiating Instruction, Positive Behavior Supports, Transition, and Travel Training to help build better inclusive practices.

LINKS/WEBSITES/RESOURCES District 75 Website

FOR MORE INFORMATION SEE: Collaborative Team Teaching (CTT)
Mainstreaming
SETSS (Special Education Teacher Support Services)

DISTRICT 75 RESOURCE D75 Office of Inclusive Programming
212- 802-1519

INSTRUCTIONAL TECHNOLOGY

Description

The Instructional technology department of District 75 uses a variety of teaching tools to improve student learning. We not only use computers, we also use cameras, CD players, PDA's, GPS devices, computer-based probes, calculators and electronic tools. We offer on-going professional development on everything from computer basics to advanced filmmaking. In addition, we support the schools with borough-based technology coaches. They work in the schools with staff to continue and embed the learning.

LINKS/WEBSITES/RESOURCES

To **block/unblock web sites** (Only available on the DOE Intranet):

<http://www.nycboe.net/adminorg/divisions/diit/sws/>

To access the **online FAMIS Catalog**:

<https://dfoforms.nycenet.edu/FamisPortal/login.aspx?Sessiontoken=uavxukipafsamd55pgmkk045>

To access the **Dell Managed Services Portal**:

<http://www.managedservices.nycenet.edu/>

To get some information about **spam filtering**:

<http://www.nycenet.edu/Administration/Offices/FinanceandAdministration/DIIT/Email/SpamTips/antispam.htm>

To access the **Online Standard Operating Procedures Manual (SOPM)**:

<http://www.nycenet.edu/dfo/dfo/sopindexbodynew.html>

To access the **DOE School and Zone Finder** (only accessible on an administrative workstation):

<http://maps.nycboe.net/>

To **report technical difficulties with NYCENET Web Pages**:

<http://www.nycenet.edu/Administration/Contact+Us/ContactUs.htm?type=tech>

To access ordering information **FAMIS Preview**

<https://dfoforms.nycenet.edu/PO/ItemPreview.aspx>

Internet DOE Student Consent Form Internet Permissions

http://schools.nycenet.edu/d75/forms/tech/consent_parent.pdf

Internet DOE Staff Consent Form

District 75 Website

Copyright Permissions

District 75 Website

E-IEP

Classic Native Version

IAUP (1-page)

IAUP Full

<http://www.nycenet.edu/Administration/Offices/FinanceandAdministration/DIIT/Departments/WebServices/iaup/default.htm>

IndTech

Learning Times

<http://www.district75.net>

DISTRICT 75 RESOURCE
212-802-1597

D75 Office of Technology

INTERNET USE

DESCRIPTION

The DOE Internet Acceptable Use Policy (IAUP) governs all electronic activity, including e-mail and access to the Internet, which is undertaken by employees, students, and parents/guardians. The Principal/designee will approve building-level activities, ensure teachers receive proper training in the use of the system and this policy, and establish a system of adequate supervision of students using the system.

The IAUP website delineates regulations regarding parental notification, selection of appropriate material, and limitations on internet usage.

LINKS/WEBSITES/
RESOURCES <http://schools.nyc.gov/RulesPolicies/InternetAcceptableUse/default.htm>

INQUIRY TEAMS

DESCRIPTION

Inquiry Teams focus on a target population of students that experience similar barriers to success, allowing them to dive deeper into instructional questions related to student achievement. The work of the team is aligned to the incentives built into the Progress Report. They help schools focus on the lowest performing third of students.

School Based Inquiry Teams:

- select a target population of struggling students, chosen with objective data aligned with the focus area of the school
- identify a target skill using information from formative and summative assessments and classroom work
- develop and implement differentiated instructional strategies on an ongoing basis in response to data analysis
- share the work with the school community to improve outcomes for all students
- set targets and continuously track the effectiveness of their strategies, revising as necessary.

The team should include three to six members.

LINKS/WEBSITES/RESOURCES <http://cfi.sharepointsite.net/default.aspx>

User is school e.g.75M721 and password is "password".

DISTRICT 75 RESOURCE

Senior Achievement Facilitator for D75
212-802-1560

LANGUAGE ALLOCATION POLICY (LAP)

DESCRIPTION

The LAP is a school originated document that is written in consultation with feeder schools and reflects New York City Department of Education goals. The LAP must comply with Part 154 of the Commissioner's Regulations (CR Part 154). The LAP is understood by all school stakeholders and enacted by all practitioners. All stakeholders should be able to clearly articulate when and why the student's native language and English are used in teaching and learning.

LINKS/WEBSITES http://schools.nyc.gov/NR/rdonlyres/FC2D4E72-F26E-4101-B092-352570A2F8FB/28774/LAPFINAL_3_29_07.pdf
/RESOURCES

DISTRICT 75 RESOURCE

D75 Office of ELL
tel.#: 212- 802 -1624

LANGUAGE ASSESSMENT BATTERY – REVISED (LAB-R)

DESCRIPTION

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staff know what language the students use in their home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services.

LINKS/WEBSITES/RESOURCES www.emsc.nysed.gov/osa/lab-r/

DISTRICT 75 RESOURCE

D75 Office of ELL
212- 802 -1624

LEGAL ISSUES

DESCRIPTION

District 75 has a full-time attorney to advise Principals on legal issues/questions. If the D75 legal counsel is unable to answer your questions, s/he will consult with other DOE legal offices as listed below for further information.

The DOE Office of the General Counsel includes the below offices, each of which can be accessed via the DOE website:

- Office of Labor Relations (OLR) - hears Step III grievances
- Office of Appeals and Review (OAR) - hears appeals on U-ratings and appeals of dismissals or terminations.
- Office of the Auditor General (OAG)
- Office of Equal Opportunity (OEO) - investigates complaints in the work place about alleged human rights violations.
- Office of Ethics and Conflict of Interest
- Office of the Special Investigator (OSI) - investigates allegations of Corporal Punishment/Verbal Abuse (Chancellor's Regulation A-420 and A-421).
- Office of Legal Services (OLS)

In addition, The Office of the Special Commissioner of Investigation (SCI) for the NYC School District is an independent (non-DOE) office that investigates allegations of staff misconduct of a sexual, criminal or fraudulent nature. If a report is issued from SCI a copy is given to the Administrative Trial Unit so that appropriate disciplinary action can be taken.

LINKS/WEBSITES/RESOURCES OLS- Attorney-on-Call: 212 374-6888
 OLR - 212-374-7954
 OAR- 718 935-2991
 OEO-718 935-2135
 Conflicts of Interest – 212-374-3438
 OSI - 718 935- 3886
 SCI - 212 510-1400

RELATED TOPICS/RESOURCES Union Issues

DISTRICT 75 RESOURCE D75 Counsel
 212 802-1620

LIFE SPACE CRISIS INTERVENTION (LSCI)

DESCRIPTION

Life Space Crisis Intervention (LSCI) is a 7-day certificate course offered 4 times annually through the District 75 Office of Positive Behavior Support. LSCI is a therapeutic, verbal strategy for students who have chronic patterns of self-defeating behavior. Through LSCI, staff learn how to calm students in crisis, promote insight, encourage responsibility, and teach new skills. Staff certification in LSCI requires the completion of a written test and a practical interviewing test.

The key concept of LSCI is the Conflict Cycle, which describes the way in which a young person's self-concept and thoughts drive their feelings and behavior after a stressful event. How staff and other students respond to this student's behavior in the moment can dictate whether a student is calmed, or is escalated to more extreme aggression. Participants in LSCI training learn how avoid getting into power struggles with students in crisis, and to practice techniques which help students identify maladaptive and self-defeating behavior patterns. LSCI identifies 6 intervention strategies to help students learn new behaviors: 1) reality rub, 2) red flag, 3) massaging numb values, 4) symptom estrangement, 5) new tools, and 6) manipulating body boundaries.

LSCI is a research-based intervention approach that resulted from the work of Dr. Nicholas Long, and is coordinated out of the Life Space Crisis Intervention Institute in Hagerstown, MD. The program is headed by Dr. Long and his long-time collaborator Dr. Frank Fescer.

This course is recommended for clinicians and teachers. Staff interested in crisis intervention techniques are also encouraged to sign up for the 4-day Therapeutic Crisis Intervention (TCI) course which addresses prevention and techniques for working with students before, during, and after a crisis. Interested staff sign up online using their DOE e-mail accounts through the District 75 Online Professional Development Registration System (www.district75pd.org)

LINKS/WEBSITES/RESOURCES District 75 Website

RELATED TOPICS/RESOURCES Therapeutic Crisis Intervention (TCI)
DISTRICT 75 RESOURCE D75 Office of Positive Behavior Support
917-256-4275 or 212-802-1654

LINE OF DUTY INJURIES (LODI)

DESCRIPTION

A line of duty injury (LODI) is defined as an injury suffered in an accident or incident while the injured licensed pedagogue was on duty. (Was the person being paid while the accident/incident occurred?) It must also be determined that the employee did not cause the accident or incident through his/her own actions or by being negligent or while engaging in misconduct. LODI claims are categorized as either accidents or assaults; they can be either long term (more than 10 consecutive days) or short term (10 consecutive days or fewer).

Pedagogues can claim LODI for accidents or assaults; UFT paraprofessionals and DC37 school aides are covered for such injuries by Workers' Compensation.

The DOE Human Resources website offers detailed accounts of where and when LODIs may occur, gives contents of a complete LODI package, gives guidelines for reporting timeframes and investigations. The site also addresses "fitness for duty" exams, procedures for borrowing days for personal illness, and ADA requirements for accommodations.

For detailed information, see Personnel Memorandum No. 4, 2002-2003,

<http://schools.nyc.gov/NR/rdonlyres/3C9432E8-92F0-4F4C-9152-60DAFBE37D91/0/pm4.pdf>

For questions/information on LODIs, contact the District 75 Human Resources Deputy Director (phone # provided below).

LINKS/WEBSITES/
RESOURCES DOE Medical Leaves and Benefits Office/ LODI Unit, 718-935-2729

<http://schools.nyc.gov/NR/rdonlyres/3C9432E8-92F0-4F4C-9152-60DAFBE37D91/0/pm4.pdf>

<http://schools.nyc.gov/Offices/DHR/HealthBenefitsLeavesAbsenceSafety/Leaves+of+Absence.htm>

DISTRICT 75 RESOURCE

D75 Human Resources Deputy Director
(718) 391-8152

LITERACY UNITS OF STUDY

DESCRIPTION

Units of Study encompass curriculum that is aligned with the New York State English Language Arts Standards. Coaches and Instructional Specialists from the D75 Office of Literacy participate in the writing and deliverance of units that incorporate organizational aspects for students as well as actual reading, writing, listening and speaking lessons geared for our students. Literacy coaches who write the units and present professional development trainings on them are also available to come to schools to support their implementation, working collaboratively with school coaches or administrators. The Roll Out sessions include feedback from different schools and are focused on addressing the specific needs of our District 75 students. Among other things, Units focus on getting organized, differentiating between fact or fiction, test sophistication and book clubs. Literacy coaches who write the units and deliver professional development are also deployed to schools to support their implementation.

LINKS/WEBSITES/RESOURCES [District 75 Website](#)

RELATED TOPICS/RESOURCES
FOR MORE INFORMATION SEE: [Teacher's College](#)

DISTRICT 75 RESOURCE [D75 Office of Literacy](#)
212-802-1618 or 212-802-1551

MAINSTREAMING

DESCRIPTION

In Mainstreaming programs, unlike in Inclusion programs, the special education student's level of achievement must be comparable to the functional level of the mainstream class to which he or she is assigned. While the student's primary membership is in special education, his or her functional skills must be similar to those of the general education students. Mainstreamed students do not receive special supports or related services during their mainstreamed class(es), nor is there any adaptation or modification of the general education curriculum, activities, materials and/or schedules.

LINKS/WEBSITES/RESOURCES District 75 Website

FOR MORE INFORMATION SEE: Inclusive Education
CTT (Collaborative Team Teaching)
SETSS (Special Education Teacher Support
Services)

DISTRICT 75 RESOURCE D75 Office of Inclusion
(212) 802 1519

MANIFEST DETERMINATION REVIEW (MDR)

DESCRIPTION

Manifest Determination Review (MDR) as outlined in the Chancellor's Regulations A-443 II. E. and State Regulations of the Commissioner Section 201.4, describe the process for reviewing the relationship between a student's disability and the behavior that is subject to disciplinary action. An MDR can take place at the same IEP meeting that is convened for developing/reviewing an FBA/BIP.

According to the Chancellor's Regulations A-443 II. E., students with disabilities must be referred immediately to the SCE/Subcommittee for an MDR if

- a) the student's classroom removal or suspension constitutes a disciplinary change of placement, or
- b) the Regional Superintendent is considering placement of a student in an Interim Alternative Educational Setting (IAES) for up to 45 days, or requesting that an Impartial Hearing Officer (IHO) place a student in an IAES, or
- c) the Regional Superintendent sustains the suspension and considers imposing a continued suspension for more than ten (10) school days or extended suspension.

On the same day of the referral, the parent must be notified and provided the Procedural Safeguards Notice. As soon as is possible, but no later than ten (10) school days after the date of the referral, the CSE/Subcommittee must conduct an MDR to determine the relationship, if any, between the student's disability and the behavior subject to the disciplinary action.

The CSE/Subcommittee must consider that the behavior in question is a manifestation of a student's disability if any of the following are determined to have not been met: 1) that the student's IEP and placement were appropriate and the special education and related services provided were consistent with the student's IEP and placement, 2) that the student's disability did not impair his/her ability to understand the impact and consequences of the behavior, or 3) that the student's disability did not impair his/her ability to control the behavior subject to disciplinary action.

If the result of the MDR is that the misconduct was not a manifestation of the student's disabling condition, the student may be disciplined. If the result is that the misconduct was a manifestation of the student's disability, the student may not be disciplined, except in regard to placement in an Interim Alternative Educational Setting (IAES) as outlined in Chancellors Regulations A-443 II.F.

LINKS/WEBSITES/
RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf>
Also see SED Discipline Guide:
<http://www.vesid.nysed.gov/specialed/publications/policy/diciplineguide.htm>

DISTRICT 75 RESOURCE

District 75 Office of School Safety
212-802-1654

MATHEMATICS HIGH SCHOOL

DESCRIPTION

Since September 2007 *Integrated Algebra* is the new core program designed for high schools. The focal point is algebra content strand. This course assists students in developing skills and process to solve linear equations in one variable, quadratic functions with integral coefficients and roots, absolute value and exponential functions. The program promotes alternative methods and strategies to solve problems such as solving system of equations, graphic solutions, algebraic algorithm, measurement, data analysis, understanding of correlation and causation.

Components of Integrated Algebra Text Book

- Mastering the NY Standards: Identifying the NY Standards; Leveled Exercise Set-including Regents Preparation; Workout for NY Standards Mastery; Instant Check System
- Bilt-In Help: Go for Help; Video Tour Help; Quick Check; Understanding Key Concepts; Online Activities Math; Vocabulary Support
- Practice What You've Learned: A: Practice by Example; B: Apply Your Skills; C: Challenge; Homework Video Tour

Calculators – Graphic calculators are REQUIRED on Integrated Algebra NYS Mathematics Assessment

LINKS/WEBSITES/ RESOURCES	<p>New York State Math Standards: http://www.emsc.nysed.gov/ciai/mst/math.html</p> <p>Pacing Calendar can ONLY be accessed from NYC DOE computer</p> <p>Test accommodation: http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guidance.htm</p> <p>Specifications for the Regents Exams in Integrated Algebra http://www.emsc.nysed.gov/osa/mathre/testspecsalgebra.pdf</p> <p>Regents Examination in Integrated Algebra Sample Test Fall 2007 http://www.emsc.nysed.gov/osa/mathre/iasampler07.pdf</p> <p>Scoring Guide for Integrated Algebra Sample Test 2007 http://www.emsc.nysed.gov/osa/mathre/iasg-sampler07.pdf</p> <p>Regence Diploma Requirement for Mathematics http://www.emsc.nysed.gov/ciai/mst/RegDipReqMathCht.pdf</p>
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DISTRICT 75
RESOURCE

D75 Office of Mathematics
212-802-1676

MATHEMATICS MIDDLE SCHOOL

DESCRIPTION

Impact Mathematics - Course 1 Grade 6; Course 2 Grade 7; Course 3 Grade 8

Impact Mathematics is a comprehensive program including number senses and operation, proportional reasoning, geometry, data and probability, and strong focus on the development of algebraic thinking. The developmental approach to algebra starts with algebra as a basic arithmetic, description of processes that students understand, and moves on to solving equations, and building Mathematical understanding. The instructional cycle is designed around three steps: introduce, develop, and assign and assess.

Introduce - each lesson begins with a class discussion, activity, or problem designed to introduce the mathematics and help set a context for learning. To help guide the instruction, *Explore* and *Think and Discuss* questions are provided in the student material.

Develop – *Investigations* provide a mixed of worked-out examples, direct modeling (cartoon), and interactive problem set. The *Investigation* is designed to last for 45 minutes or class period.

Share & Summarize questions signal the end of each Investigation. These questions offer students the opportunity to share what they have learned, summary of major points, and assessment.

Assign & Assess – *On Your Own Experience* allows students to work independently in class or outside class. There are three types of questions:

- *Practice & Apply* problems provide opportunities for students to reinforce and directly apply the skills and concepts they learned in each of the *Investigations*.
- *Connect & Extend* problems relate students learning in the lesson to other Mathematical topics and standards.
- *Mixed Review* problems are frequent review of previously learned skills helping students to maintain and move towards mastery.

Assessment in Impact Mathematics

- In the Student Edition: Share & Summarize; On Your Own Words; Review & Self Assessment
- In the Teacher's Guide: Problem Set Warm-Ups; Troubleshooting; Additional Examples; Quick Check; Quick Quizzes
- In the Assessment Resource Book: Pretest; Refresher Worksheet; Chapter Test; Performance Assessment; Semester Test

Technology - Online Study Tools for Course 1,2, and 3 <http://www.emsc.nysed.gov/ciai/mst/math.html>

- Multilingual Glossary
- Lesson Resources: Self-Check Quizzes; BrainPOPS
- Chapter Resources: Chapter Test, Standardized Test Practice, and Family Letter
- Teacher Resources

Guidance for Calculators Use in the Classroom and on State Assessment in Mathematics

Grade Level Classroom State Assessment in Mathematics

- 6** Scientific calculator for instructional purposes NO CALCULATORS permitted
- 7** Scientific calculator for instructional purposes Scientific calculators are REQUIRED for Book 2 (short and extended response questions)
NO CALCULATORS permitted fro Book 1 (multiple choice questions)
NO GRAPHIC CLACULATORS permitted for any part of the test
- 8** Scientific calculator for instructional purposes
Graphic calculators for exploratory use Scientific calculators are REQUIRED for Book 2 and 3 (short and extended response questions)
NO CALCULTOR permitted for Book 1 (multiple choices question)
NO GRAPHICCALCULATOR permitted for any part of the test

LINKS/WEBSITES/ RESOURCES	New York State Math Standards: http://www.emsc.nysed.gov/ciai/mst/math.html Pacing Calendar can ONLY be accessed from NYC DOE computer Test accommodation: http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guidance.htm 2007 Mathematics tests grades 3 – 8: http://www.nysedregents.org/testing/mathei/07exams/home.htm Impact Math website: http://www.glencoe.com/sec/math/impact/index.php/na
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DISTRICT 75
RESOURCE

D75 Office of Mathematics
212-802-1676

MATHEMATICS ELEMENTARY (EVERYDAY MATH)

DESCRIPTION

Everyday Mathematics (EDM) is a research-based curriculum developed by the University of Chicago School Mathematics Project. Since 2003 Everyday Mathematics has been implemented as the NYC core curriculum Math program for public schools. EDM is a rigorous program that emphasizes on: conceptual understanding while building a mastery of basic skills and explores the full mathematics spectrum, not just basic mathematics

EDM introduces students to all the major mathematical concepts: number sense and operation, algebra, measurement, geometry, and statistics and probability beginning in Kindergarten.

The program helps teachers to move beyond basic arithmetic and promotes higher-order and critical-thinking skills in their students, using everyday, real-world problems and situations while also building and maintaining basic skills, including automatic fact recall.

The program builds students understanding over a period of time, first through informal exposure and then through more formal and direct instruction. Students are expected to master mathematical skills and concepts, but not form first time they are encountered. Mathematical concept is taught in a repeated fashion, beginning with a concrete experience. Daily routines and games are part of the program designed to build conceptual understanding and ensure mastery of basic skills in authentic and interesting concept. EDM employs cooperative learning activities, explorations, and projects. A number of assessment tools are built into EDM, and are closely aligned with instruction. In Grades 3-5, calculators are NOT permitted on Mathematics NYS tests.

LINKS/WEBSITES/ RESOURCES	New York State Math Standards: http://www.emsc.nysed.gov/ciai/mst/math.html Pacing Calendar can ONLY be accessed from NYC DOE computer Test accommodation: http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/guidance.htm 2007 Mathematics tests grades 3 – 8: http://www.nysedregents.org/testing/mathei/07exams/home.htm
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DISTRICT 75
RESOURCE

D75 Office of Mathematics
212-802-1676

MEDIA REQUESTS

DESCRIPTION

Any requests from media to photograph, videotape or film a student, school event or program, or to interview administrators, student or staff, must be reviewed and approved by the District. For stories that intend to celebrate our schools – opening of a new playground or library, a human interest piece about a student – Principals should notify the District and can then access appropriate forms and advice from the Office of Community and Media Relations (the press office). The web site offers necessary permission forms and protocols. Parent permission must be secured prior to any photographs are taken or videotapes made.

If a media request is of any other nature, contact the Superintendent before taking any further steps.

LINKS/WEBSITES/
RESOURCES Office of Community and Media Relations - 212-374-5141

<http://schools.nyc.gov/Offices/mediarelations/consentforms/default.htm>

DISTRICT 75 RESOURCE D75 Superintendent's Office 212-802-1584

MEDIATION

DESCRIPTION

Mediation is a voluntary process in which a parent/guardian of a student with a disability and a Principal/representative of a school district meet with a mediator to resolve disputes. Mediation is NOT a part of the legal Impartial Hearing process. Rather, it is an effort to resolve a perceived problem in a non-adversarial manner, with an objective third party (the mediator) during an in-person meeting. Mediation might typically be used for related-service issues, class placements, etc. If the concern can be resolved, the mediator will write up a legally binding agreement. Mediation can be requested by either a parent or the school. The website below provides the form to make the request.

LINKS/WEBSITES/RESOURCES

For information on Mediation:

<http://www.vesid.nysed.gov/specialed/mediation.htm>

For Mediation Request Form:

<http://www.vesid.nysed.gov/specialed/medform.htm>

DISTRICT 75 RESOURCE

D.75 Office of Student Supports and
External Partnerships
212-802-1594

MISSING/LOST/KIDNAPPED STUDENTS

DESCRIPTION

1. Call 911 if appropriate and notify SSA that 911 has been called.
2. Duplicate recent photo of student to assist police, staff.
3. Conduct thorough search of school building and perimeter.
4. Inform parent or guardian.
5. E-mail/call Superintendent
6. File on-line occurrence report (OORS)
7. Update report and notify Superintendent when student is found.

DISTRICT 75 RESOURCE	D75 Superintendent's Office 212-802-1584
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NYSED PART 100 REGULATIONS

DESCRIPTION **Part 100** addresses regulations of the Commissioner of New York State Department of Education

LINKS/WEBSITES/RESOURCES The link to Part 100
<http://www.emsc.nysed.gov/part100/pages/pt100index.html>

RELATED **Frequently Asked Questions:**
TOPICS/RESOURCES <http://www.emsc.nysed.gov/part100/pages/topics.html>

Graduation Requirements
<http://www.emsc.nysed.gov/part100/pages/policygradqa.html>

Science Requirements
<http://www.emsc.nysed.gov/part100/pages/policyqascience.html>

Math Requirements
<http://www.emsc.nysed.gov/part100/pages/policyqamathematics.html>

Physical Education
<http://www.emsc.nysed.gov/part100/pages/policypega.html>

DISTRICT 75 RESOURCE D75 Office of Science – 212-802-1591
D75 Office of Mathematics - 212-802-1676
D.75 Office of Fitness & Health Education
212-802-1640

NYSESLAT- NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST

DESCRIPTION

The New York State English as a Second Language Achievement Test (NYSESLAT) was developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of English Language Learners (ELL). Understanding NYSESLAT scores is critical to maximizing ELL services and instruction to meet the English language development needs of all ELLs.

Primarily, NYSESLAT scores identify who should continue to receive ELL services. However, they also help educators determine ELLs' English language proficiency levels, driving instruction in several ways. Based on proficiency levels, educators can then place ELLs in programs that best fit their needs, group like students, determine how much instructional time should be spent in the native language and English (as part of the City LAP1), and, determine the most suitable amount of ESL and ELA instruction time.

LINKS/WEBSITES/
RESOURCES <http://schools.nyc.gov/Accountability/YearlyTesting/TestInformation/NYSESLAT.htm>

FOR MORE INFORMATION SEE: ELL/ LEP

DISTRICT 75 RESOURCE D75 Office of ELL
212- 802 -1624

NYSTART

DESCRIPTION

NYStart is a data reporting and accountability tool from the NY State Education Department. This tool includes the GROW reports (McGraw-Hill). The GROW Network reports were formerly a NYC tool, which are now part of the statewide NYStart program. Note: Special Education reporting conforms to statewide patterns; therefore D 75 students are all considered out-of district placements (there is no geographic D 75) and therefore, D 75 schools only have performance, but not accountability reports on this system.

LINKS/WEBSITES/RESOURCES <https://www.nystart.gov/nystart/u/index.do>
<http://www.nysed.gov/>

DISTRICT 75 RESOURCE [D75 Office of Accountability - 212-802-1521](#)

OFFICE OF PUPIL TRANSPORTATION (OPT)

DESCRIPTION

Chancellor's Regulation A-801 outlines transportation policies, protocols, and eligibility requirements governing school buses and MetroCard use. Behavior of students on school buses and school bus safety drills are discussed. The OPT website below offers critical information about transportation; it contains the ATS Transport Manual, which gives specific information about school bus and MetroCard records (new entries, updates, suspensions); it guides schools how to deactivate lost or stolen cards. A useful compilation of transportation FAQs and regulations about field trips are included.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

www.OPT-OSFNS.org;
OPT - 718-784-3313

OFFICE OF SPECIAL INVESTIGATIONS (OSI)

DESCRIPTION

The Office of Special Investigations is the Chancellor's Investigative office. OSI investigates allegations of corporal punishment and verbal abuse by DOE staff against students. The OSI website reviews Chancellor's Regulations A420 (Corporal Punishment) and A-421 (Verbal Abuse), and also provides entry into the On-Line Reporting of Allegations of Corporal Punishment.

LINKS/WEBSITES/
RESOURCES <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OSI/default.htm>

RELATED TOPICS/RESOURCES Chancellor's Regulations A420 and 421;
OSI, - 718-935-3800

FOR MORE INFORMATION SEE: Corporal Punishment/Verbal Abuse

http://docs.nycenet.edu/docushare/dsweb/Get/Document-19/A-420_11-16-04.pdf

DISTRICT 75 RESOURCE D75 Superintendent's Office - 212-802-1584

ONLINE OCCURRENCE REPORTING SYSTEM (OORS)

DESCRIPTION

The Online Occurrence Reporting System (OORS) is a web-based system run by the NYCDOE Office of School and Youth Development (OSYD) that allows school administrators or designees, using an assigned School User ID and Password, to enter the details of student behavior infractions, accidents, building safety conditions, and reports to other agencies such as ACS, OSI, SCI, etc.. Schools choose infraction codes based on the descriptions contained in the Citywide Standards of Discipline and Intervention Measures (The Discipline Code).

When entering an OORS report, it is important to provide as much detail as possible while refraining from using legal terminology such as assault, harass, etc. Reports should be written in a clear, objective manner that specifically defines the behavior. Levels of infractions are weighted and categorized according to the description of the occurrence provided. SED uses these descriptions when determining a school's VADIR (Violent and Disruptive Incident Reporting) index for the most violent and disruptive incidents.

Because an infraction code, once selected, cannot be changed, it is important that BEFORE entering Level 4 or 5 infraction codes into OORS, you contact the Superintendent's Office (212) 802-1584 for consultation.

Online occurrence reports should include:

- School and Site of occurrence
- Disability of student
- A concise description
- Statement of intent (was it purposeful?)
- If reporting a weapon indicate if it was used. Also document how and where the weapon was found
- Extent of injury (was there bleeding, bruising, broken bone, etc.) as well as all updates for further medical information from private physicians, hospital emergency rooms, etc.
- Parent/guardian notification
- If the student's behavior is a manifestation of his/her disability indicate it on the occurrence report and state if it appears on the IEP.
- Follow up (student is being taught replacement behaviors; student's behavioral intervention plan is being modified; student receives counseling; student hasn't taken his medication, etc)
- If incident occurred off of school grounds indicate proximity (may not be reportable).

All allegations must be updated as to eventual findings, so that the report indicates whether the allegation was proven true or false. Situations involving student- to-student sexual offense and /or harassment and/or communication of a sexual nature by a student should specify body part, location and the names of witnesses in report.

PLEASE NOTE: certain infraction codes (the on-line OORS system will tell you which ones when you try to file them on-line) must be filed via a phone call to the Emergency Information Center (EIC) at (718) 935-3210 (Fax: 718-935-5720) rather than on-line. The EIC is staffed between the hours of 6:30am – 12:00am, Monday through Friday. Phone reports are always required for the following types of infractions: those that involve the NYPD, FDNY, EMS, or when a weapon is involved. You will be asked to provide detailed information on the time, location, victim, perpetrator, police/EMS involvement, and school involvement in the incident. For missing

children/ runaways/ abductions, or abuse cases, you will be asked to provide additional information. If more information is learned, updates can be phoned in to the EIC.

LINKS/WEBSITES/RESOURCESOORS portal: <http://erceo.nycenet.edu/>

OSYD Help-Desk: (718) 935-5004

Emergency Information Center information: http://erceo.nycenet.edu/index_DOE_occ_info.asp
718-935-2130

RELATED TOPICS/RESOURCES Discipline Code,
<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

VADIR, Persistently Dangerous Schools Determination
<http://www.emsc.nysed.gov/irts/violence-data/home07.shtml>

DISTRICT 75 RESOURCED75 Office of School Safety – 212 -802-1654
D75 Superintendent’s Office 212-802-1584

OORS: USING DATA TO GUIDE DECISION- MAKING

DESCRIPTION

Key Data Report Features of OORS:

The OORS system enables school administrators to print out informative summary reports that can be reviewed at school safety meetings and inform school-wide, and individualized safety and behavior interventions. Please note: OORS provides summary reports that aggregate infractions at all school sites. SWIS is site-based and therefore, can provide site-based reports that may be useful as a supplement to inform more localized decision-making on safety interventions.

Report: Incident Location Summary

What: Displays in pie chart form all incidents (Levels 1-5) in different school locations. Also, provides a data chart that disaggregates the levels of incidents by each school location.

Uses: Allows school safety teams to identify hotspot areas for the most serious behaviors (Levels 3, 4, and 5) so that supervision and safety interventions can be targeted to the most challenging environments.

Report: Incidents by Infraction Type

What: Summarizes in descending count order all incidents (Levels 1-5) by the infraction category and description.

Uses: Enables school administrators to identify the most frequent infractions, and direct school safety interventions to decrease or prevent a specific type of behavior.

Report: Incident Level and Infraction Summary

What: Summarizes in data chart form all incidents by Level, and calendar month. Also, summarizes in descending count order all incidents by Level.

Uses: Enables school administrators to analyze trends of infractions (at each individual Level) by month of the year. School safety interventions can use the trend data to predict possible spikes in infractions and put in place effective safety interventions with the goal of reducing infractions from year-to-year.

Report: Occurrence Summary

What: Provides a detailed report of all OORS entries during a selected period of time. Each entry includes time, OORS number, location, Category, and narrative. The occurrence summaries can be disaggregated by Category (e.g., A13 or B30), Location, and Month of the year.

Uses: Enables school administrators to view each entire entry, in order to view the narrative of the infraction. Allows administrators to check on information that may need to be updated.

Report: Student Suspect and Recidivist Report

What: Allows school administrators to view a list of all students (identified by OSIS #) with OORS reports entered. The list of students is in descending order of incident count. Users click on the student listing for details on all related incidents associated with that student.

Uses: Enables school administrators to pull-up a report of all the infractions of a specific student. Recidivist reports for students with the highest number and Levels of infractions can be targeted for more intensive clinical and safety interventions, informed by an FBA and BIP.

LINKS/WEBSITES/RESOURCES OORS portal: <http://erceo.nycenet.edu/>

Emergency Information Center information:
http://erceo.nycenet.edu/index_DOE_occ_info.asp ;

OSYD Help-Desk: (718) 935-5004.

RELATED TOPICS/RESOURCES Discipline Code, FBA, BIP, OORS, SWIS
FOR MORE INFORMATION SEE: _____

DISTRICT 75 RESOURCE D75 Office of School Safety and Positive
Behavior Supports (212) 802-1654

OFFICE OF STUDENT ENROLLMENT PLANNING AND OPERATIONS (OSEPO)

DESCRIPTION

The Borough Enrollment Offices report to the Central Office of Student Enrollment Planning and Operations (OSEPO). OSEPO will be responsible for the placement of those students recommended for self-contained special education classes and for Collaborative Team Teaching, who cannot be served in their current school. OSEPO also facilitates transportation, enrollment, zoning and choice programs on a citywide basis for all grade levels. OSEPO works closely with District 75 to identify and secure placements for students who are in need of District 75 programs.

LINKS/WEBSITES/RESOURCES Memorandum dated September 12, 2007
from Linda Wernikoff, Executive Director
Office of Special Education Initiatives:
Children First Reforms in Special Education effective July 1, 2007

DISTRICT 75 RESOURCE

D75 Placement Office
(212) 802-1578

PARENT ASSOCIATIONS (CHANCELLOR'S REGULATION A-660)

DESCRIPTION

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.

The Parent Association also provides an important link between individual schools and the District 75 Presidents Council, made up of the PA/PTA presidents from each school in the District. The D75 Presidents Councils handles issues affecting all schools in District 75. It offers parents an additional opportunity to share ideas and information about schools, communities, and parenting.

School Parent Associations must adhere to Chancellor's Regulation A-660. They must have Officers and By-Laws, must meet at certain times of the year, and must hold yearly elections.

For support to Parent Associations and School Leadership Teams, as well as copies of bylaws templates, please contact one of the District 75 Family Advocates in the D75 office for Family Engagement and Advocacy, 212-802-1614.

LINKS/WEBSITES/RESOURCES Chancellor's Regulation A-660:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-31/A-660.pdf>

DISTRICT 75 RESOURCE Office for Family Engagement and Advocacy
212-802-1614, 212-802-1685

PARENT COORDINATORS

Overall Role: The Parent Coordinator in each school focuses on:

(1) creating a welcoming school environment for parents; (2) working with the principal to address parent issues and concerns at the school; (3) conducting outreach to engage parents in their children's education; and (4) strengthening parent involvement in their children's education. As a member of the school staff, supervised by the school principal, the Parent Coordinator will accomplish these functions by partnering with, and supporting the work of their Parent Association/Parent Teacher Association, School Leadership Team, community groups and parent advisory councils.

Parent Coordinator Responsibilities with examples of activities:

Create a welcoming school environment for parents.

- Assisting parents who come to the school to obtain assistance or information;
- Sending a letter to parents describing their role as Parent Coordinator and providing contact information and hours when they can be reached;
- Posting signs, bulletin boards and other displays at school entrance and/or lobby to inform parents how they can receive assistance and information; and
- Working with bilingual parents or CBOs to assist in translating outreach materials and translation at meetings.

Increase parent involvement in the school.

- Hosting parent workshops and meetings on issues of interest to parents;
- Surveying parents on information they need from school;
- Assisting in outreach to PA/PTA meetings and activities;
- Providing information, resources and support for families to support their children's learning at home; and
- Providing meaningful opportunities for parents to become involved in the school

Serve as a facilitator and problem-solver for parent and community concerns.

- Serving as point of contact for parents;
- Providing information about services generally provided to students by the DOE (e.g., Supplemental Education Services, special education, English Language Learners) and the school itself; and
- Working with school staff, and Regional/District and Central Parent Support Staff if needed, to address and resolve specific parent concerns.

Conduct outreach to engage parents in their children's education.

- Creating and distributing a school directory for parents;
- Organizing events or activities to support parent attendance at key school events (e.g., parent-teacher conferences, back to school week);
- Creating outreach materials for parents (e.g., flyers about activities, school calendar of events); and

- Developing ongoing relationships with community-based and local faith-based organizations to share information about the school and to identify community resources.

Support the work of the PA/PTA as requested by the Executive Board.

- Assisting in outreach for PA/PTA activities, meetings and elections;
- Providing assistance, where needed, to establish PA/PTA by-laws, and assist with nominations and elections;
- Working with PA/PTA to assess the needs of parents;
- Coordinating with PA/PTA on Parent Coordinator’s outreach activities and tools (i.e., jointly developing a parent survey, contact list, phone trees); and
- Attending PA/PTA meetings as an observer when invited to do so.

ACTIVITIES OUTSIDE OF THE PARENT COORDINATOR POSITION DUTIES:

While all members of a school staff may need to “pitch in” to assist in activities during the school day to ensure the health and safety of students, Parent Coordinators are generally not the appropriate staff member responsible for the following:

- Maintaining attendance responsibilities
- Handling bus duty
- Serving as school security
- Lunch duty
- Handling personal errands for principal or other school staff
- Conducting regular home visits to verify student information
- Escorting students to bathrooms, and in/out of the school building
- Monitoring student line-ups, recess and other schoolyard activities
- Substitute teaching
- Supervising early dismissal of students
- Leading fundraising activities for PA/PTA
- Managing or providing oversight to PA functions

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov/NR/ronlyres/22506CBF-2243-440B-9461-04EC9D40F63E/0/PARENTCOORDINATORhandbookdecember4revised.pdf>

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-31/A-660.pdf>

<http://schools.nyc.gov/NR/ronlyres/44B2407A-63F8-48E2-B675-980CB3142837/11924/OverviewofCRA660DesignedforPA2005Trainingrev906.ppt>

DISTRICT 75 RESOURCE

D75 Office for Family Engagement and Advocacy
Tel: 212-802-1685; Fax 212-802-1598

PART 100 REGULATIONS OF THE COMMISSIONER OF EDUCATION

DESCRIPTION

Below are several important links for information related to the Part 100 Regulations:

LINKS/WEBSITES/RE

SOURCES **NYSED Part 100 Regulations**

The link to Part 100

<http://www.emsc.nysed.gov/part100/pages/pt100index.html>

Frequently Asked Questions:

<http://www.emsc.nysed.gov/part100/pages/topics.html>

Graduation Requirements

<http://www.emsc.nysed.gov/part100/pages/policygradqa.html>

Science Requirements

<http://www.emsc.nysed.gov/part100/pages/policyqascience.html>

Math Requirements

<http://www.emsc.nysed.gov/part100/pages/policyqamathematics.html>

Physical Education

<http://www.emsc.nysed.gov/part100/pages/policypeqa.html>

PERFORMANCE INDEX (PI)

DESCRIPTION The Performance Index (PI) is the standard accountability measure used by the NY State Education Department to determine a school's adequate yearly progress (AYP.) This is calculated by using a formula that measure the numbers of students in Grades 3-8 who achieve Levels 2,3,4 on the NYS Assessments (including NYSAA).

The basic formula is as follows:

(Number of students in Level 2) plus two times (the number of students in levels 3 and 4 combined) /divided by the total number of students who took the test.

DISTRICT 75 RESOURCE

D75 Office of Accountability, 212-802-1521

PERIODIC ASSESSEMENTS

DESCRIPTION

Periodic Assessments provide timely and detailed information on student strengths and weaknesses, as well as progress over time, to teachers, parents, and students. Periodic Assessments are solely tools to support instruction; there are no stakes attached to the results for schools, principals, teachers, or students. Beginning in the 2007-2008 school year, all schools had access to a comprehensive set of assessments serving grades K-12. Based on educator feedback from a 2006-2007 pilot assessment program, the new assessment options are designed for tight alignment to schools' curriculum and to be most relevant for their students' learning needs. Schools must choose five assessments for grades 3-8 and four in High School to be administered throughout the school year in ELA and Math.

Program Components: Schools have the flexibility to choose a combination of the following assessments: Predictive Assessments, Instructionally-Targeted Assessments (ITA), Customized Item Bank Assessments, Computer Adaptive Assessments, English Language Learner Assessments, K-2Assessments, Design Your Own (DYO) Assessments

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/Offices/ChildrenFirst>

<http://schools.nyc.gov/Accountability/SchoolReports/PeriodicAssessments/default.htm>

RELATED TOPICS/RESOURCES periodicassessment@schools.nyc.gov

DISTRICT 75 RESOURCE

D75 Office of Assessment 212-802-1521

PERSISTENTLY DANGEROUS (PD) SCHOOLS DETERMINATION

DESCRIPTION

Federal law under No Child Left Behind requires each state to determine annually which public elementary and secondary schools are “persistently dangerous.” Each state sets its own criteria to assess and compare levels of violence across schools. New York State bases its “persistently dangerous” determinations on two years’ worth of Violent and Disruptive Incidents Report VADIR data. New York uses a “School Violence Transitional Index” (SVTI) comprised of a sum of weighted incidents divided by the school’s K-12 enrollment.

The ratio of violent incidents to enrollment is determined by the number and type of incidents. Each incident is given a weighting based on the seriousness of the incident. The weightings are added. The result is then divided by enrollment. This yields a numerical index of school violence.

A school is considered “persistently dangerous” if for the two previous school years, it has either:

- An index of 1.5 (This is approximately 6 incidents per 100 students, more or less depending on the seriousness of the incidents.) OR
- At least 60 serious incidents and an index of at least .50.

(Details on the calculation of the SVTI used in 2006 to designate schools as persistently dangerous, are available at the web link: <http://www.emsc.nysed.gov/irts/violence-data/2006/PD-criteria.pdf> .)

Schools designated as persistently dangerous must submit an Incident Reduction Plan to SED, explaining the steps they will be taking to increase school safety. In order to be removed from the list, the school superintendent (or chief executive officer of a charter school) must petition the Commissioner of Education. Before the petition for removal is granted, SED will:

- 1) Review the school’s most recent VADIR data to verify that the school no longer meets the criteria for designation,
- 2) Evaluate the school’s violent incident data collection system and data extracts to ensure that the system captures the required information and reports incidents accurately, and
- 3) Conduct a site visit to, a) Review individual report records for reporting accuracy, b) Review progress with the implementation of the Incident Reduction Plan, and c) Complete a safety walk-through to determine that the school meets acceptable standards for safety and security

Once a school meets all of these conditions, the Commissioner (or his designee) may grant the petition and remove the school from the list of persistently dangerous schools.

LINKS/WEBSITES/RESOURCES VADIR Home <http://www.emsc.nysed.gov/irts/violence-data/home.shtml#safety>;
2006 PD Criteria: <http://www.emsc.nysed.gov/irts/violence-data/2006/PD-criteria.pdf>

RELATED TOPICS/RESOURCES Violent and Disruptive Incidents Report (VADIR), Online Occurrence Reporting System (OORS), Chancellor’s Discipline Code

D75 RESOURCE D75 Office of School Safety, (212) 802-1654

PERSONAL INTERVENTION PLAN (PIP)

DESCRIPTION

A Personal Intervention Plan (PIP) should be developed for standardized students in grades 3, 5, 7, and 8-plus who have been retained one or more times in the designated grade; students promoted to 4th grade, but were promotion-in-doubt last year in grade 3 and students in grade 9 lacking a minimum of ten high school credits. The Personal Intervention Plan outlines the frequency, duration, and intensity of the academic intervention services provided to meet the needs of each student. In the fall, the school Academic Intervention Teams (AIT) should meet to discuss and collaboratively determine the information to be included in the PIP. After completion, it should be placed in the student's AIS portfolio within their classroom. A copy of the document is to be submitted to the district.

LINKS/WEBSITES/RESOURCES See "forms & files" on the District 75 AIS webpage:

http://schools.nycenet.edu/d75/ais/doe_web.htm

DISTRICT 75 RESOURCE

D75 Office of Academic Intervention Services 212-802-1554

PHYSICAL EDUCATION

DESCRIPTION As part of the 2007 Children First reorganization, the Office of Fitness and Physical Education and the Office of Health Education and Family Living were merged to create the Office of Fitness and Health Education. The merger of experts in both areas reflects two common sense perspectives:

- Fitness and health are two sides of the same coin. To counter citywide and national epidemics of asthma, obesity, diabetes and HIV/AIDS, our schools must focus all their resources and instructional time on changing student habits and making the connection between fitness and health.
- In many schools, but particularly in elementary schools, fitness and health instruction are provided by the same teacher. Those teachers need support in identifying the most rigorous sequence of lessons to grab student attention and motivate students to carry lessons learned into their life outside of school.

The new Office of Fitness and Health Education serve all schools in New York City including District 75, grades K-12. As principals are held accountable for meeting Health Education and Physical Education requirements, this office will provide training and school-based assistance to ensure that students receive the quality instruction they need.

LINKS/WEBSITES/RESOURCES:

- C.H.A.M.P.S.:
<http://www.champsnyc.org>
- Physical Best Health-Related Fitness Education Program:
<http://www.aahperd.org/naspe/physicalbest/template.cfm?template=main.html>
- NYS Learning Standards:
<http://www.emsc.nysed.gov/ciai/pe/pels.html>
- Part 135:
<http://www.emsc.nysed.gov/ciai/pe/pub/part135.pdf>
- Part 200:
<http://www.vesid.nysed.gov/specialed/publications/lawsandregs/part200.htm>
- NYC Health Standards/Curriculum:
<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/ComprehensiveHealthEd.htm>
- District 75 Fitness & Health Education:
<http://schools.nycenet.edu/d75/pe/default.htm>
- NYCDOE Fitness & Health Education:
<http://schools.nyc.gov/Academics/FitnessandHealth/default.htm>
- NYC FITNESSGRAM:
<http://schools.nyc.gov/Academics/FitnessandHealth/StandardsCurriculum/NYCFITNESSGRAM.htm>

RELATED TOPICS/RESOURCES A.P.E., C.H.A.M.P.S., NYC FITNESSGRAM,
FOR MORE INFORMATION SEE: Health Education, HIV & AIDS,

DISTRICT 75 RESOURCED75 Office of Health and Fitness 212-802-1640

PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS)

DESCRIPTION

PECS is a communication training program developed for use with children with communication deficits. Children are taught to approach another person and give that person a picture symbol representing the object or action they desire. The child initiates communication in a social context. Students utilizing this program progress through six “phases” of communication, beginning with Phase One which teaches the child how to exchange one picture to Phase Six which teaches how to respond to questions using a sentence strip. This approach can be used across age levels.

PECS is a strategy that addresses specific student needs. It is an augmentative training system that allows children and adults with autism and communication deficits to initiate communication. PECS is a unique augmentative/alternate communication training system developed to be used with children with a wide variety of communication disorders. There is also a home component in which parents may participate.

LINKS/WEBSITES/RESOURCES www.pecs.com

D75 Website:

http://schools.nycenet.edu/d75/autism/methodology_PECS.htm

DISTRICT 75 RESOURCE

D75 Office of Autism, 917-256-4268

PLACEMENT

DESCRIPTION The D75 Placement Office is responsible for identifying appropriate programs and available seats for students needing D75 placement.

If a student is recommended to move up into a less restrictive environment, outside D75, that recommendation should go to the Borough OSEPO.

When an IEP Team determines that a student who is already in D75 needs a change in program but, remaining in D75 the Psychologist on the Team is responsible for sending the D75 referral form to the Borough Placement Officer at the D75 Placement Office.

The following chart details procedure for students who are already in D75 and, after IEP review, it is determined that a change of program is needed but, are staying within D75.

1. After IEP review, the D75 referral is completed by IEP Team and sent directly to the D75 Placement Officer (NOT OSEPO) responsible for the service borough.
2. D75 Placement Officer will identify site offer, enter in SEC, notify parent by sending letter and inform school of offer.
3. Once Placement Officer is notified by parent of acceptance of offer, the signed A1 will be sent to school.
4. Bussing will be entered by D75 Placement Office.

DISTRICT 75 RESOURCE

D75 Director of Placement – 212-802-1578
D75 Manhattan Placement Officer – 212-802-1573
D75 Bronx Placement Officer – 917-441-3638
D75 Brooklyn Officer – 212-802-1574
D75 Queens Placement Officer – 212-802-1569
D75 Staten Island Placement Officer – 212-802-1572

POLICE INVOLVEMENT WITH STUDENTS (CHANCELLOR'S REGULATION A-412)

DESCRIPTION

If Police wish to question a student, Principal:

- Contacts parent(s) for permission.
- Consults with the parents on how to proceed. Parents may consent to the presence of the Principal/designee at the interview or parent may wish to be present him/her self. For students under 18, interview may not take place unless a parent or the Principal/designee is present.
- In the absence of parental permission being given, police may not question a student suspected of committing a crime unless they feel there is a continued threat of imminent danger or a health/safety emergency exists. If the police insist that such emergency conditions do exist and parent cannot be contacted, Principal must call D75 Counsel at 212-802-1620.
- Under normal circumstances, the student's home address, phone number, or other information may not be released to a third party (including NYPD and SSAs) without a subpoena or parental consent. See CR A-412 for definitions of imminent danger and exceptions.
- When Police wish to question a student regarding a crime that is unrelated to the school, Principal must request that the Police conduct the interview during non-school hours.
- Consult the Office of Legal Services (212-374-6888) with any questions.

Police can arrest a student at school with or without an arrest warrant. If Police arrest a student at school, Principal:

- Immediately notifies parent
- Notifies the Superintendent's office
- Designates a staff member who is not involved in the underlying incident that resulted in the arrest to accompany the student to the precinct, if the Police will not wait for the parent to arrive.
- Completes an OORS Report

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-17/A-412.pdf>

RELATED TOPICS/RESOURCES Online Occurrence Reporting System (OORS), Search and Seizure

DISTRICT 75 RESOURCES
D75 Counsel 212 802-1620
D75 Superintendent's Office 212-802-1584

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

DESCRIPTION

The goal of Positive Behavior Interventions and Supports (PBIS) is to prevent the development and intensification of problem behaviors in school settings, and to maximize academic success for all students. PBIS is a national initiative supported through the US Office of Special Education Programs, with a national Technical Assistance Center located at the University of Oregon. Over 6,700 schools in 38 states are implementing PBIS nationwide.

Through the New York City PBIS Project, District 75 serves as the technical assistance center for the New York City region, providing training, external coaching, and general assistance in PBIS implementation. During 2007-08, the NYC PBIS Project supports over 100 PBIS grant schools.

PBIS enhances student outcomes through the implementation of school-wide systems that encourage the use of data on student behavior (e.g., SWIS) to drive decisions on best-practice interventions for addressing student behavior. PBIS adheres to a three-tiered model of prevention: 1) Primary prevention for all students, 2) Secondary prevention for targeted, at-risk students, and 3) Tertiary Prevention for high-risk students. Positive student outcome indicators include: reductions in suspensions, office discipline referrals, and violent student behaviors, and increases in academic achievement, attendance, and student participation in school culture.

Key Features of the 3-tiered Model are as follows:

Primary Prevention (All students):

- Active Supervision in all Locations
- Standardized Routines
- Basic Expectations Defined & Taught
- System of Student Rewards
- System for Violations/ Data Collection (SWIS)

Secondary Prevention (At-Risk Students):

- Check In/ Check Out
- Targeted group interventions
- Functional-Based Interventions

Tertiary Prevention (High-Risk Students):

- Functional Behavior Assessment
- Wraparound Interventions- Linking school, home, and agency

LINKS/WEBSITES/RESOURCES www.pbis.org

www.swis.org

http://schools.nycenet.edu/d75/pbs/forms/June_PBIS_Newsletter.pdf

DISTRICT 75 RESOURCE

D75 Office of PBIS - 212-802-1548

PREFERENCE SHEETS

DESCRIPTION

Each teacher should be given an opportunity to fill out a program preference sheet every year. In schools with self-contained classes, the teacher can indicate a preference to be a classroom teacher or a cluster teacher and then the following options: (1) staffing ratio, (2) standard assessment or alternate assessment, and (3) age and/or grade level. In schools that are departmentalized, teachers list (1) class ratio, (2) age/grade level, (3) subject area.

The Principal should determine classroom assignments based on qualifications, not on the order of teachers preferences. Teachers do not need to be assigned by seniority; rather, the teacher should be given the preference that will provide the strongest instructional program for students. Seniority should determine an assignment **only** when both applicants are equal in all areas except seniority.

It is understood that all assignments are subject to change if necessary because of fluctuations in enrollment, staff changes, and program exigencies.

Tenured teachers must also select their performance observation option on the preference sheet. The two options are Annual Performance Option or Formal Observation. The Annual Performance Option is only available to satisfactory, tenured teachers and is subject to the Principal's approval. Teachers who are new to the school, probationary teachers, and tenured teachers who received an unsatisfactory rating the prior year are not eligible for the Annual Performance Option and must select the Formal Observation process.

DISTRICT 75 RESOURCE

District 75 Counsel (212) 802-1620

PREGNANT AND PARENTING STUDENTS AND REPRODUCTIVE HEALTH PRIVACY

DESCRIPTION

Each secondary level school principal must designate a faculty member to oversee and inform students of their educational rights and responsibilities, provide them access to information about services, and assist them to receive said services. The designated faculty member may be a guidance counselor, psychologist, social worker, health education teacher, or any other appropriately trained personnel. The name of the Principal's designee for this responsibility must be submitted to the D75 Office of Clinical and Counseling Services via Chancellor's Regulation A-740 Attachment A by October 1st of each year.

Pregnant students have the right to remain in school to receive all educational and extracurricular services. They have the right to receive all services necessary in order to continue their education while pregnant. If a pregnant student wishes to transfer to another school during her pregnancy, the designated faculty must inform the parent/guardian of the education options. The Department of Education considers parental involvement to be crucial, and an ongoing effort should be made to include the parent in all proceedings.

Pregnancy, sexual activity, HIV/AIDS and sexually transmitted infections (STI) are highly sensitive issues and school personnel must exercise the utmost discretion when discussing these matters. School personnel should encourage students to seek appropriate medical and support services, but personnel cannot require the student to undergo, or require the health care provider to disclose the results of, tests for pregnancy, STIs or HIV/AIDS. A school may not deny a student acceptance into a program for being a teen parent, for failure to undergo a test for pregnancy, STIs or HIV/AIDS, for being pregnant, HIV+, or having an STI. Students are not required to disclose their status or condition with regard to pregnancy, HIV/AIDS, STIs or sexual activity. All schools must submit Chancellor's Regulation A-740 Attachment B to the Office of Clinical and Counseling Services each October, December, February, and May of each year.

LINKS/WEBSITES/RESOURCES <http://docs.nycenet.edu/docushare/dsweb/Get/Document-34/A740.pdf>

Dept. of Health/Bureau of Maternal Health
212 - 442-1776

1-800- LIFENET

RELATED TOPICS/RESOURCES Chancellor's Regulation A-740

DISTRICT 75 RESOURCE D75 Clinical and Counseling Office (917)
256-4273

LYFE Program-035M – 212-247-4307

PRINCIPAL'S PERFORMANCE REVIEW (PPR)

DESCRIPTION

The new PPR (Principal's Performance Review) aligns a Principal's annual performance review to the accountability standards measuring school performance. The evaluation is based on five factors:

1. Principal's accomplishment of goals and objectives set with Superintendent
2. The school's Progress Report grade
3. The School's Quality Review score
4. The particular needs of ELL and special education students
5. The adherence to legal requirements and other key DOE policies.

The new PPR is a three-part process, setting goals and objectives, a mid-year performance review, and an annual performance review.

LINKS/WEBSITES/RESOURCES CR C-33:

http://docs.nycenet.edu/docushare/dsweb/Get/Document-52/C-33_9-11-98.pdf

FOR MORE INFORMATION SEE: Chancellor's Regulation C-33

PRINCIPLES OF LEARNING

DESCRIPTION

The Principles of Learning, developed by the Institute for Learning at the University of Pittsburgh, reflect the key components of a standards-based environment. They serve as a framework for administrators and teachers and are often referred to in professional studies and literature:

1. **ORGANIZE FOR EFFORT:** An effort-based school replaces the assumption that aptitude determines what and how students learn with the assumption that sustained and directed effort can yield high achievement for all students. High minimum standards are set and all students' curriculum is geared to these standards.
2. **CLEAR EXPECTATIONS:** Expectations must be clear to students, to parents, to school professionals and to the community. Students judge their own work with respect to standards.
3. **RECOGNITION OF ACCOMPLISHMENT:** Clear recognition of accomplishment that meets expectations is a hallmark of an effort-based school. Work that meets standards or intermediate expectations is celebrated throughout the school community.
4. **FAIR AND CREDIBLE EVALUATIONS:** Fair assessment practices mean tests and classroom assessments are clearly geared to the standards. A reporting system exists that makes it clear to students and their parents how they are progressing toward expected standards.
5. **ACADEMIC RIGOR IN A THINKING CURRICULUM:** Knowledge and thinking must be intimately joined throughout the curriculum. Teaching must engage students in active reasoning, and each subject should be taught in ways that press students to pose and solve problems, to formulate conjectures and hypotheses, and to justify their arguments.
6. **ACCOUNTABLE TALK:** Accountable talk sharpens students' thinking by reinforcing their ability to use knowledge. Teachers can create the norms and skills of accountable talk by modeling appropriate forms of discussion and by questioning, probing, and directing conversations.
7. **SOCIALIZING INTELLIGENCE:** Functional intelligence is both a set of problem-solving and reasoning capabilities and the habits of mind that lead one to use them regularly. By calling on children to use the skills of intelligent thinking and by holding them responsible for doing so, educators can teach intelligence.
8. **LEARNING AS APPRENTICESHIP:** The power of apprenticeship learning can be brought into school through appropriate use of extended projects and presentations of finished work to interested and critical audiences. Students create authentic products for authentic audiences.

LINKS/WEBSITES/RESOURCES <http://www.instituteforlearning.org>

PROMOTIONAL POLICY

DESCRIPTION

Promotion for students in grades K to 2 is based on their attainment of designated grade level benchmarks on the Early Childhood Literacy Assessment System (ECLAS-2). In grades 3 to 8 promotion decisions are based on multiple criteria: achievement of performance standards as evidenced by student work, teacher observation, and assessment/grades; achievement of proficiency levels on NYS assessments; attaining 90% attendance; and in grade 8, attaining passing grades in other academic designated subject areas. Proficiency is determined as scoring at least a Level 2 on the ELA and Math standardized tests. However, level 2 students are considered at-risk and must receive AIS. In grades 9 to 12, students must accumulate a specified number of credits; successfully complete standards in academic subject areas; attain designated performance levels on RCT and Regent exams; and 90% attendance. Special Education students with modified promotional criteria are held to the promotion standards set forth on page 9 of their IEP. Reviews and appeals of decisions are conducted in June and August to determine promotion of students classified as promotion-in-doubt.

LINKS/WEBSITES/RESOURCES Chancellor's Regulation A-501

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-24/A-501.pdf>

FOR MORE INFORMATION SEE: D. 75 Office of Assessment and Accountability

<http://schools.nycenet.edu/d75/assessment/standard.htm>

Academic Intervention Services <http://schools.nycenet.edu/d75/ais/pid.htm>

DISTRICT 75 RESOURCE D75 Office of Achievement & Accountability 212-802-1521 D75 Office of Academic Intervention Services 212-802-1554

QUALITATIVE READING INVENTORY (QRI)

DESCRIPTION

The Qualitative Reading Inventory, now in its fourth version, is an informal reading inventory designed to provide diagnostic information about the conditions under which students can identify words and comprehend text successfully and the conditions that appear to result in unsuccessful word identification, decoding and/or comprehension. It includes both narrative and expository passages at each grade level, questions to assess prior knowledge, and word lists. Assessment focuses on specific questions regarding word identification, fluency, and comprehension. It also provides suggestions for intervention instruction, procedures for assessment of strategic reading, and suggestions for including results in classroom portfolios.

LINKS/WEBSITES/RESOURCESQRI-2 teacher materials

<http://www.lite.iwarp.com/qrihome.htm>

<http://schools.nycenet.edu/d75/ais/default.htm>

DISTRICT 75 RESOURCE

D75 Office of Academic Intervention Services 212-802-1554

QUALITY ASSURANCE

DESCRIPTION Terminology used for a review of special education programs by the New York State Education Department- Vocational and Educational Services for Students with Disabilities (NYSED-VESID). As defined by NYSED: VESID Special Education Quality Assurance oversees preschool and school-age special education services through a quality assurance review process that emphasizes attainment of positive results for student with disabilities. The process is overseen by a NYSED Regional Associate, in cooperation with the District 75 Office of Accountability, and the District 75 SETRC.

Note: this is NOT the same as the annual Quality Review (QR) under the NYCDOE.

LINKS/WEBSITES/RESOURCES www.nysed.gov

DISTRICT 75 RESOURCE [D75 Office of Accountability 212-802-1521](tel:212-802-1521)

RAMP UP TO LITERACY

DESCRIPTION

The Ramp Up to Literacy course targets students in Middle and High School (usually starting in the 6th grade) who are reading two to four years below their grade level.

The Ramp Up to Literacy courses are structured as an integrated Readers' and Writers' workshop designed to be taught in 90 minute blocks, five days a week. The course content is aligned with New York State Standards.

The philosophy underlying this course is the Vygotskian "scaffolding" model which takes students from the known to the new, from familiar to unfamiliar territory. The underlying assumption is that optimal learning conditions occur when students tackle materials new enough to be interesting and challenging but not so difficult as to be frustrating.

LINKS/WEBSITES/RESOURCES www.americaschoice.org/literacy

<http://schools.nycenet.edu/d75/literacy/initiative.htm>

DISTRICT 75 RESOURCE

D75 Office of Literacy
212-802-1618 or 212-802-1551

RCT SAFETY NET

DESCRIPTION

RCT safety net allows students with disabilities who do not pass one or more of the required Regents examinations to instead meet testing requirements for the local diploma by passing the Corresponding RCT(s) or the Department approved alternatives to the RCTs. The school may administer the RCT before or after the Regents examination, but, in all cases, the student must take the required Regents examinations in order to earn the local diploma.

Further questions about the 55-64 low pass and diploma requirements may be e-mailed to emscassessinfo@mail.nysed.gov. If you have questions about the RCT safety net for students with Disabilities (VESID), contact the Special Education Policy and Partnerships Unit at 518-473-2878 or your Regional Associate at one of the following VESID Special Education Quality Assurance Regional Offices:

Long Island Regional Office (631) 884-8530
New York City Regional Office (718) 722-4544

LINKS/WEBSITES/RESOURCES

<http://www.vesid.nysed.gov/specialed/publications/policy/safetynetext1003.doc>.

RELATED TOPICS/RESOURCES

<http://www.vesid.nysed.gov/specialed/publications/register.htm>

RELATED SERVICES

DESCRIPTION If, after all DOE Related Service Providers have completed their schedules, students remain unserved, parents of unserved students should be notified of this fact in writing. The Office of Related and Contractual Services (ORCS) needs to be notified as well.

The SEC Reports provide the names of students who are unserved and under served. Once these students are identified, forward the SEC Report to the District 75 Supervisor of each discipline for approval. The District 75 Supervisor of Speech, Physical Therapy, Occupational Therapy, etc. will forward the approved SEC report to the Director of ORCS to contract out or RSA. DOE protocol requires that a DOE-contracted agency must have first priority over an independent agency or RSA provider. A contracted agency has 5 days to accept a particular school assignment. DOE protocol also requires that both the primary and secondary DOE-contracted agencies be notified of vacancies prior to issuing RSAs to independent providers.

It is important to designate a person to review the SEC reports consistently and submit any new admits who are unserved to ORCS.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/related/default.htm>

DISTRICT 75 RESOURCE

D75 Office of Related and Contractual
Services
212-802-1535

REPORTING PROCEDURES

DESCRIPTION

Section 1: Staff

- A. Sexual Misconduct by a staff member against a student
 1. Call Office of Special Commissioner of Investigation (SCI). 212-510-1400
 2. Email/call Network Leader/District Safety Administrator/Superintendent
 3. Call 911 if so directed by SCI and notify SSA if 911 is called
 4. Inform parent/guardian
 5. File On-line Occurrence Report (OORS)

- B. Corporal Punishment (Chancellor's Regulation A-420) and Verbal Abuse (Chancellor's Regulation A421)
 1. Call 911 (if serious injury or criminal misconduct is involved) and notify SSA that 911 has been called
 2. Email/call Network Leader/District Safety Administrator/Superintendent
 3. File OORS, selecting "Corporal punishment/Verbal Abuse" option and complete OSI On-Line Allegation of Corporal Punishment/Verbal Abuse which will automatically pop up. Print out completed form before closing it down.
 4. Inform parent/guardian, providing them with OSI Log #
 5. Fax printed OSI form to D.O. (212-802-1678)
 6. OSI may authorize Principal to conduct investigation or opt to do it.
 7. Complete follow-up reports as required by CR A-420 or A-421.

- C. Criminal Conduct by staff
 1. If needed, call 911 and notify SSA that 911 has been called
 2. Call SCI
 3. Email/call Network Leader/District Safety Administrator/Superintendent
 4. File On-line Occurrence Report (OORS)

- D. Staff Accidents/Injuries/Illness
 1. If needed, call 911 and notify SSA that 911 has been called
 2. File On-line Occurrence Report (OORS)
 3. Inform emergency contact/spouse, etc.

Section II: Students

- A. Student-to-Student Sexual Harassment (Chancellor's Regulation A-831)
 - 1. Inform parent/guardian of alleged victim and perpetrator(s)
 - 2. File On-line Occurrence Report (OORS)
 - 3. Complete Student-to-Student Sexual Harassment Investigation Forms 1,2,3 or 4 (SSSH)
 - 4. Contact Student Suspense Office (SSO) if a suspension is warranted.

- B. Student-to-Student Criminal Conduct and other alleged serious crimes, such as drug or weapons possession, assaults, robberies etc.
 - 1. Call 911 and notify SSA that 911 has been called
 - 2. Inform parents/guardians of alleged victim and perpetrator(s)
 - 3. Email/call Network Leader/District Safety Administrator/Superintendent
 - 4. File On-line Occurrence Report (OORS)
 - 5. Contact Student Suspense Office (SSO) if a suspension is warranted.

- C. Child Abuse/Neglect/Sexual Abuse occurring outside of school involving a non-DOE perpetrator. (Chancellor's Regulation A-750)
 - 1. For serious sex abuse and severe injury call 911 and notify SSA that 911 has been called.
 - 2. Call New York State Central Registry for Child Abuse 1-800-635-1522
 - 3. Email/call Network Leader/District Safety Administrator/Superintendent
 - 4. If parent/guardian is not suspect and/or if child is removed, inform parent/guardian of removal..
 - 5. File On-line Occurrence Report (OORS)
 - 6. Complete Form 2221-A on line, fax to District 75 guidance office, attn: Roz Hoff and copy Agency for Children's Services (ACS)

- D. Suicide Ideation/ Attempts CR A-755
 - 1. Call 911 if appropriate and notify SSA that 911 has been called
 - 2. Inform parent
 - 3. Call District 75 Counseling Office – Roz Hoff – 917-256-4273
 - 4. File On-line Occurrence Report (OORS)

- E. Weapons Use or Possession
 - 1. Inform SSA and notify police if directed by SSA
 - 2. Inform parent/guardian
 - 3. Contact Student Suspension Office
 - 4. File On-line Occurrence Report (OORS)

- F. Student Accidents, Injury or Illness
 - 1. Call 911 if appropriate and notify SSA that 911 has been called
 - 2. Inform parent/guardian
 - 3. File On-line Occurrence Report (OORS)

Section III: Other Incidents

- A. Missing/Kidnapped Students

1. Call 911 if appropriate and notify SSA that 911 has been called.
2. Conduct thorough search of school bldg. and perimeter
3. Inform parent/guardian
4. Email/call Network Leader/District Safety Administrator/Superintendent
5. File On-line Occurrence Report (OORS); update when student is found

B. Bombs threats etc.

1. Call 911 if appropriate and notify SSA that 911 has been called; follow their instructions
2. If building is being evacuated take cell phone/ blackberry
3. Email/call Network Leader/District Safety Administrator/Superintendent
4. File On-line Occurrence Report (OORS) after permitted to return to bldg.
5. Inform parents that building was evacuated and all is fine.

**C. ALL INCIDENTS WHICH YOU CONSIDER TO BE SERIOUS MUST BE
E-MAILED/CALLED TO COHORT LEADER/DISTRICT SAFETY
ADMINISTRATOR/SUPERINTENDENT**

DISTRICT 75 REPORTING PROCEDURES REFERENCE GUIDE All Chancellor's Regulations Supersede This Summary

CONTACT & FOLLOW UP	Follow all Chancellor's Regulations. All staff must discuss incidents with Principal . All SERIOUS incidents must be called in to the District Office IMMEDIATELY! NOTE You must follow vertical and horizontal paths.											
	Sexual Misconduct (Staff)	Corporal Punishment/Verbal Abuse (A-420 and A-421)	*Student to Student Sexual Harassment (A-831)* (Counselors usually responsible for)		Other Alleged Crime (Stabbing, shooting, assault, robbery, drug possession etc) committed by:		Weapon	*Suicide Prevention attempt/ ideation/ threat* (A-755)	*Child Abuse/ Neglect/ Sex Abuse* (A-750)	*Missing Student/ Kidnapped*	Accident, Illness, Injury	Other bomb threat etc.)
			Crime Rape, touch sexually, threat to rape or touch sexually	Harassment	Staff	*Student*						
Tel.# Fax# EIC (718) 935 3210 SCI (212) 510-1400 510-1550 OSI (718) 935-3800 935-3925 Superintendent (212) 802-1503 802-1678 Clinical/Guidance (917) 256-4273 256-4281 Placement (212) 802-1572 802-1682 ACS (800) 635-1522 D75 OORS (212) 802-1584												
Call Police (911 or Precinct) Obtain Name, Badge# and Precinct #	X Inform Supt. Office	X Inform Supt. Office	X		X	X	X If directed by SSA	X For alleged sex abuse/ severe injury	X			X
Call EMS (when applicable)		if needed	X		X	X		X	X		X	
Call SCI (Condon) – 212-510-1400 Obtain Report Log # and Name of Intake Person	X		Discuss individual cases with LIS		X							
Complete On-Line Occurrence Report	X email "heads-up" to Sup't, Safety Admin. and Net. Leader	X email "heads-up" to Sup't, Safety Admin. and Net. Leader if concerned	X email "heads-up" to Sup't, Safety Admin. and Net. Leader if concerned	X	X email "heads-up" to Sup't, Safety Admin. and Net. Leader	X email "heads-up" to Sup't, Safety Admin. and Net. Leader	X	X	X	X and update OORS when student is found	X	X email "heads-up" to LIS and Sup't
Complete on-line OSI allegation of Corporal Punishment/Verbal Abuse via OORS pop-up – print hard copy of OSI form before closing it.		X done via OORS Fax hard copy to D75 – 212-802-1691.										
Principal Investigation		X When authorized by OSI	X Police/school investigation may occur; If SCI investigates,	X	X Inform Supt. Office	X Inform Supt. Office	X				X	

			school awaits SCI direction.									
	ALL	SERIOUS	INCIDENTS	MUST	BE	CALLED	IN TO	DISTRICT	OFFICE	IMMEDIATELY!		
Inform SSA			X	X	X	X	X			X	X	X
Complete Appropriate Forms if Required		X A-420 A-421	X SSSH 1 and 2 & Determination Letter SSSH 3 or 4 (Fax to guidance office)	X SSSH 1, 2 & 3 or 4				X On Line OORS	X Form 2221-A Report online and fax to guidance office and mail copy to ACS			
Call Clinical and Guidance								X Call D75 Counseling	X If a serious concern and/ if student is removed by ACS or police			
Inform Parent	X	X	X	X		X	X	X	X After ACS/police removes student from school	X	X	X If neede
Administration for Children Services (ACS) Protective Services Adult (PSA)						X If warranted			X (note ACS registry #)			
Contact Student Suspension Office to request suspension. Inform parent as per Chan. Reg.			X	X		X	X					

RESPONSE-TO-INTERVENTION (RTI)

DESCRIPTION Traditionally Rtl is a multi-tiered, systematic approach for identifying and providing strategic, research-based intervention for students in general Education who are struggling both academically and behaviorally. The goal is to employ preventative measures to avert placement into special education. However, since the students in District 75 have already been diagnosed, our tiered Rtl model begins where theirs ends. Our interventions are individualized, focused and targeted, and address the needs of both standard and alternate assessed students. Subsequently, our district AIS goals support closing the gap between student achievement and student performance; utilizing differentiated strategies for appropriate access to the core curriculum. We encourage development of the students' self-advocacy and self-sufficiency. New York State has recently encouraged all school districts in New York State (NYS) to take timely actions to implement (Rtl) programs.

LINKS/WEBSITES/RESOURCES	Intervention Central http://www.interventioncentral.org/
	The State Department of Education www.vesid.nysed.gov/specialed/publications/policy/RTI.htm
	RTI Action Network www.RTINetwork.org
	National Association of State Directors of Special Education http://www.nasdse.org/
DISTRICT 75 RESOURCE	D75 Office of Academic Intervention Services http://schools.nycenet.edu/d75/ais/default.htm 212-802-1554

SABBATICAL LEAVES (CHANCELLOR'S REGULATION C-650)

DESCRIPTION

Chancellor's Regulation C-650 outlines protocols regarding sabbatical leaves for UFT and CSA members. It describes the application process, regulations for both study sabbaticals and restoration of health sabbaticals, quotas and deadlines. Sabbatical application forms can be downloaded. All requests for sabbatical leaves must be reviewed by the Superintendent's office.

LINKS/WEBSITES/RESOURCES http://docs.nycenet.edu/docushare/dsweb/Get/Document-81/C-650_9-28-00.pdf

DISTRICT 75 RESOURCED75 Human Resources Deputy Director (718) 391-8152

SAFETY TRANSFERS (CHANCELLOR'S REGULATION A-449)

DESCRIPTION

Chancellor's Regulation A-449 defines procedures for granting safety transfers when students are victims of violent criminal offenses on school grounds or when it is determined that a student's continued presence in the school is unsafe. It outlines steps a Principal must take in reporting allegations of violent crimes, in communicating with parents, and in documenting the transfer process.

LINKS/WEBSITES/RESOURCES

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-130/A-449.pdf>

DISTRICT 75 RESOURCED75 Office of School Safety, 212-802-1654

D75 Placement Office – 212-802-1678

SCANTRON

DESCRIPTION:

Scantron (also known as Performance Series) is an interactive, computerized, periodic assessment used for NYC students who participate in standardized assessments. Currently targeted for those students in grades 3-10, this tool can be used for students at all grade levels. Each student answer generates the next question at an equal, greater, or lesser level of difficulty in order to determine a more accurate grade level of student performance. Results can be viewed by all school level staff, along with performance standards that students have both mastered, and the next level of standards to reach. This assessment can be given multiple times during the year, and the system will track student progress.

LINKS/WEBSITES/RESOURCES www.edperformance.com

DISTRICT 75 RESOURCE D75 Office of Accountability - 212-802-1521

SCHOOL LEADERSHIP TEAMS (CHANCELLOR'S REGULATION A-655)

DESCRIPTION

The fundamental purpose of the SLT is to determine the school's educational direction - that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve the vision, and the alignment of fiscal and material resources to accomplish those strategies. These plans and strategies are articulated in the school's Comprehensive Educational Plan (CEP). CR A-655 defines the rights and responsibilities of the SLT and the mandated composition of the team; It outlines procedures for establishing a SLT in a new school, for setting meeting schedules, and offers strategies for decision making and problem solving. Protocols for remuneration and record keeping and for establishing by-laws are outlined.

Translations of A-655 are available on the Department's, Chancellor's Regulations page:

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-30/A-655%2012-5-07%20%20FINAL.pdf>

DISTRICT 75 RESOURCE: D75 Office for Family Engagement and Advocacy
212-802-1614, or 212-802-1685

SCHOOL PSYCHOLOGIST (SUPERVISION)

DESCRIPTION

In order to provide effective accountability tools for Principals to supervise the IEP team Psychologists, the following is a suggested process to oversee their work:

At D75 stand-alone schools, Principal should schedule a monthly meeting with School Psychologist to plan completion of all student cases listed on the 201 report. At shared sites, where School Psychologist is split between two organizations, the two Principals should coordinate efforts and schedules.

The first meeting should include caseload management planning for compliance for the entire year.

The ATS report entitled 214 may be helpful here. This gives the lists of Triennial evaluations due during the course of the school year.

Copies of the 201 report ***which lists all cases which are currently open and require timely action***, are available at the beginning of each week (through the Special Education Reports menu on ATS).

If time management appears to be an obstacle, Principals can be provided with suggested tracking forms by Supervisor of Psychologists; these forms can document your efforts to achieve ongoing compliance.

The Principal of the school of majority is the rating officer, in collaboration with the Supervisor of Psychology, and can utilize established disciplinary prerogatives to address persistent problems.

LINKS/WEBSITES/RESOURCES ATS- Special Education Reports menu

DISTRICT 75 RESOURCE - D75 Office of External Partnerships and Student Support 212 802 1594

SCHOOL SAFETY AGENT (SSA)

DESCRIPTION

School Safety Agents (SSAs) work under the School Safety Division (SSD) of the New York City Police Department. Through a partnership with the NYCDOE, SSAs patrol and sweep areas in and around schools. SSAs report to one (1) of nine (9) SSD patrol borough commands, each headed by a Borough Manager.

There are three Levels of SSAs, with different levels of responsibility as follows:

- a) School Safety Agent Level III (SSA III): The Level III is the first line supervisor over School Safety Agents Levels I and II. He/she is responsible for supervision of agents at cluster schools located within his/her assigned area.
- b) School Safety Agent Level II (SSA II): The SSA II conducts directed patrols and sweeps in and around schools. He/she responds to untoward incidents, performs scanning duties and fills vacancies due to absences, as necessary.
- c) School Safety Agent Level I (SSA I): The SSA I patrols designated areas in and around schools to maintain order. He/she challenges visitors and intruders entering the school building. The SSA I, as authorized, will take enforcement action against individuals who violate the law. On behalf of the DOE, SSAs will enforce the rules and regulations governed by the Chancellor's Student Disciplinary Code and refer these matters to the appropriate Dean or School Administrator via Cutter's Intake Referrals.

RELATED TOPICS/RESOURCES Chancellor's Discipline Code; Police Involvement with Students; Search and Seizure

DISTRICT 75 RESOURCE D75 Office of School Safety, (212) 802-1654

SCHOOL SAFETY PLANS (CHANCELLOR'S REGULATION A-414)

DESCRIPTION

Every school must have a School Safety Plan which is completed and filed on-line and is available through the OORS portal sign-on for your school. As part of the School Safety Plan, the Principal is responsible for establishing a school safety committee to meet on a monthly basis. Chancellor's Regulation A-414 lists the mandated members and outlines procedures for developing an annual School Safety Plan.

LINKS/WEBSITES/RESOURCES Chancellor's Regulation A-414
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-18/A-414.pdf>

OORS portal: <http://erceo.nycenet.edu/>

OSYD Help-Desk: (718) 935-5004

RELATED TOPICS/RESOURCES Online Occurrence Reporting System (OORS), Bomb Threats, Emergency Planning

DISTRICT 75 RESOURCE D75 Office of School Safety - 212-802-1654

SCHOOL-WIDE INFORMATION SYSTEM (SWIS)

DESCRIPTION

School-Wide Information System (SWIS) is a secure, password-protected collection system for logging in Office Discipline Referrals (ODRs). The program enables school sites to enter discipline data into an online system, and to print out charts and reports that can be used to drive behavior intervention decisions at the school-wide level, the classroom level, and for individual students.

SWIS is licensed out of the University of Oregon, and is a data collection system that supports the implementation of school-wide Positive Behavior Interventions and Supports (PBIS). School sites contract with the University of Oregon for the use of the SWIS at a cost of \$250 per year. Currently, over 4,300 schools use SWIS nationally and internationally.

How to get SWIS:

Contact the D75 Office of School Safety and Positive Behavior Support to set up a consultation with a licensed, SWIS facilitator. All District 75 PBS coaches are licensed SWIS facilitators.

The SWIS facilitator will walk school administrators through basic readiness requirements, including the identification of a school-based data entry person, a documented system for defining classroom behaviors, and the existence of a positive behavior leadership team to use the data to develop behavior interventions.

The SWIS facilitator will have the school sites sign a license agreement with the University of Oregon, and complete a School Information Form to choose secure passwords. Schools will be billed for the \$250 annual fee directly by U. Oregon. Each school site has its own SWIS account and pays a separate \$250 for each account.

The SWIS facilitator will conduct a 3-hour “Swift and SWIS” training for 3 staff members on data entry, data reporting, and basic decision-making processes.

LINKS/WEBSITES/RESOURCES www.swis.org
www.pbis.org

RELATED TOPICS/RESOURCES Positive Behavior Interventions and Supports (PBIS), Functional Behavior Assessment (FBA)

DISTRICT 75 RESOURCE D75 Office of Positive Behavior Support –
917-256-4275

SCIENCE

DESCRIPTION

Improving student achievement in science rests on the ability to provide opportunities for our students to become immersed in a variety of hands-on/minds-on learning experiences that are interesting, stimulating and relevant to the lives of students with special needs.

To accomplish this goal, science programming must:

identify and disseminate effective standards-based curriculum resources

create and support high-quality professional development materials for teachers

provide opportunities for a broad spectrum of project-based learning experiences in our schools including

support science fairs, exit projects, school gardens/ponds/horticulture, among others

collaborate with various institutions and educational facilities that promote inquiry science

LINKS/WEBSITES/ RESOURCES

<http://schools.nycenet.edu/d75/science/resources.htm>

http://schools.nycenet.edu/d75/science/forms/Websites_for_Science.pdf

DISTRICT 75 RESOURCE

D75 Science Office - 212-802-1591

SEARCH AND SEIZURE REGULATIONS (CHANCELLOR'S REGULATION A-432)

DESCRIPTION

Chancellor's Regulation A-432 describes the conditions under which a student's person and/or possessions may be searched. It describes very specific search protocols for students, lockers, use of metal detectors. Voucher procedures are described in the event that contraband (weapons, drugs, etc.) is found. All administrators should be familiar with the provisions of CR A-432 so that they can safeguard the Constitutional rights of students, and so that future disciplinary and/or criminal actions are not negated due to failure to adhere to appropriate protocols.

LINKS/WEBSITES/RESOURCES Chancellor's Regulations A-432
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-21/A-432.pdf>

DISTRICT 75 RESOURCE

D75 Office of School Safety - 212-802-1654

SEXUAL HARASSMENT
(STUDENT TO STUDENT)
CHANCELLOR'S REGULATION A-831

DESCRIPTION

It is a violation of Chancellor's Regulation A-831 for a student to harass another student through conduct or communication of a sexual nature. Specific definitions of sexual harassment, forms of harassing behavior, and consequences are outlined in the Regulation. Follow-up actions are defined in the Regulation as well. Principals must designate a staff member to whom reports of student-to-student sexual harassment should be made. The reporting procedures to be followed are:

Inform parent/guardian of victim and alleged perpetrator(s).

File on-line occurrence report (OORS) with appropriate disciplinary infraction code.

Follow investigation procedures outlined in A-831: interview alleged victim, alleged perpetrator, witnesses, asking each to prepare a written statement or dictate a statement.

Complete Student-to-Student Sexual Harassment Investigation Forms 1,2,3,or 4 (SSSH) and fax to R. Hoff.

Contact Student Suspension Office (SSSO) if suspension is warranted.

Where it is believed that the alleged conduct is criminal in nature, police should be contacted. You may wish to consult with Office of Legal Services.

If, after school investigation is completed, allegation is eventually determined to be unsubstantiated, it is critical that the original OORS be updated to reflect this fact so that your school is not charged for a heavily-weighted disciplinary infraction that, in fact, did not take place.

LINKS/WEBSITES/RESOURCES Chancellor's Regulations A-831
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-46/A-831.pdf>

RELATED TOPICS/RESOURCES Chancellor's Discipline Code

DISTRICT 75 RESOURCED75 Counseling Office – 917-256-4273

Forms may be downloaded at
<http://schools.nycenet.edu/d75/related/forms/default.htm#counseling>

SEXUAL MISCONDUCT BY A STAFF MEMBER AGAINST A STUDENT

DESCRIPTION

All DOE employees are mandated reporters of child abuse.

Where there is an allegation that a staff member has engaged in sexual misconduct with a student, the Principal must:

Call Office of the Special Commissioner of Investigation (SCI) at 212-510-1400 and report the allegation as per Chancellor's Regulation A-750.

E-mail/call Superintendent

Call 911 if so directed by SCI; notify SSA if 911 is called

Inform parent/guardian of allegation

File on-line occurrence report (OORS)

LINKS/WEBSITES/RESOURCES Chancellor's Regulation A-750
<http://schools.nyc.gov/NR/rdonlyres/1CBAF567-76B1-4659-BD9A-ECAF36832625/35445/chancellorsregchildabuse.pdf>

DISTRICT 75 RESOURCE

D75 Superintendent's Office 212-802-1584

SMALL ITEM PAYMENT PROGRAM (SIPP)

DESCRIPTION

The SIPP System should be used to:

Reimburse employees for approved carfare or Travel expenses.

Pay stipends to SLT members or parents.

Pay for food & refreshments at meetings when the vendors do not accept a DOE P-card. (A vendor must be registered in the system).

In view of the expanded functionality of the P-card for Object Codes 100-300-400-451, SIPP should be reserved for payments as noted above.

GENERAL GUIDELINES

Schools are authorized to enter payments for up to \$2,500.

Payments of \$500 or less will be posted directly to FAMIS at the site.

Payments for \$501 to \$2,500 will be electronically sent to the ISC for approval.

Sales tax is not paid or reimbursed.

Reimbursement should not be paid to the general school fund.

Supporting documentation must be retained at the school level.

A non re-curing purchase does not require bidding if under \$250.

From \$250 to \$500, bids are required for each transaction, except when purchasing items under an established system-wide contract or for:

Local transportation costs for NYCDOE employees

Reimbursement to NYCDOE employees for "business related" expenses incurred.

LINKS/WEBSITES

RESOURCES <http://schools.nyc.gov/dfp>

Standard Operating Procedures (SOP): Famis Portal; forms; publications

RELATED TOPICS/RESOURCES For in-depth guidelines on vendor payments, use of personal car & professional conf & travel related expenses please log onto the above website.

FOR MORE INFORMATION SEE: Your ISC officer.

SPECIAL EDUCATION COMPONENT FROM THE STUDENT INFORMATION SYSTEM (SEC)

DESCRIPTION There are several reports that require the Principal's attention, including:
The Projected Registry Report – this report should always be monitored to correctly reflect students in your school. The accuracy of this report impacts on all other SEC generated reports.
Related Services – these can be monitored by looking at the different categories of reports, students who are receiving and students in various stages but NOT receiving their services. There are also reports to look up a provider's caseload based on calls to the IVR system.
You can also go to the RSA application link and look up an individual student. At this location, you may find out if the case was contracted out to a particular agency or if an RSA was sent to the parent for related services not currently given in school.
In addition, SEC offers other sites for student placement among other topics.

LINKS/WEBSITES/RESOURCES <https://ats.nycboe.net>

FOR MORE INFORMATION SEE: Related Services

DISTRICT 75 RESOURCE D75 Office of Related and Contractual Services - 212-802-1535

SPECIAL EDUCATION TEACHER SUPPORT SERVICES (SETSS)

DESCRIPTION **SETSS (Special Education Teacher Support Services) from Community School District providers: Formerly Consultant Teacher and Resource Room**

SETSS is specially designed, and/or supplemental instruction provided by a special education teacher to a student or students attending general education classes. SETSS are designed to help a child achieve success in the general education classroom and still receive part-time services from a special education teacher. The special education teacher may work directly with student(s) to support participation in a general education classroom and provide direct specially designed and/or supplemental instruction. This may include adapting the content being taught or using different instructional methods such as visual aids, highlighted work sheets, and simplifying directions. The special education teacher may also work indirectly with the student's general education teacher to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet the student's individual needs.

SETSS, when provided in a group, may include no more than eight students.

SETSS may be provided for as few as two hours a week and as much as 50% of each day.

The student's IEP must state the number of periods each day that the SETSS will be provided, as well as whether those services will be provided directly to the student and/or indirectly to his/her general education teacher, and where the services will be provided.

If the student is in intermediate/junior high school or high school and SETSS are recommended, the student's IEP must clearly state the subject areas where support will be provided.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/inclusion/default.htm>

<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

FOR MORE INFORMATION SEE: Inclusive Education, Collaborative Team Teaching (CTT), Mainstreaming

DISTRICT 75 RESOURCE D75 Office of Inclusive Programming
212- 802-1519

SPECIAL EDUCATION TRAINING AND RESOURCE CENTER (SETRC)

DESCRIPTION The NYC Special Education Training and Resource Center Program (SETRC) provides technical assistance to districts and schools to assist them to improve their results for students with disabilities. The role and responsibilities of the SETRC is that of an agent of school improvement based on the requests of schools in the district. As agents of school improvement, SETRC provides assistance and resources to schools in order to improve outcomes for students with disabilities. The technical assistance and professional development activities of SETRC are directed to school improvement in three key areas identified as most directly related to effective instructional practices:

- Literacy

- Behavioral supports and interventions

- Quality delivery of special education services.

LINKS/WEBSITES/RESOURCES <http://www.vesid.nysed.gov/specialed/timely.htm>

DOE SETRC

<http://schools.nyc.gov/Academics/SpecialEducation/EducatorResources/SETRC.htm>

DISTRICT 75 RESOURCE

D75 SETRC – 212-802-1610

SPECIAL TRANSPORTATION PARAPROFESSIONALS

Description:

This is District 75's policy for **SPECIAL TRANSPORTATION PARAPROFESSIONALS** effective September 2008.

Special Transportation Paraprofessionals' Responsibilities:

Student must be met in the morning at the designated time and place given by the bus driver. You are responsible for the student(s) when he/she steps onto the bus and during the ride to school. The bus para must stay with the student until school staff arrives for the beginning of the school day. When traveling home from school the paraprofessional is responsible for the student on the bus and until the student exits the bus.

The parent/guardian is responsible for the student in the morning while waiting for the bus and in the afternoon when the student exits the vehicle. In the event there is an unusual circumstance, the student's health and safety is your primary concern. The paraprofessional is not to exit the bus until the student's parent/family member is present to pick him/her up.

The paraprofessional is to assist the student(s) (if you are assigned more than one student), with appropriate behaviors in entering, while riding, and exiting the bus. The classroom teacher will provide the paraprofessional with the student's behavior plan.

The paraprofessional is to update the student's teacher regarding the student's behavior and maintain a log. Record absences in the morning and/or afternoon as well as any progress observed or challenges.

Time Sheets - Upon arrival at work the paraprofessional must enter the time that you were directed by the bus driver to be at the student's home. For the P.M., the paraprofessional must enter on the time sheet, the time that the student and paraprofessional exited the bus at the student's home. The time for the afternoon drop off will be entered the following morning upon arrival at the paraprofessional's school. In the event of a Friday or a holiday the time will be entered on the time sheet when the paraprofessional arrives at school on the next work day.

When there is a half day of school, the paraprofessionals will not be paid for the trip home from school with the student. This is because the paraprofessional is still being paid for their regular school assignment.

Paraprofessionals are required to fill out anecdotal reports, chart behaviors for behavior plan, file appropriate incident reports when necessary, and meet with teacher, clinicians, supervisor, parent, etc. when necessary to discuss ongoing behavior.

A student's trip to school or home from school should not exceed one and one half hours (1 ½ hours). In the event that the trip is longer, it is the paraprofessional's responsibility to notify the administrator in charge of busing so that the student's travel can be assessed and adjusted.

Paraprofessionals are responsible for data collection, as it relates to IEP goals and functional behavior assessment.

Excessive absence and/or not performing your assignment on a consistent basis will jeopardize a paraprofessional's employment as a STP.

Under no circumstance is any staff member to transport a student in their personal car, on public transportation (including subway and buses) or taxi/car service. Although a paraprofessional may accompany a parent or guardian if he/she decides to use a car service to take the student to school.

If a paraprofessional is going to be absent he/she must call the STP substitute, for his/her school, either the day before the absence if he/she knows he/she will be absent in advance or as early as possible the morning of the day of his/her absence so that the substitute STP can meet the bus on time.

The paraprofessional must inform the parent of any changes regarding the busing service and provide the parent/guardian with the name of the STP substitute in his/her absence.

The paraprofessional is required to inform the Assistant Principal or Unit Teacher/CIT when he/she has gone to the student's home and the parent informs him/her that the student will not be attending school that day. The paraprofessional will only be paid for the morning. The school administration will advise the paraprofessional when the student will be returning to school and that the paraprofessional should go to the student's home to meet the student for busing.

If the paraprofessional works Chapter 683 he/she may continue to be assigned to the same student that he/she was assigned to during the regular school year.

Payment for busing:

Paraprofessionals will receive compensation at an hourly rate as stated in the collective bargaining agreement.

The paraprofessionals will receive pay based on 15 minute increments; i.e. if a paraprofessional works 22 minutes he/she will be paid for 30 minutes; if the paraprofessional works 37 minutes he/she will be paid for 45 minutes.

The maximum number of hours a paraprofessional can be paid on any one day for his/her busing assignment is three (3) hours. This includes the trip to school and home from school.

STANDARD OPERATING PROCEDURES (SOP)

DESCRIPTION

All schools must adhere to and implement all requirements contained in the Standard Operating Procedures Manual (SOPM). The SOPM outlines current practices and policies currently in effect in the Department of Education. While the DFO (Division of Financial Operations) no longer provides hard copies of the SOPM to schools, the SOPM is available electronically and is updated regularly. Consult the SOPM site for information about all financial and administrative procedures: general school funds/bank accounts, inventory, discarding equipment, travel and conferences, utilization of consultants, bids. Appropriate forms are available.

LINKS/WEBSITES/RESOURCES For SOP Manual:

<http://dfoapps.nycenet.edu/SOP/>

For SOP Forms:

<http://schools.nyc.gov/Offices/DFO/MostPopularClicks/SOPForms.htm>

STEP IN PROGRAM

DESCRIPTION

The Step In Program in District 75 is designed for students who are emotionally fragile with varying degrees of behavior management needs. Often these students have been discharged from residential treatment facilities, and it has been determined, could benefit from an 8:1:1 non-departmentalized program. (Departmental programming may be incorporated over time for individual students.) Students are “atypical” of those in our traditional 12:1:1 programs and require more comprehensive social/emotional support. They require the mental health services of a day treatment program, take standardized assessments, and have shown progress in their prior residential program placement. These beginning high school students need assistance in re-assimilating into their homes, communities and schools. The Step In Program offers a range of options—truncated school day, work-study opportunities, GED prep, etc., coupled with a high level of counseling and family support.

Each Step In setting is coupled with a mental health agency and hospital; intensive case management will be offered from a community-based organization.

Initial Step In programs are currently located in P35M and P371K.

Before considering this program recommendation, IEP Teams must consult with one of the D75 Resource Contact Persons listed below.

DISTRICT 75 RESOURCE

D75 Office of External Partnerships and
Student Support 212-802-1594

STOPP (STRATEGIES, TECHNIQUES AND OPTIONS PRIOR TO PLACEMENT) PROGRAM

Description

STOPP provide “hands-on” assistance to schools requesting help to identify and resolve situations occurring due to a recent escalation of challenging behaviors by an individual student. The STOPP team will provide support to help general education schools build capacity and resolve concerns, as well as make recommendations for the development of a solution.

What types of students can STOPP help?

The student whose recent behavior seems to be “spiraling” out of control.

The student who is taking up time and resources of staff.

The student who has shown a dramatic increase in challenging behaviors and staff members are unsure of the “root cause”.

DISTRICT 75 RESOURCE

D75 Office of External Partnerships and
Student Support 212- 802-1594

SUICIDE IDEATION/ATTEMPTS

DESCRIPTION

Call 911 if appropriate and notify SSA that 911 has been called.

Inform parent.

Call District 75 suicide hotline at 917-256-4271; if no answer, do not leave a message—call the Counseling office at 917-256-4273 to report.

4. File on-line occurrence report (OORS)

5. Counselor assigned to case should submit Form A to Counseling office: this will outline intervention/follow-up plans.

LINKS/WEBSITES/RESOURCES Chancellor's Regulations A-755:

http://docs.nycenet.edu/docushare/dsweb/Get/Document-37/A-755_Appends.pdf

DISTRICT 75 RESOURCE

D75 Counseling Office 917-256-4273

SUSPENSIONS

DESCRIPTION

An Overview of Removals and Suspensions is published by the Office of School and Youth Development (OSYD) at the NYCDOE.

REMOVALS

Under State Education Law 3214 and Chancellor's Regulation A-443, a student may be removed from a classroom for 1-4 days by a teacher if the student's behavior is substantially disruptive or interferes with the teacher's authority over the classroom. Prior to the removal, the teacher must inform the student of the reason(s) for the removal and allow the student to present his/her version of the events. If the student's presence poses a continuing danger or ongoing threat to the academic process, he/she may be removed immediately and must be given the reason(s) for the removal and provided an opportunity to explain his/her version of events within one school day. The school should attempt to notify the parent by the end of the school day on which the removal occurs. However, in all cases, notice must be provided within 24 hours of the removal. The parent must be notified of the reason(s) for the removal, the length of the removal and the right to request an informal conference with the Principal/designee.

Removal procedures

The school must enter the occurrence in OORS. In SOHO, the school must enter the following information:

Date of the conference (within two school days of the occurrence)

Duration

Effective Date

PRINCIPAL'S SUSPENSIONS

Under State Education Law 3214 and Chancellor's Regulation A-443, when a Principal is considering imposing a suspension for 1-5 days, the parent must be given the opportunity to attend a Principal's conference prior to the suspension being authorized unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. In such cases, the suspension may be imposed immediately and the conference with the parent must be scheduled as soon as reasonably practicable, but no later than the 5th day of suspension.

Preliminary Considerations

If the Discipline Code allows for the imposition of a Principal's Suspension or a Superintendent's Suspension for a particular infraction (e.g. Level 4 infractions), the Principal must decide which type of suspension is appropriate before entering the information into SOHO. Both a Principal's and a Superintendent's Suspension may not be sought for the same offense.

When making a determination to impose a Principal's Suspension, the Principal must check to see if the student is a student with an IEP or has a 504 Plan, as additional due process protections may be afforded the student.

Principal's Suspension Process

Proposed Suspension:

- Schedule conference and notify parent
- Conference held or date passes
- Suspension imposed or guidance and interventions provided

Suspension where immediate removal of the student is warranted:

- Impose suspension and notify parent
- Schedule conference as soon as practicable
- Conference held or date passes

SUPERINTENDENT'S SUSPENSIONS

Middle and high school students on Superintendent's Suspensions will attend an Alternate Learning Center (ALC). There will be 28 ALC's serving the five Integrated Service Centers. They will be divided between middle and high school sites. The ISC will arrange for a suspension location, which will be a "buddy school" for elementary school students.

New pre-hearing procedures

A student charged with any level 3 infraction or specific level 4 infractions (A33, A34, A38, A40, A41, A43, B35, B36, B37, B42, B44, B45) shall remain in school pending the hearing unless the Principal believes the student's continued presence in school poses an immediate or continuing danger to persons or property or an ongoing threat of disruption to the academic process. In such cases, when seeking approval for a Superintendent's Suspension, the Principal must also request approval for the student's immediate removal by setting forth on the SOHO intake form why the student's continued presence in school poses such a danger or threat of disruption. If the immediate removal is not requested or if approval is denied, the student must remain in class until the hearing is held and the case adjudicated.

In accordance with Chancellor's Regulation A-443, students may not be removed from school prior to notification by the hearing office of the suspension.

Schools are required to hold an MDR for all students with an IEP or 504 Plan under the circumstances explained below.

New MDR Procedures

SOHO will send a notification that the school must schedule and conduct an MDR under the following circumstances:

- If the disposition results in the student being removed for more than 10 consecutive days; or
- If the imposition of either a Teacher Removal or Principal's Suspension will result in the student being removed for more than 10 aggregate school days in a forty day period.

LINKS/WEBSITES/RESOURCESOSYD Overview of Removals and Suspensions, September 2007:

http://www.nycboe.net/schools/principals/weekly/20070905/suspension_procedures_07.doc

Discipline Code

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Disc%20Code%202006.pdf>

Chancellor's Regulation A-443: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-22/A-443.pdf>
DISTRICT 75 RESOURCE D75 Office of School Safety – 212-802-1654

SWIS: USING DATA TO GUIDE DECISION MAKING

DESCRIPTION

School-Wide Information System (SWIS) is a secure, password-protected collection system for logging in Office Discipline Referrals (ODRs). (See “SWIS” entry.) The SWIS web-based program enables school sites to enter discipline data into an online system, and to print out useful charts and reports that can be used to drive behavior intervention decisions at the school-wide level, the classroom level, and for individual students. Unlike the OORS system, SWIS is site-based (with a separate account for each organization’s school site), therefore allowing for localized data that can be used for meaningful decision-making by site. The key report features and decision-making guidelines are listed below, but the full manual can be downloaded from the SWIS website.

Key Data Report Features of SWIS:

The SWIS “Big 5” Reports can be reviewed at regular PBS team meetings.

Report #1: Average Referrals Per Day Per Month: Indicates average monthly trends of incidents as reflected in ODRs

Uses: Guides school-wide interventions to reduce incidents in months with high averages (e.g., beginning of the year, holiday months, end of the year)

Report #2: Referrals By Problem Behavior: Indicates which behaviors are the most frequent during a selected period of time

Uses: Guides school-wide interventions (such as supervision, rules and routines, anti-violence programs, social skills lessons) to target specific high frequency behaviors (e.g., disrespect, harassment, aggression/fighting)

Report #3: Referrals By Location: Indicates the number of incidents in each major location in and around the school building.

Uses: Guides targeted interventions (supervision, rules and routines) localized to the most problematic areas (e.g., classroom, hallway, cafeteria, recess, etc.)

Report #4: Referrals By Time of Day: Indicates the number of referrals by the time of day

Uses: Guides school-wide interventions (supervision, rules and routines) to target specific, high-frequency times of day (e.g., arrival, lunchtime, dismissal)

Report #5: Referrals By Student: Indicates the number of referrals by student during a selected period of time

Uses: Guides individualized interventions (guidance and counseling, FBA-BIPs) to target students with the most number of referrals (recidivists).

Other Reports

-Individual Student Report: Summarizes and shows all referrals for an individual student over a selected period of time. The report can be used to inform process of an individual student FBA and the development of a BIP.

-Referrals By Staff: Summarizes and shows all referrals made by staff member over a selected period of time. Referrals by staff member can help staff guide interventions targeted to the specific behavioral issues exhibited by students in their classrooms.

LINKS/WEBSITES/
RESOURCES www.swis.org
 www.pbis.org

To download the SWIS User's Manual, go to:
<http://www.swis.org/users.php?p=resources;rid=10065>

DISTRICT 75 RESOURCE

D75 Office of Positive Behavior Support
917-256-4275

TEACHER'S COLLEGE – READING AND WRITING PROJECT

DESCRIPTION

The Teachers College Reading and Writing Project lays out their best thinking and research of a yearlong curriculum in the teaching of reading and writing, grades K-8. The Project focuses on the central role of curriculum development and planning in the teaching of reading and writing.

The project offers professional development calendar days, unit of study days, and Leadership Days to mentor administrators and teachers across the United States. These professional days coach educators in the tools necessary to implement a successful reading and writing workshop, one in which whole classes work with enthusiasm and purpose.

District 75 began our relationship with the Project in the 2005-2006 school year and continues to be a part of the ongoing work at Teachers College.

LINKS/WEBSITES/RESOURCES <http://rwproject.tc.columbia.edu/>

DISTRICT 75 RESOURCE D75 Office of Literacy 212-802-1618

TEACHER'S CHOICE

DESCRIPTION

The Division of Financial Operations (DFO) administers and implements the annual Teacher's Choice Program, in which educators receive a check from the DOE to enable them to directly purchase instructional materials and supplies that they feel will enhance the learning experiences of their students.

Educators must submit receipts and required documentation for all their Teacher's Choice purchases. They may pool their Teacher's Choice funds with colleagues to make more expensive shared purchases. Items purchased using Teacher's Choice funds are the property of the NYCDOE, not the personal property of the purchases.

Teacher's Choice checks are distributed to each eligible employee's payroll distribution location.

The site below offers an overview, spending guidelines, protocols for receipts and accountability, and deadlines.

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/NR/rdonlyres/5D834500-75E9-48E2-89B4-B227DBA4C47D/0/Tcguidelines.pdf>

TECHNICAL ASSISTANCE CONFERENCE (TAC)

DESCRIPTION

Tenure affords a pedagogue certain rights and protections. In order to terminate a tenured pedagogue, s/he must be charged under the NYS Education Law Section 3020-a. To determine if such charges are warranted, a Principal should contact our District 75 Counsel, at 212 802-1620 for assistance in requesting a Technical Assistance Conference (TAC) with the Office of Legal Services (OLS). At the TAC, OLS reviews the evidence and determines if it is sufficient for preferring charges against the pedagogue.

Some examples of reason why Principals might request TAC's are:

- a tenured pedagogue who was rated unsatisfactory last year and will be receiving another unsatisfactory rating this year
- a tenured pedagogue with a finding of egregious misconduct (corporal punishment, verbal abuse, theft of service, submitting fraudulent documentation, etc.) either by OSI, SCI or D75
- a tenured pedagogue with excessive absence and/or lateness
- a tenured pedagogue demonstrating extreme professional misconduct, dereliction of duty, and/or insubordination

Prior to the actual TAC, Principals must prepare and submit to OLS a complete copy of the personnel file of the employee, *being sure to include all disciplinary letters to the file and unsatisfactory observations and/or ratings.*

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/NR/rdonlyres/55559C4D-B3F4-45AB-BBE1-85539B418EE7/30425/PreTACPrincipalChecklist.doc>

RELATED TOPICS/RESOURCES Discontinuance, Grievance Process

DISTRICT 75 RESOURCE D75 Counsel - 212 802-1620 ; D75 HR Deputy
Director, D75 Integrated Service Center, 718-391-8152

TENURE (PEDAGOGUE)

DESCRIPTION:

A pedagogue is granted tenure after acquiring the necessary license and completing a three year probationary period with satisfactory ratings. Tenure applies to a specific license area. A tenured pedagogue who elects to change license areas must begin their probationary period in their new license area again, but may receive one year of "traveling tenure" credit. A probationary period may also be reduced by up to two years for regular service as a substitute prior to appointment. The Tenure Notification System will advise you, via e-mail, when a probationary teacher is about to become tenured and will provide you with the necessary information and directions to determine if tenure should be granted.

Tenure affords a pedagogue certain rights and protections. In order to terminate a tenured pedagogue, s/he must be charged under the NYS Education Law Section 3020-a. To determine if such charges are warranted, a Principal should contact our District 75 Counsel, at 212 802-1620 for assistance in requesting a Technical Assistance Conference (TAC) with the Office of Legal Services (OLS). At the TAC, OLS reviews the evidence and determines if it is sufficient for preferring charges against the pedagogue. Some examples of reason why Principals might request TAC's are:

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- a tenured pedagogue with excessive absence and/or lateness
- a tenured pedagogue demonstrating extreme professional misconduct, dereliction of duty, and/or insubordination

LINKS/WEBSITES/RESOURCES <http://schools.nyc.gov/NR/rdonlyres/55559C4D-B3F4-45AB-BBE1-85539B418EE7/30425/PreTACPrincipalChecklist.doc>

RELATED TOPICS/RESOURCES Discontinuance, Grievance Process, Technical Assistance Conference (TAC)

DISTRICT 75 RESOURCED75 Counsel - 212 802-1620

D75 HR Deputy Director, D75 Integrated Service Center, 718-391-8152

TERMINATION OF A TENURED TEACHER

DESCRIPTION

In order to terminate a tenured teacher, charges must be brought under the NYS Education Law Section 3020-a. If a tenured teacher has been rated unsatisfactory for the previous school year and will receive another unsatisfactory rating for the current school year, the Principal should contact the District 75 Counsel to assist with the appropriate documentation to request a TAC (Technical Assistance Conference) to determine if charges can be brought against the tenured teacher.

DISTRICT 75 RESOURCE

District 75 Counsel- (212) 802-1620

TESTING MODIFICATIONS

DESCRIPTION Testing modifications may be made for students with disabilities in order to provide them with equal access and opportunities for achievement. Such modifications are made to ensure that a student's particular disability does not adversely affect performance. The accommodations are determined by NYS regulation and may include:

- Extended time

- Variation in presentation of the assessment

- Variation in method of response.

These accommodations are determined by the school SBST or, in the case of new admits, the CSE. Testing accommodations must be specified in the Testing Modifications section of the student's IEP.

LINKS/WEBSITES/RESOURCES <http://www.nysed.gov/>

DISTRICT 75 RESOURCED75 Office of Achievement and Accountability

212-802-1521

THERAPEUTIC CRISIS INTERVENTION (TCI)

DESCRIPTION

Therapeutic Crisis Intervention (TCI) is a 4-day certificate course offered 18 times annually through the Office of Positive Behavior Support at District 75. Staff learn skills so that they are able to become the catalysts through which students can learn to change old habits, destructive responses, and/or maladaptive behavior patterns. The goals of TCI training include assisting organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff. This TCI model gives organizations a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions. Day 4 of Core TCI covers important safety concerns when working with students with challenging behaviors.

Key concepts of TCI are the Stress Model of Crisis and the Life Space Interview. TCI is a research-based intervention system coordinated out of the Residential Child Care Project at Cornell University. Certified TCI participants have the opportunity to take a one-day Refresher, and a one-day TCI for Developmental Disabilities through District 75. Participants who do not pass the written or practical TCI exam can take a one-day Review course to re-test for certification.

This course is RECOMMENDED for all members of a school's staff including the Principal and APs, Deans, CITs, teachers, clinicians and Para's. It is most effective when it is being used consistently by all staff. Interested staff sign up online using their DOE e-mail accounts through the District 75 Online Professional Development Registration System (www.district75pd.org)

LINKS/WEBSITES/RESOURCES www.district75pd.org ;

<http://rccp.cornell.edu/TCIpage1.htm> ;

RELATED TOPICS/RESOURCES LSCI

DISTRICT 75 RESOURCE D75 Office of Positive Behavior Support,
917-256-4275

TITLE III

DESCRIPTION

Title III funds from the federal government provide supplemental services specifically for ELLs. These funds may not be used to provide mandated bilingual/ESL services, but instead are for supplemental instructional services, complementing the basic ELL program, to support language development in the academic core subjects.

Title III funds should be used to provide Instructional services grounded in scientifically-based research. For example, a school can use Title III monies to fund a model after-school or Saturday mathematics program for ELLs, grounded in scientifically-based research. Title III funds must be used to provide research-based professional development that is aligned with Title III services. Title III funds should also be used to support ELL parent engagement activities, including funding translations, welcome centers and family literacy programs, including ESL classes. Schools must implement all three components—direct supplemental instructional services, professional development, and parent engagement activities—as part of local Title III requirements. Title III funds cannot be used to replace Title-I-funded activities for ELLs.

LINKS/WEBSITES/
RESOURCES [http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/
allocationmemo/fy07_08/fy08_pdf/sam26.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/fy08_pdf/sam26.pdf)

DISTRICT 75 RESOURCE

D75 Office of ELL 212- 802 -1624

TRANSITION SERVICES

DESCRIPTION

Transition Services are required for all students over the age of 14. Transition includes a set of coordinated activities to help student move from school to adult life, is outcomes oriented and based on individual needs, strengths, preferences, interests, abilities and dreams. It is person-centered, with the goal of helping our student live, learn, and earn in the community.

The Transition Linkage Coordinator or designee ensures appropriate Transition/IEP team planning for students which include:

- Annual Development of Transition IEPs
- Individual Transition Planning Team Meetings
- Individual Student Transition Folders
- Parent support and assistance
- Coordination with City and State agencies
- Linkages to VESID, Office of Mental Health, OMRDD agency service providers and post-secondary education
- Student Exit Summary for all students leaving the school system

The Transition process incorporates Community Based Vocational Training opportunities and supports which expose students to the world of work and increase the number of students entering competitive or supported employment.

NYSED Requirements:

For every student, age 12+:

Level I Vocational Assessment (a sample can be found under Transition on the D75 website)

For every student, age 14+

Annual Transition IEP (Including Page 10) is written in compliance with State Performance Plan (SPP), Indicator #13:

- Student was invited/student preferences/interests were considered*
- Present Level of Performance includes statement of needs as they relate to Transition*
- Includes measurable Post-Secondary Goals based on Transition Assessments*
- Includes measurable Annual Goals /Short Term Objectives as they relate to Transition*
- Includes statement of Transition Service Needs*
- Includes programs and services needed towards meeting Annual Transition Goals*
- Includes needed activities to facilitate movement from school to post-school activities*
- Includes statement of responsibilities of school and agencies to promote movement from school to post-school activities*

For every exiting student: Student Exit Summary

Best Practices in Transition:

For students, age 14+ Annual Individual Transition Team meetings, which can be held in combination with IEP meetings (participants include the student, family, school and agency representatives and any other individuals who can make a contribution to the student's Transition Plan)
Individual Transition Plan – updated annually
Individual Transition Folder contains all work related documents and Transition activities
Determine Travel Training needs and apply for service
Establish OMRDD (Office of Mental Retardation and Developmental Disabilities) eligibility
Establish OMH (Office of Mental Health) eligibility
Apply for Medicaid Service Coordination
Determine agency support needs
Facilitate linkages to agency services
Apply for Employment Certificate (working papers)

For students, age 18+ Apply for SSI (Supplemental Security Income)/Medicaid
Establish VESID (Vocational and Educational Services for Individuals with Disabilities) eligibility for vocational habilitation or college support
Selective Service Registration (Males)
Seek legal guardianship, if appropriate
Begin estate planning

For students, ages 19-21 Refine and update long term plans
Visit Adult Agency Programs
Compile Agency Referral Packet
Applications submitted to Agency/Program
Facilitate seamless transition to employment, post-secondary education, adult agency program and community living

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/transition/default.htm>

RELATED TOPICS/RESOURCES FOR MORE INFORMATION SEE: See “Resources” on District 75 Transition webpage <http://vesid32.nysed.gov/specialed/transition/tranmain.htm>

TRAVEL TRAINING

DESCRIPTION

Travel Training is short-term, comprehensive, specially-designed instruction provided to eligible high school age students to teach the skills and behaviors necessary to travel safely and independently, using public transportation, where appropriate. The one-to-one instruction is provided by specially trained personnel on routes the students will use to travel on public transit from home to a specific destination, usually school or a worksite, and back to home. Instruction is provided mornings and afternoons on a daily basis and is usually completed within a three week time period. Differences in student needs and travel abilities may affect the length of instructional time. Students are referred for Travel Training when they are considered to have the pre-requisite skills and behaviors to learn to use public transportation (refer to Pupil Profile on D75 web site for skills, concepts and behaviors). Typically, students with disabilities other than blindness or visual impairments who are between the ages of 14 and 21 may be considered for referral to Travel Training. Upon receipt of a completed Pupil Profile a Travel Training teacher will contact the family regarding interest in travel training, initiate the assessment process to determine eligibility, obtain parental consent for the one-to-one training where applicable, and plan training schedule. It is best to refer students to Travel Training prior to their last year in school to provide the opportunity for the students to succeed in training and/or attain pre-requisite skills and behaviors. Please note that a student with a full-time one-to-one paraprofessional is not eligible for Travel Training until that full time paraprofessional has been removed from the IEP and the student has demonstrated the ability to self-manage behavior and movement in the school environment.

LINKS/WEBSITES/RESOURCES <http://schools.nycenet.edu/d75/travel/default.htm>

DISTRICT 75 RESOURCE

D75 Office of Travel Training
212-802-1625

TREATMENT AND EDUCATION OF AUTISTIC AND RELATED COMMUNICATION- HANDICAPPED CHILDREN (TEACCH)

Description

TEACCH is a comprehensive approach which is based in the use of structure and organization for people with autism. Major components of the TEACCH Program include physical space organized for the student, individualized daily schedules, teaching activities to independence, and generalizing learned skills across environments. The TEACCH program also has a strong focus on the use of visual supports, and customizing the level of support needed for each individual. TEACCH was developed at UNC- Chapel Hill in North Carolina.

TEACCH can be used across all ages

LINKS/WEBSITES/ RESOURCES

www.teacch.com

www.tasksgalore.com

http://schools.nycenet.edu/d75/autism/methodology_TEACCH.htm

<http://schools.nycenet.edu/d75/PD/forms/catalog2007-2008.pdf>

DISTRICT 75 RESOURCE

D75 Office of Autism, 917-256-4268

UNION ISSUES (CSE, UFT, DC37)

DESCRIPTION

There are several unions whose members are employed by the New York City Department of Education:

United Federation of Teachers (UFT): represents all pedagogues (teachers, guidance counselors, social workers, psychologists, speech, hearing, and vision teachers), Paraprofessionals, Nurses, Occupational Therapists, Physical Therapists, and School Secretaries

Council of Supervisors and Administrators (CSA): represents Principals, Assistant Principals, Supervisors, and Educational Administrators

District Council 37 (DC37): represents Family Workers, School Aides, and Parent Coordinators

International Union of Operating Engineers (IUOE) : represents Custodial Engineers (Local 891) and Building Fireman (Local 94)

Service Employees International Union (SEIU): represents Building Cleaners

Consult the D75 Counsel to the Superintendent and the NYCDOE Office of Labor Relations (OLR) when you need guidance concerning work regulations, grievances, etc. Consult the specific union website for contract information. Each union also has their own website that includes the latest contract information as well as specific topics, frequently asked questions, etc.

LINKS/WEBSITES/RESOURCES www.UFT.org
www.CSA-NYC.org;
www.DC37.org
OLR - 212-374-7954

RELATED TOPICS/RESOURCES Legal Issues
DISTRICT 75 RESOURCE D75 Counsel 212 802-1620

VIOLENT AND DISRUPTIVE INCIDENTS REPORT (VADIR)

DESCRIPTION

Violent and Disruptive Incident Reports (VADIR) for incidents that occur during a school year are reported to the New York State Education Department during the next school year. Data is reported via the BEDS Online Internet application.

The Summary of Violent and Disruptive Incidents Form must be sent to NYSED annually by a date (usually in the Fall) determined by the Commissioner of Education. The Individual Incident Reports, or school equivalent, must be filed in the school or district and should not be sent to NYSED. Individual Incident Reports must be available for inspection by NYSED upon request. Individual Incident Reports and any documentation used to complete the Summary of Violent and Disruptive Incidents Form must be retained for six years. Forms and other supportive materials such as Directions, Glossary of Terms, and Question and Answer documents can be located at the following web address:

<http://www.emsc.nysed.gov/irts/violence-data/home.shtml> .

New York State bases its “persistently dangerous” schools determinations on two years’ worth of VADIR data. New York uses a “School Violence Transitional Index” (SVTI) comprised of a sum of weighted incidents as reported in the On-line Occurrence Reporting System (OORS), divided by the school’s K-12 enrollment. The ratio of violent incidents to enrollment is determined by the number and type of incidents. Each incident is given a weighting based on the seriousness of the incident. The weightings are added. The result is then divided by enrollment. This yields a numerical index of school violence. See the entry on “Persistently Dangerous Schools” for more information.

LINKS/WEBSITES/RESOURCES VADIR Home:

http://www.emsc.nysed.gov/sss/SDFSCA/uvir/home_uvir_vadir.htm

For VADIR Frequently Asked Questions, see

<http://www.emsc.nysed.gov/irts/violence-data/2007/VADIR-QA-Sept-2007.htm>

For VADIR Glossary of Terms, see

<http://www.emsc.nysed.gov/sss/documents/glossaryFINAL.doc>

RELATED TOPICS/RESOURCES Persistently Dangerous Schools, Online Occurrence Reporting System (OORS)

DISTRICT 75 RESOURCE

D75 Office of School Safety
212-802-1654; 212-802-1506

VIRTUAL U.N.

DESCRIPTION

Through participation in the Virtual U.N. program, District 75 students have the opportunity to interact and collaborate with students from different parts of the world to explore and study the benefits of water and how the lack of water could severely impact a nation.

District Social Studies coaches have partnered with Learning Times, a company which produces online communities and conferences for education and training. Together, we have developed innovative ideas and questions which will act as a catalyst in encouraging students to think and research, as well as to problem solve and learn from countries all over the world.

The world wide web is used as a link for D75 students to students from Australia, Peru and other parts of the world. These connections, once established, assist students in learning from each other and developing ideas that may help students abroad maximize their localities' water resources.

Teachers actively engage their students in research projects and promote writing and reading opportunities, using water as a major theme. Multimedia presentations are offered to help students branch out and see how students in other countries live and what they have to say about given topics.

LINKS/WEBSITES/RESOURCES www.Learningtimes.com

DISTRICT 75 RESOURCE <http://www.district75.net/un/>

WEAPONS

DESCRIPTION

A list of prohibited weapons is found in The New York City Department of Education City-Wide Standards of Discipline and Intervention Measures (Discipline Code and Bill of Student Rights and Responsibilities, K-12(<http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Disc%20Code%202006.pdf>)).

In the Discipline Code, Prohibited Weapons are divided into two categories: Category I consists of the most serious types, and Category II consists of less serious types:

PROHIBITED WEAPONS: CATEGORY I

- Firearm, including pistol and handgun, silencers, electronic dart, and stun gun
- Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun
- Air gun, spring gun, or any other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun)
- Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword)
- Dagger, stiletto, dirk, razor, box cutter, case cutter, utility knife and all other knives
- Billy club, blackjack, bludgeon, chucka stick, and metal knuckles
- Sandbag and sandclub
- Slingshot (small, heavy weights attached to or propelled by a thong) and slung shot
- Martial arts objects including kung fu stars, nunchucks and shirkens
- Explosives, including bombs, fire crackers, and bombshells

PROHIBITED WEAPONS: CATEGORY II

- Acid or deadly chemicals
- *Imitation gun or other imitation weapon
- Loaded or blank cartridges and other ammunition
- Stun pens or other stun weapons
- Laser beam pointers
- *Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

** Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether the imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.*

Please refer to the Discipline Code for correct infraction codes to be used when reporting any incident on OORS that involves possession or use of a weapon. The current codes are:

- Possession of any Category II weapon - Level 4 infraction (See A47 or B49).
- Possession of any Category I weapon - Level 5 infraction (See A57 or B59)
- Using any Category I or Category II weapon - Level 5 infraction (See A58 through A61, or B60 through B63). Please refer to the Discipline Code for exact coding distinctions.

LINKS/WEBSITES/RESOURCES2007 Discipline Code

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Disc%20Code%202006.pdf>

RELATED TOPICS/RESOURCES OORS, Discipline Code, Search and Seizure, School Safety Agent, Suspensions

DISTRICT 75 RESOURCE

D75 Office of School Safety
212-802-1654; 212-802-1506

YOUNG ADULT BOROUGH CENTERS

DESCRIPTION

Young Adult Borough Centers (YABCs) are evening academic programs for students who are at least 17.5 years old, have earned at least 17 high school credits, and have been enrolled in high school for at least 4 years. They provide students with academic classes toward a diploma and other support services.

LINKS/WEBSITES/RESOURCES

<http://schools.nyc.gov/Offices/OMPG/YouthAdultBoroughCenters/default.htm>