

Achieve NYC



A Complete Guide to New York City Public Schools

PK-12

2014-2015

NYC

Department of
Education

Carmen Fariña, Chancellor

QUICK CONTACTS

School	Phone
School Day Starts	School Day Ends
After-school Programs	
Principal	
Parent Coordinator	
Guidance/Other	
Teacher	
Teacher	
PA/PTA President	
School Bus Route/Stop	

Contact Pupil Transportation at (718) 392-8855 or visit schools.nyc.gov/Offices/Transportation

For academic information about your child, visit the ARIS Parent Link website at arisparentlink.org.

To learn about important dates throughout the school year, visit schools.nyc.gov/Calendar.

Visit the Department of Education's website at schools.nyc.gov for the latest news and important announcements about the City's schools, or call **311** for school-related questions.



Facebook.com/NYCSchools

Twitter.com/NYCSchools

SCHOOL CALENDAR 2014-2015

Sept 4	First day of school Early dismissal for non-District 75 kindergarten students only Partial school time for pre-kindergarten public school students
Sept 5	Early dismissal for non-District 75 kindergarten students only Partial school time for pre-kindergarten public school students
Sept 8	First full day for non-District 75 kindergarten students and pre-kindergarten public school students
Sept 25-26	Rosh Hashanah Schools closed
Oct 13	Columbus Day observed Schools closed
Oct 23	Pre-kindergarten Non-Attendance Day
Nov 4	Election Day Students do not attend school
Nov 5-7	High School Parent-Teacher Conferences*
Nov 11	Veterans Day observed Schools closed
Nov 12-13	Elementary School Parent-Teacher Conferences*
Nov 17-18	District 75 School Programs Parent-Teacher Conferences*
Nov 19-20	Middle school and Junior High School Parent-Teacher Conferences*
Nov 20	Pre-kindergarten Non-Attendance Day
Nov 27-28	Thanksgiving Recess Schools closed
Dec 24-Jan 2	Winter Recess Schools closed
Jan 5	Students return to school
Jan 19	Dr. Martin Luther King Jr. Day Schools closed

Jan 29	Pre-kindergarten Non-Attendance Day
Jan 30	Fall Term ends for high school students Non-District 75 High School students do not attend school
Feb 2	Chancellor's Conference Day for Staff Development Non-District 75 high school students do not attend school
Feb 3	Spring Term begins for high school students
Feb 16-20	Midwinter Recess Schools closed
Feb 23	Students return to school
Mar 2-3	District 75 School Programs Parent-Teacher Conferences*
Mar 11-12	Middle School Parent-Teacher Conferences*
Mar 18-19	Elementary School Parent-Teacher Conferences*
Mar 26-27	High School Parent-Teacher Conferences*
April 3-10	Spring Recess Schools closed
April 13	Students return to school
April 23	Pre-kindergarten Non-Attendance Day
May 25	Memorial Day observed Schools closed
Jun 4	Chancellor's Conference Day for Staff Development Students do not attend school
Jun 25	Regents Rating Day Students enrolled at non-District 75 high schools do not attend school
Jun 26	Last day for all students. Early dismissal

*Parent-teacher conference dates are citywide. However, schools may decide to hold their conferences on alternative dates. Please check with your school for specific schedules. For assessment dates and other calendars, please visit schools.nyc.gov/calendar.

IN THIS GUIDE...

- 1 Letter from Chancellor Fariña**
- 2 The Four Pillars**
 - Our commitment to improving student achievement
 - Increasing opportunities for students
- 4 Parent Engagement: Informed and Involved**
 - How to stay involved in your child's education and connected with the people supporting your child
 - How to become a parent leader
 - Attendance policies and the impact of absences on academic goals
- 9 Achieve in the Classroom**
 - Common Core Standards: what your child is learning
 - Assessments and changes to the promotion policy
 - Academic and personal behaviors that lead to success in college and in the workplace
 - Respect For All policies and what to do if your child is the victim of discrimination or harassment
- 14 Intro to Pre-Kindergarten**
 - Importance of pre-k and how to enroll your child
 - Admissions timeline for pre-k
- 16 Intro to Elementary School**
 - Learning in the elementary grades
 - Gifted & Talented programs
 - Admissions timelines for elementary and middle school
- 19 Intro to Middle School**
 - Course requirements aligned to the New York State standards
 - Admissions timeline for high school
- 22 Intro to High School**
 - Preparing for college and a career: graduation requirements for the Regents and Advanced Regents diplomas
 - Advanced classes and challenging your child
- 25 Planning for the Future**
 - How to make the most of summer and other opportunities outside of school
 - Resources for college and career exploration
 - Completing applications and admissions exams for college
 - It's Never Too Late to Graduate: programs to get back on track
- 30 Figuring Out Finances**
 - How to start saving for college, what you can expect college to cost, and how you can pay for it
- 32 Supports and Services**
 - Translation and interpretation services
 - Support for English Language Learners, Individualized Education Programs (IEPs) and special education, and accessibility for students with disabilities
 - Health and mental health programs
- 34 Know Your Rights**
 - Your rights as a parent or guardian and your child's rights as a student
- 35 Learning at Home**
 - How to support your child's learning at home

LETTER FROM CHANCELLOR FARIÑA

Dear Parents,

Welcome to the 2014-15 school year. As a parent, grandparent, and educator, I know that great schools foster emotional connections with students and their families: they succeed not only by reaching parents, but also by including them in decisions affecting their child's education. It is our goal to develop a parent-friendly system in which we involve and partner with you.

Here are a few strategies for becoming involved:

Volunteer at school: There are many ways for you to volunteer at your child's school—attend field trips or curriculum nights, join a school committee, or help out with the school play. Talk to your parent coordinator to discover what opportunities are available in your child's school—your presence sends all children a clear message about the value of education.

Attend parent workshops, info sessions, and conferences: Throughout the school year, there are plenty of events for you to attend to help you build your knowledge, skills, and understanding of how the public schools work. All these events are free and designed to provide you with powerful tools. With topics ranging from enrolling in kindergarten to college and career readiness, you will leave these workshops and sessions feeling informed and empowered.

Advocate for your child and your school: There are opportunities at every level to make your voice heard and become better informed about the issues at your school and in your district. All schools have a Parent or Parent-Teacher Association open to all parents and families. I also encourage you

to support your district's Community Education Council, made up of elected parent volunteers, which helps shape educational policies and priorities in your district. You can also attend monthly meetings of the Panel for Educational Policy, the voting body that approves citywide educational policies. In short, I encourage you to get involved, communicate, and collaborate.

As your child's first teacher, you have the great opportunity to help your child at home. We want to give parents a clearer sense of how to support students' studies outside the classroom. In this guide, you will learn about the expectations for your child, ways for you to stay connected, important policies affecting your child's education, and resources to help you ensure your child is prepared at every step and on track to graduate ready for college and a career.

We have placed a renewed emphasis on what happens in the classroom. By providing more professional development for educators, we will improve student outcomes. But most importantly, we are changing the way we make decisions so that the entire school community is included in the process—and that means everyone. When it comes to your child's education, there are no barriers: we speak your language, and can offer the translation services you need to communicate with your child's teachers and school staff. The best schools are communities in which people have a shared vision and a mutual commitment. Together, we can ensure that all of our students benefit from a high-quality education.

Best wishes for a wonderful school year.

Sincerely,

Carmen Fariña
Chancellor



THE FOUR PILLARS

A VISION FOR ALL NEW YORK CITY PUBLIC SCHOOLS

“We can vastly improve the quality of schools across the City through collaboration and partnership. These four pillars are at the heart of how we will move our schools and students forward.”

—Chancellor Carmen Fariña



PILLAR 1:

Improve Student Achievement by Providing High-Quality Instruction Aligned to the Common Core State Standards

- Focus additional attention and resources on second, seventh, and tenth grades, because each is critical to a student's success in later grades.
- Give all children access to high-quality, full-day pre-kindergarten, the foundation for a student's success in high school and beyond.
- Strengthen support for middle schools by introducing interactive arts instruction, and offering enriching after-school programs to promote creativity and confidence.
- Develop and enhance 21st-century digital skills by integrating technology into all classrooms and expanding students' exposure to science, technology, engineering, and math (STEM) curricula.
- Close achievement gaps by expanding bilingual and dual-language programs for English Language Learners.
- Create innovative services and programs, including the expanded use of assistive technology, for students with disabilities.

Mission Statement:

The New York City Department of Education is committed to working collaboratively with parents, educators, school communities, and external stakeholders to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically thinking adult.



PILLAR 2:

Restore Dignity and Respect to the Craft of Teaching and to School Leadership

- Recognize and celebrate our educators' dedication, talent, and expertise.
- Provide substantial administrative, legal, and fiscal support to school leaders so that they can focus on teaching and learning.
- Give school leaders an opportunity to participate in policy decisions and professional development.
- Increase opportunities for educators to share and replicate strong practices and learn from one another.
- Reform system-wide accountability by reducing the reliance on test scores and incorporating more qualitative measures of success.



PILLAR 3:

Engage Parents and Families in Every Aspect of School Life

- Host frequent parent workshops and conferences so that families can learn more about their children's education and have access to experts in the field.
- Expand English as a Second Language, computer, and financial literacy classes for parents so that they can better support their children's education.
- Increase the use of social media, e-mail, and written publications to expand outreach to parents so they may better understand and participate in their children's education, as well as in policy-making decisions.
- Increase training opportunities for parent coordinators so that they may forge stronger relationships with parents.



PILLAR 4:

Create New Collaborative and Innovative Models

- Harness the vast and exceptional resources of our City to partner with community stakeholders, such as businesses, non-profits, local colleges, and cultural institutions.
- Create more community schools through partnerships with organizations equipped to provide services to meet the social, emotional, and health needs of students and their families.
- Partner with businesses and universities to establish new Career and Technical Education high schools for energy and technology so that all students can find pathways to college and rewarding careers.
- Enlist every New Yorker in our mission to improve our schools, because everyone benefits from a world-class educational system.

Putting the Four Pillars into Action



Pre-K Expansion

Studies have shown that pre-school lays the groundwork for later success in school and beyond. In the 2014-15 school year, the Department of Education is instituting free pre-kindergarten (pre-k) for all children in the New York City school system. New York State will provide the City with \$300 million in aid for high-quality, full-day pre-k; this funding will allow the City to provide over 50,000 pre-k seats during this school year and over 70,000 the following year.

Expanded After-school Programs in Middle School

We are investing \$145 million to expand after-school programs in our schools. Extended time for enrichment, sports, and academic support is critical in neighborhoods where students have few opportunities to learn outside a traditional classroom.

A New, Complete Promotion Policy

Revisions to Chancellor's Regulation A-501, the promotion policy for students in grades three to eight with standard promotion criteria, will allow educators to make decisions about the students they know best while maintaining high standards. The changes ensure that students' scores on State reading and math tests are no longer the primary factor in promotion decisions.

Investment in Arts Programs

An additional \$23 million will be spent on arts education in the 2014-15 school year. This new funding will help support 120 new certified arts teachers at underserved middle and high schools, improved arts facilities in schools, and new partnerships with cultural institutions. This investment will reach thousands of students with new classes and activities in music, dance, visual arts, and theater.

Educating the Whole Student

Over 40 schools across the City are receiving funding this fall to create Community Schools to improve attendance and prevent dropouts. Each Community School principal and School Leadership Team works collaboratively with a community-based organization to assess school and community needs, provide programs and social services, and turn the school into a vibrant community hub. Services may include vision testing, physical wellness, tutoring, mental health and family counseling, and job training. Maximizing parent, student, and community engagement in the school, and providing critical services and programs can help improve students' academic performance.

Sharing to Learn

The Learning Partners Program creates collaboration between groups of schools around a particular area of learning, such as teacher growth, academic interventions for struggling students, or creating a positive school culture. The program's pilot launched in spring 2014 with 21 schools, and this fall the program expands to 73 schools of all types and grade levels across the five boroughs.



PARENT ENGAGEMENT: INFORMED AND INVOLVED

Stay Involved

There are numerous ways to stay on top of your child's academic progress. Arrange your schedule in advance to be able to attend school meetings, and ask your child's teacher concrete questions.



Ask Questions

Prepare questions to ask your child's teacher during parent-teacher conferences and throughout the year.

- What is my child expected to learn, know, and do at this grade level? How will my child be assessed?
- How are the Common Core Learning Standards being used in my child's classroom? Can you explain how my child's schoolwork is preparing him or her for college and career success?
- What should my child do at home to support what is taking place in the classroom? How can I support my child's learning at home?
- Is my child on track to meet grade level standards by the end of the year?

- What do you see as my child's strengths? Areas for growth?
- Does my child show commitment to school? Is my child attending school or class consistently?
- Are there programs or services in the community that could help my child?

Ask Your Child Questions Each Day About Classwork and School

- What are you studying? I don't know much about that; can you help me understand?
- When is your next test? How are you preparing for it?



THE IMPACT OF FAMILY INVOLVEMENT ON EDUCATION



Higher GPA and standardized test scores



Enrollment in more challenging academic programs



Better attendance



Improved behavior at home



More classes with passing grades



Better social skills

— Source: National Center for Family and Community Communication with Schools (SEDL)

Get to Know Your Parent Coordinator

If you feel uncomfortable speaking English, don't let a language barrier stop you. What you have to say is more important than the language you say it in! Your parent coordinator can arrange translation and interpretation services for you.

Parent Coordinators

Parent coordinators are an important part of our school community. They are responsible for:

- Creating a welcoming school environment for parents
- Working with the principal to address parent issues and concerns at the school
- Conducting outreach to engage parents in their child's education
- Strengthening parent involvement in their child's education

As a member of the school staff who is supervised by the school principal, the parent coordinator partners with and supports the work of the Parent Association/Parent-Teacher Association, School Leadership Team, community groups, and more. Call or visit your school for more information.



PARENT-TEACHER CONFERENCES

Parent-teacher conferences provide a great opportunity for you to talk with your child's teacher about what your child is learning at school and how you can support this learning at home. This school year, in addition to the afternoon and evening parent-teacher conferences held in the fall and spring, most schools will offer two additional citywide evening conferences.

Visit schools.nyc.gov/Calendar for the 2014-15 parent-teacher conference schedule.

Visit schools.nyc.gov/ParentsFamilies for parent-teacher conference resources.

DID YOU KNOW?

Parents of successful students actively help them organize their daily and weekly schedules and monitor this schedule closely to ensure that it is followed.

Staying Connected

ARIS Parent Link Allows Parents to View:

- Student attendance records
- Transcripts (middle and high schools)
- Test results

Log on to ARIS Parent Link at ARISParentLink.org to view information about your child’s academic progress—including your child’s New York State test results. You will need your child’s OSIS ID, or student identification number, and a password. If you need your ARIS Parent Link username and password or help logging on to your account, please contact the parent coordinator at your child’s school.

DOE Website

Visit the Department of Education’s website at schools.nyc.gov for the latest news and important announcements about the City’s schools.

You can also find information about your child’s school. Type the school’s name in the “School Search” section on the homepage.

E-mail Alerts

Sign up for regular e-mail alerts about news, enrollment processes, and weather-related scheduling changes at schools.nyc.gov/Subscribe.

311

If you have additional school-related questions, call **311**, where a trained operator can help you.

Text*

Send “nycschools” to **877-877** to receive updates.
**Message and data rates may apply.*

Social Media

For real-time, up-to-the minute news about City schools, including school closings, dates, deadlines,



and info, like us at Facebook.com/NYCSchools and follow us at Twitter.com/NYCSchools.

Translation and Interpretation

The New York City Department of Education Speaks Your Language

Free interpretation and translation services are provided in Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu, the nine most commonly spoken languages (other than English) in our schools. If you need language assistance in one of these languages, contact the principal or parent coordinator for help. In addition, there is a Language Access Coordinator in every school who can help provide assistance. Translated documents in these nine languages are available at schools.nyc.gov.

Sign Language Interpreting Services

To obtain sign language interpreting services, please contact your parent coordinator or the Office of Sign Language Interpreting Services at (212) 689-4020.

INTERNET ACCESS

If you don’t have access at home, you can use the Internet for free at a public library. Many schools also allow parents to use their computers to access school-related information; contact your parent coordinator to learn more.



Become a Parent Leader

There are many opportunities for parents to become leaders at the school, district, and citywide level. Learn how to get involved at schools.nyc.gov/Offices/FACE/BecomingaParentLeader.

SCHOOL

PARENT ASSOCIATIONS AND PARENT-TEACHER ASSOCIATIONS

Getting involved starts here!

The PA/PTA meeting is the place to hear what's going on at the school, exchange ideas, solve problems, and help direct the school into the future. The president of the PA/PTA also serves on the school's School Leadership Team (SLT).

SCHOOL LEADERSHIP TEAMS

Join the discussion, and influence budget and curriculum decisions!

SLTs are representatives (parents, staff, and administrators) from within a school community responsible for developing the school's Comprehensive Educational Plan (CEP), or blueprint for school improvement, and ensuring that it is aligned to the school-based budget. SLTs include an equal number of parents and staff.

DISTRICT

PRESIDENTS' COUNCILS

Meet your superintendent and other PA/PTA Presidents once a month; become an advisor.

Each district has a Presidents' Council, made up of the PA/PTA president from each school in the district. This council has a direct relationship with the community superintendent, and provides member support for the PA/PTAs within the district or borough. Council presidents must be members of their District Leadership Team (DLT) and the Chancellor's Parent Advisory Committee (CPAC).

DISTRICT LEADERSHIP TEAMS

Be a force of innovation in education!

District Leadership Teams (DLTs) support School Leadership Teams (SLTs). DLTs develop the district plan for improving education and parent engagement across all schools, from pre-k to high school. DLTs also evaluate the performance of SLTs to measure how well they engage the school community, especially parents, in joint decision making about school plans.

COMMUNITY EDUCATION COUNCILS

Make high-level decisions and change the system for the better.

Each of the 32 Community Education Councils (CECs) represents its community school district, which includes public elementary and middle schools. Each CEC has 11 voting members. Council members are elected by PA/PTA officers every two years. CECs serve in an advisory role to the Chancellor, approve zoning lines, and evaluate community superintendents.

CITYWIDE

CITYWIDE EDUCATION COUNCILS

Advocate for students across the entire school system.

These councils provide citywide representation for the parents of high school students, students with Individualized Education Programs, English Language Learners, and District 75 students.

Community and citywide education council elections will be held in spring 2015. You can play a vital role. Learn more at nycparentleaders.org.

Support Daily Attendance

Every day of school matters. Every day your child is learning or doing something new.

Schools and families can develop partnerships to help students stay focused on their attendance and academic performance. Schools are required to track and record daily student attendance and follow up with families when a student is absent. Your school will set specific policies about what to do if your child misses school and when an absence is considered “excused.” **An excused absence is still recorded as an absence.** Attendance is a part of a student’s official record, and absences may impact a student’s application to other schools or special programs.

What can parents do?

- Set a regular bedtime and morning routine.
- Make school attendance a priority. Avoid making appointments or planning trips when school is in session.
- If your child must miss school, ask how he or she can make up missed work.
- Keep the school informed of changes of address or new phone numbers so that the school can always reach you.



DID YOU KNOW?

Missing just two days per month means a student will miss one month of school by the end of the school year.

If you need help...

- Ask the school counselor to set up a “contract” for your child, with goals for attendance, as well as rewards and consequences.
 - Ask about setting up a weekly time to touch base with the parent coordinator or school counselor to get information about daily and period attendance for the prior week.
 - If needed, ask about providing your child with school counseling services, or an attendance mentor to help follow up.
- To learn more, visit nyc.gov/schooleveryday.



ACHIEVE IN THE CLASSROOM

The Common Core State Standards

The Common Core Learning Standards describe what all students need to know and be able to do at every grade level—starting in pre-kindergarten—in order to graduate from high school prepared for college and a successful career.

In math, the standards lay out a clear set of skills and concepts that encourage students to solve real-world problems. In literacy, the standards ask students to read fiction, as well as non-fiction texts that provide facts and information in subjects such as science and social studies, and to write opinions and arguments in response.

New York City is continuing its commitment to the Common Core Learning Standards. During the 2014-15 school year, schools will focus on:

- Understanding the needs of their learners; for example, your child's school may work to provide additional support for students who struggle with reading
- Establishing instructional priorities to strengthen student achievement; for example, some schools may focus on building students' vocabularies or developing writing skills
- Supporting teacher development through ongoing opportunities for teacher collaboration, training, and feedback



What is My Child Learning?

English Language Arts

Balancing Fiction and Non-Fiction

ABC Learning how to read is an essential part of the curriculum in grades kindergarten through second. In later grades, students develop their skills by reading novels, poetry, and short stories, as well as non-fiction texts such as news articles, reference books, research reports, and historical documents. An emphasis on close reading (uncovering meaning by reading in a very careful way) prepares students to analyze and understand texts on a deeper level and to express their ideas clearly and persuasively, both orally and in writing.

WHY THE CORE?

By setting clearer, more rigorous standards, the Common Core will help students think more critically and compete on a global level.

In 2012, the United States only ranked:



worldwide
in Math



worldwide
in Reading



worldwide
in Science

— Source: corestandards.org

Math

Solving Problems, Explaining One's Thinking



Students focus on understanding concepts more deeply and making connections among topics, instead of simply rushing to get an answer. They have to use their skills to explain how they arrived at their conclusions, showing they understand not just the basic calculations, but the mathematical ideas behind them as well.

Social Studies

Past and Present, Near and Far



Students study history, geography, economics, government, and civics to learn how civilizations, people, and events have individually and collectively shaped the world. They also examine how people and cultures grow and change as well as develop a sense of identity. These learning experiences help students become active and informed on a local, national, and global level.

COMMON CORE RESOURCES TO SUPPORT LEARNING AT HOME

- DOE's Common Core Library
schools.nyc.gov/Academics/CommonCoreLibrary
- DOE's Learn at Home Guides
schools.nyc.gov/Academics/LearnAtHome
- The National PTA's Parents' Guide to Student Success
pta.org/4446.htm
- New York State Department of Education's Engage NY
engageny.org/Parent-Family-Library
- Teaching Channel Videos
teachingchannel.org/videos

Science

The Natural World and How It Works



Students apply scientific concepts to construct explanations about the environment. For elementary students, lessons focus on discovery through a hands-on, inquiry-based approach to learning. In middle school, students learn appropriate scientific practices, such as conducting experiments, researching, and reading and writing science texts. High schools offer four distinct Regents science courses: Living Environment, Earth Science, Chemistry, and Physics, all of which incorporate lab work.

Arts

Learning by Doing



Students may participate in the visual arts, music, dance, and/or theater. Students build their skills and learn to express themselves by creating and performing their own works of art. Students may learn about the materials, vocabulary, and concepts of each art form; connect their studies to the historic, cultural, economic, and other factors that influence the arts; and explore New York City's diverse and rich arts resources in exhibitions and at performances.

Fitness and Health



Staying Active for Life

In pre-k, children have physical education or opportunities for movement and learning about health and safety every day. Starting in kindergarten and continuing through twelfth grade, all students should receive physical education every year and engage in a wide range of fitness activities.

Health education should be integrated throughout elementary grades, with a semester of daily health education required in both middle and high schools. Developing a healthy lifestyle is part of the recommended health and physical education curricula, and is supported through comprehensive programs.

Assessments



Teachers measure student learning on a regular basis in many different ways. They ask students questions, review their classwork and homework, and study their performance on tests and projects. All of these practices serve as opportunities for students to demonstrate what they know and can do. Teachers use this information to revise their instruction and make sure students are learning the skills and content necessary to be successful in college and their future careers. They also collect this information to communicate with students and families about progress toward goals.

Each year, New York State administers the English language arts (ELA) and math exams to students in grades three through eight, and the Regents exams to students in grades nine through twelve.

- To review your child's assessments, log on to [ARISParentLink.org](https://www.arisparentlink.org).
- To see the *Citywide and Statewide Summative Assessment Calendar*, visit schools.nyc.gov/calendar.

Career and Technical Education

Building Career Skills



High school students have the option of attending a Career and Technical Education (CTE) school, which integrates rigorous academic study (science, technology, engineering, and math) into specific careers with work-related skills. These work-based learning experiences allow students the opportunity to learn alongside industry professionals who serve as mentors and guides for future training (including college), and entry-level work. Students participating in these programs gain exposure to high-quality education as well as opportunities in fields including information technology, health care, media and design, construction and sustainability, engineering, and business. Fortune 500 companies will partner with schools in this effort.

- For more information about CTE schools, visit schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE.

Change to Promotion Policy

Revisions were recently made to Chancellor's Regulation A-501, the promotion policy for students in grades three through eight with standard promotion criteria. These changes will ensure that students' scores on State reading and math tests are no longer the primary factor in promotion decisions. If teachers are concerned that your child is not making sufficient progress in English language arts or math to be successful in the next grade, they will prepare a promotion portfolio, or a collection of assessments and student work, that evaluates your child's skills in those subjects. This portfolio will determine whether your child needs to attend summer school, and where he or she will receive additional support to help prepare for the next grade.

Throughout the school year, parents can review their child's work with his or her teacher(s) and discuss the best approach for success. Each year, in February, schools formally notify families in writing if their child is at risk of not meeting promotion standards and being retained in the same grade for the next school year. This enables schools and families to plan for the needed supports and interventions to help students achieve promotion standards by June.

- For more information about the promotion policy, Chancellor's Regulation A-501, visit schools.nyc.gov/RulesPolicies/ChancellorsRegulations.



Academic and Personal Behaviors

Preparing students for college and career success goes beyond the books. Your child must also master other skills and behaviors that lead to success in school, college, and the workplace. These behaviors can be cultivated at home and at school and can be practiced and reinforced from early childhood through young adulthood.

Persistence

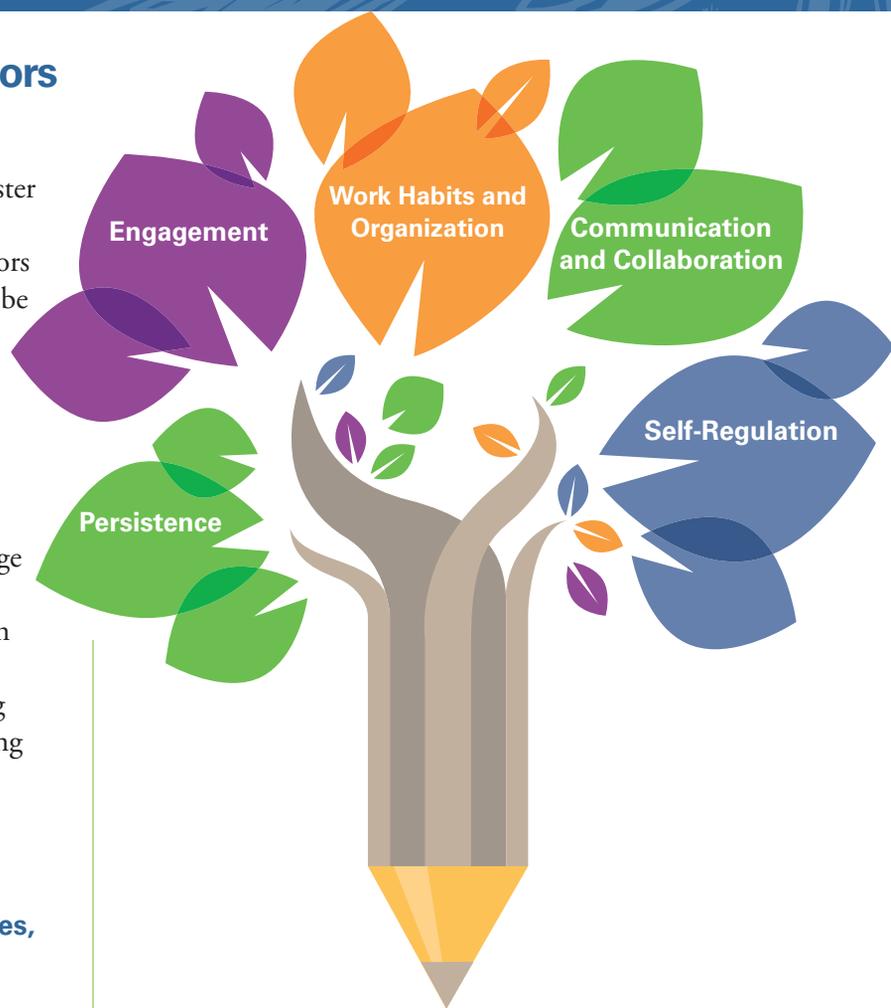
 **Students stay focused on achieving future success even when they encounter setbacks along the way.** Encourage your child to maintain a positive mindset and remain committed to long-term goals, even when faced with obstacles. You can work on this skill at home by supporting your child on challenging assignments and pushing your child to keep trying to do the best job possible.

Engagement

 **Students feel a connection to their school, are involved in school activities, and have healthy relationships with their teachers and peers.** Encourage your child to participate in extracurricular activities and attend school events.

Work Habits and Organization

 **Students work well independently, manage time efficiently, and check their work for accuracy.** Encourage your child to begin assignments as soon as they are given and keep school materials neat and organized. Your child's notebook should have separate sections for each subject and be organized by date.



Communication and Collaboration

 **Students work well together, express their ideas effectively, and ask for help when needed.** To help your child strengthen these skills, work together to create a list of classmates your child can contact with questions about an assignment.

Self-Regulation

 **Students take on challenges rather than avoid them, behave appropriately, and reflect upon their own conduct.** You can demonstrate self-regulation for your child by being a good role model: listen to what people have to say before saying what you want to say, and consider all sides of a problem when trying to find a solution.

Respect For All

Each student and staff member brings to our public school communities the richness of our City's cultural diversity and the desire for respect. Verbal and/or physical aggression have no place in our schools, especially when prompted by prejudice, intolerance, or fear of difference.

It is the policy of the Department of Education to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying, and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation, or weight.

Examples of These Behaviors

Discrimination, harassment, intimidation and/or bullying may take many forms and can be physical, social, verbal, or written.

- **Physical** harassment involves physical injury or threat of injury.
- **Social** harassment involves humiliating or isolating a person.
- **Verbal** harassment refers to mean-spirited teasing or insulting language.
- **Written** discrimination, harassment, intimidation, and/or bullying includes electronic communications (cyberbullying) using information technology including, but not limited to: Internet, cell phone, e-mail, personal digital assistants, social media, blogs, chat rooms, and gaming systems.

To better understand the environment at your child's school, you can view the annual NYC School Survey results, which include feedback from parents, students, and teachers about safety and respect at your child's school.

Visit: schools.nyc.gov/accountability/tools/survey.

Our policy prohibits verbal and physical aggression by students against other students and by staff against students. Such discrimination, harassment, intimidation, and/or bullying is prohibited in school, during school hours, before or after school, while on school property, at school-sponsored events, or while traveling on vehicles funded by the Department of Education. This behavior is also prohibited off school property when it disrupts the educational process or endangers the health, safety, morality, or welfare of the school community.

Report an Incident

Students who believe they have been the victim of bullying or intimidating behavior, harassment, or discrimination by another student or by a staff member, and all students with knowledge of such behavior, should report the incident immediately.

- A student may make a report of bullying, intimidation, discrimination, or harassment by another student in writing or by telling the school staff members listed on the school's **Respect For All** posters, which are displayed throughout the school, or to any school staff member.
- A student may make a report of staff-to-student harassment, intimidation, and/or bullying to the principal or to the **Office of Special Investigations**. Visit schools.nyc.gov/offices/generalcounsel/investigative/osi for more information.
- A student may make a report of staff-to-student discrimination based on race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability to the principal or to the **Office of Equal Opportunity**. Visit schools.nyc.gov/oeo for more information.
- Reports should be made as soon as possible after the incident so they can be effectively investigated and addressed.
- To learn more, visit schools.nyc.gov/RulesPolicies/RespectForAll.

PRE-KINDERGARTEN

PRE-K

PRE-K FOR ALL

Research shows that quality pre-kindergarten strongly contributes to increased lifelong success. Students who attend pre-k have more positive attitudes toward school, develop greater academic motivation and capacity for independent work, and are less likely to repeat grades.

Enrolling Your Child in Pre-Kindergarten

This is an exciting and historic time in New York City as many more full-day seats are now available across the City. Families of children born in 2011 may apply for the 2015-2016 school year. Refer to the *Pre-Kindergarten Directory* for more information about pre-k programs in public elementary schools and Community-Based Early Childhood Centers (CBECCs).

New York State Pre-Kindergarten Foundation for the Common Core

Pre-k is a time of growth and exploration for you and your child. Your child's development can happen at different stages and times, but there are some milestones based on research, theory, and practice that we expect children will achieve by the end of pre-k. These milestones are captured in the New York State Pre-Kindergarten Foundation for the Common Core and organized into five domains of development, defined below.



Pre-K: Learning Begins Right Away

Early childhood education begins well before a child enters school—it begins at birth. You are your child's first teacher, and everything you teach your child matters. Give your child many great experiences—visit the library; read together every day; and talk as you ride the bus, walk in the park, or visit a museum. Listen to your child and help him or her to feel valued.



FIVE DOMAINS OF DEVELOPMENT

Approaches to Learning

How children become involved in learning and acquiring knowledge

Physical Development and Health

Children's physical health and ability to engage in daily activities

Social and Emotional Development

How children form positive relationships that give meaning to experiences at home, school, and within the larger community

Communication, Language, and Literacy

How children create, comprehend, and communicate meaning

Cognition and Knowledge of the World

What children need to know and understand about their world and how they apply this knowledge

Pre-Kindergarten Admissions Timeline

March – April

- Review the *Pre-K Directory* on the pre-k website: nyc.gov/schools/prek.
- Attend a Pre-K Parent Information Session in your borough. Dates will be posted on the pre-k website.
- Attend open houses at schools of interest. Dates and locations will be posted on the pre-k website.
- Complete the pre-k application for public schools and Community-Based Early Childhood Centers (CBECCs). The application can be submitted online or a paper copy can be submitted to your local Enrollment Office: nyc.gov/schools/enrollmentoffices.
 - Make sure all information listed on the application is accurate.
 - Keep a copy of your receipt.

June

- Receive your admissions decision letter and pre-register if you received an offer and wish to accept it.
- Contact pre-k programs directly to get on waitlists if you missed the application period.
- Continue to visit and apply to CBECC pre-k programs.

July – September

- Public school waitlist offers will be made on an ongoing basis if seats become available.
- Pre-register if you received an offer and wish to accept it.

For a list of enrollment offices, visit nyc.gov/schools/enrollmentoffices.



Tips for Providing an Emotionally Supportive Environment for Your Child

- Establish routines, schedules, and rules.
- Reinforce positive behaviors.
- Listen and talk to your child. Help your child describe personal feelings; talk about your own.
- Remain calm in difficult situations and model coping skills.



ELEMENTARY SCHOOL

ELEMENTARY

All children need to develop a love of learning in order to excel in a world where information changes rapidly. The main goal of elementary school is to develop your child's capacity to master learning itself. In school, students study language arts, mathematics, social studies, science, the arts, and other subjects, and develop the creativity, critical thinking skills, and problem-solving ability that they will need to meet the challenges of later grades.

The elementary grades are a critical part of your child's educational experience. These grades set the foundation for the basic skills required in reading, writing, listening, speaking, math, science, social studies, health and physical education, and the arts. Elementary school also develops your child's social skills and ability to communicate and work with other people.

Work with your child's teachers to support your child. Building positive relationships with teachers, other parents, and your child's school staff creates a richer environment for your child to grow in. You can also support your child by talking about school and what your child is learning each day.

Preparing and helping your child to get ready for school demonstrates that school and learning are important to you. You will also show that you are a real partner in the learning process.

Here are some great resources to help you enrich your child's education:

- engageny.org/parent-family-library
- nycgovparks.org
- nypl.org
- bklynlibrary.org
- queenslibrary.org
- coolculture.org
- pbs.org/parents
- sesamestreet.org/parents
- aboutourkids.org/families

Elementary School Admissions Timeline

Fall

- Find your zoned school by visiting nyc.gov/schools/schoolsearch or by calling **311**.
- Attend an information session and submit a request for Gifted & Talented testing, if desired.
- Review the *2014-2015 Elementary School Directory*.
- Call or visit schools of interest regarding open house and tour dates.

Winter

- Check the kindergarten website for important dates and additional information for families of students with disabilities: nyc.gov/schools/kindergarten.
- Attend a kindergarten information session.
- Submit your kindergarten application.
- If you submitted a request for Gifted & Talented testing, your child will be tested.

Spring

- Receive a kindergarten placement.
- Find out the results of your child's Gifted & Talented test, and submit an application, if eligible.
- Receive Gifted & Talented placement results.

➤ For more information, visit schools.nyc.gov/ChoicesEnrollment/Elementary.

Gifted & Talented Programs

Gifted & Talented (G&T) programs are one way the Department of Education supports the needs of high-performing students. G&T programs deliver accelerated, rigorous, and specialized instruction aligned to the Common Core Learning Standards. New York City students who are entering kindergarten through third grade are eligible to participate in G&T admissions. Children must pass a test to be eligible for G&T programs.

Gifted & Talented Admissions Timeline

October

- Review the G&T Program Handbook on the G&T website at nyc.gov/schools/GT.
- Attend a G&T Parent Information Session in your borough (dates will be posted on the G&T website).
- Complete the G&T Request for Testing (RFT) for students seeking G&T placement for grades kindergarten through three. The RFT can be submitted online or a paper copy can be submitted to your child's school or your local Enrollment Office: nyc.gov/schools/enrollmentoffices.
 - Make sure all information listed on the RFT is accurate.
 - Keep a copy of your receipt.

November – December

- Prepare for the G&T exam using sample questions from the *G&T Program Handbook*.

January – February

- Current kindergarten through second grade public school students will be tested during the school day in their current schools (parents will be given 48 hours notice before testing).
- Current pre-k, private school, and charter school students will be tested on a weekend according to the dates chosen on the RFT.

For a list of enrollment offices, visit nyc.gov/schools/enrollmentoffices.

April

- Receive G&T exam scores.
- If eligible, complete a G&T application online or in person at your local Enrollment Office.
 - Make sure all information listed on the application is accurate.
 - Keep a copy of your receipt.
- Attend open houses at schools of interest (dates and locations will be posted on the G&T website).

May – June

- Receive your admissions decision letter and pre-register if you received an offer and wish to accept it.

July – August

- Register for summer testing if you meet the criteria and want your child to be considered for G&T placement in September.
 - Student must be entering kindergarten or first grade.
 - Student must have established residency in NYC after the original RFT deadline.
- Receive G&T summer exam scores.
- If eligible, complete a G&T application online or in person at your local Enrollment Office.

July – September

- Additional offers will be made over the summer if seats become available.
- Pre-register if you received an offer and wish to accept it.

➤ For more information, visit schools.nyc.gov/Academics/GiftedandTalented.

GET READY FOR MIDDLE SCHOOL



Prepare:
Grade 4

Help your child achieve good grades; learn about middle school options.



Apply:
Grade 5

Finding the right middle school for your child is a process. Take time to attend open houses, school fairs, and learn about admissions requirements for certain schools. There are a wide array of middle schools; choices abound.

Middle School Admissions Timeline

Your child has many options when it comes to choosing a middle school. Help your child think about how personal interests and goals match with the programs offered at different schools. Contact your child's school for help completing the admissions application.

September

- Review the middle school directory.
- Meet with your school's guidance counselor to discuss middle school options and the Request for Testing (RFT), where applicable.
- Contact schools of interest about open houses, information sessions, and audition dates.
- Check the middle school website for important dates at nyc.gov/schools/middleschool.
- Attend the District Middle School Fairs.

October

- Attend the District Middle School Fairs.
- Return the RFT, if applicable, to your guidance counselor.
- Attend information sessions and open houses.
- Review admissions priorities for each school.

November

- Receive the middle school application.
- Check your commute for schools of interest.
- Get your application ready:
 - Rank the schools you are interested in attending.
 - Sign the application.
 - Make a copy of the application.

December

- Submit your completed application to your school's guidance counselor.

January – February

- Attend auditions and interviews; complete school-based assessments and/or portfolios.

March

- Receive and return the New Middle Schools application to guidance counselor (optional).

May

- Middle school match results distributed.
- Students who participated in the new schools round with two matches must notify their guidance counselor with their selection.
- Students who wish to appeal their match must also return a notification letter to their school, then return the completed appeal application.

June

- Middle school appeal results distributed.

➤ For more information about middle school options, including additional information for families of students with disabilities and a calendar of important dates, visit schools.nyc.gov/ChoicesEnrollment/Middle.

MIDDLE SCHOOL

MIDDLE

Chancellor Fariña has identified middle school, and seventh grade in particular, as a pivotal period in a child’s academic and social growth. This is the time when students should begin preparing for college and participating in constructive after-school activities.



Middle School Academics

Your child receives instruction aligned to New York State learning standards in specific subject areas. In **sixth grade**, the principal at the school may decide how much time students spend on these subject areas, except physical education and health, which have specific time requirements.

In **seventh and eighth grade**, students must study certain courses for specific amounts of instructional time (see the academics table on page 20).

In any grade, schools may exceed the requirements described here and offer additional experiences such as advisory and community service opportunities, and other youth development courses that, while not required, may enhance students’ college and career readiness and provide meaningful educational experiences.

See the *Change to Promotion Policy* on page 11 for more information.

Middle School Challenges

Middle school is an important time of transition in the life of your child. This age can present many challenges for students as they experience physical, emotional, and social changes. Your child may have issues with self-esteem, confidence, and achievement. Your child wants to be independent, but will still need support from you. Middle schoolers can lose their focus on academics, so you and your child’s teachers must work hard to appeal to your child’s interests and explain why learning is relevant to life. It’s also very important to stay involved and know what’s going on in your child’s life. Keep lines of communication open, remain in touch with other parents, and stay informed about your child’s school.

The goal of a strong middle school experience is for all students to refine and apply their reading, writing, listening, and speaking skills. Students will also extend their knowledge and understanding in a variety of specific content areas such as math, science, social studies, and the arts. In addition, students must work on their organization and time management as they juggle multiple projects, different classes and an increased workload for the first time.



SEVENTH AND EIGHTH GRADE ACADEMIC REQUIREMENTS

English Language Arts (ELA)		Both grades
Social Studies, including Geography and United States History		Both grades
Math		Both grades
Science		Both grades
Languages Other than English (LOTE)		At least one year, which may begin as early as kindergarten and no later than eighth grade
Physical Education		Every year
Health Education		The equivalent of one semester before eighth grade
Arts Education		The equivalent of two semesters covering at least two of these disciplines: visual arts, music, dance, and/or theater
Technology Education		The equivalent of one year in either grade, which may be part of another course
Library and Information Skills		One period per week, which may be part of another course
Career Development and Occupational Studies		Your school determines the amount of time, and may include this as part of another course
Home and Career Skills		The equivalent of three quarters of a year in either grade, which may be part of another course
Bilingual Education and/or English as a Second Language (ESL)		Depending on student need

GET READY FOR HIGH SCHOOL



Prepare:
Grade **6 & 7**

Research high schools that match your child's interests as early as possible, and learn about schools' unique requirements. There are many information sessions and open house dates; arrange your schedules in advance so that you and your child can make the best decision possible.



Apply:
Grade **8***

**First-time ninth graders may also participate in the high school admissions process for tenth grade enrollment.*

High School Admissions Timeline

There are over 400 high schools featuring more than 700 programs in the five boroughs of New York. From film and music, to science and health care, to business and culinary arts, there is a program to meet the interests and needs of every student.

September

- Review the *2014-2015 High School Directory*.
- Prepare for the Specialized High Schools Admissions Test (SHSAT) using the *Specialized High Schools Student Handbook*.
- Meet with your school's guidance counselor to register for the SHSAT and/or LaGuardia High School auditions.
- Contact schools of interest about open house and information session dates.
- Review audition dates in the *High School Directory* and register for auditions for arts programs.
- Check the high school website for important dates: nyc.gov/schools/highschool.

October

- Attend the Citywide and Borough High School Fairs.
- Receive the high school application.
- Receive a SHSAT test ticket and/or LaGuardia High School audition ticket from your guidance counselor.
- Take the SHSAT.*
- Review admissions priorities for each school.

November

- Take the SHSAT* and/or audition for LaGuardia High School.
- Check your commute for schools of interest.
- Attend auditions and interviews; complete school-based assessments and/or portfolios.
- Get your application ready:
 - Make sure each code listed on the application is accurate.
 - Sign the application.
 - Make a copy of the application.

December

- Submit your completed Round 1 application to your guidance counselor by December 2, 2014.
- Attend auditions and interviews; complete school-based assessments and/or portfolios.

January

- Attend auditions and interviews; complete school-based assessments and/or portfolios.

March

- Round 1 results distributed.
- Round 2 application available.
- Attend the Round 2 Fair.

**SHSAT testing dates are determined by a student's grade level, testing accommodations, and other factors. Confirm SHSAT testing dates with your child's guidance counselor.*

➤ For more information about high school options, including additional information for families of students with disabilities and a calendar of important dates, visit schools.nyc.gov/ChoicesEnrollment/High.

HIGH SCHOOL

HIGH

High school is a time when students are given more work to juggle, and the focus on college and a career after high school grows stronger. Extracurricular activities mix with even more rigorous academic expectations to make high school a time when all your child's hard work starts to pay off. At the same time, the pressure can be powerful, and your child will need your help prioritizing responsibilities and following through on expectations.

Graduation Requirements

Knowing what it takes to earn a high school diploma is essential to helping your child reach this milestone. In New York State, students may earn a Regents or Advanced Regents diploma. The type of diploma earned is determined by course credits attained, Regents exams taken, and Regents exam scores. An Advanced Regents diploma provides students opportunities to complete additional courses in math, science, and languages other than English to support their college and career readiness.

Regents diploma

Advanced Regents diploma

Examination Requirements

Your child must achieve a score of 65 or higher on these five Regents exams:

1. English Language Arts (ELA)
2. Mathematics (Integrated Algebra/Algebra I, Geometry, **or** Algebra II/Trigonometry)
3. Global History and Geography
4. U.S. History and Government
5. Science (Living Environment, Chemistry, Earth Science, **or** Physics)

Your child must meet Regents diploma exam requirements, **AND** score 65 or higher on the following exams:

1. Mathematics (all three of Integrated Algebra/Algebra I, Geometry, **and** Algebra II/Trigonometry)
2. Science (Living Environment **and** one of Chemistry, Earth Science, **or** Physics)
3. Languages Other Than English (LOTE) Exam

Minimum Credit Requirements

8	English Language Arts	8
8	Social Studies: Global History (4), U.S. History (2), Participation in Government (1), Economics (1)	8
6	Mathematics: Including at least two credits of advanced math (e.g., Geometry or Algebra II)	6
6	Science: Life Science (2), Physical Science (2), Life Science or Physical Science (2)	6
2	Languages Other than English (LOTE)*	6
4	Physical Education (every year)	4
1	Health	1
2	Visual Art, Music, Dance, and/or Theater	2
7	Electives	3
44	TOTAL CREDITS	44

*Students seeking an Advanced Regents diploma with an arts or CTE endorsement are required to complete only two credits of LOTE.

DIPLOMA OPTIONS

New York State high school graduation requirements differ depending on the year a student first enters ninth grade. Families can find the most current version of graduation requirements, as well as previous versions, by visiting schools.nyc.gov/RulesPolicies/GraduationRequirements.

Students with Individualized Education Programs (IEPs)

In addition to the Regents or Advanced Regents diploma, students with IEPs have other graduation options available:

- The local diploma, which allows students to earn alternate exam scores; and
- Two new non-diploma credentials that allow students with disabilities to demonstrate career-readiness skills. Note that these credentials are not equivalent to a high school diploma:
 - ▶ The Career Development and Occupational Studies Commencement (CDOS) credential allows students to demonstrate mastery of the academic and personal behaviors required in the workplace. It can serve in addition to a high school diploma or as a standalone credential.
 - ▶ Students who are alternately assessed can earn the Skills and Achievement credential which, although not equivalent to a diploma, supports the attainment of college-readiness skills.



➤ For more information, see the students with disabilities graduation requirements cards at tinyurl.com/gradcardSWD.



Charting the Course

Our goal is for your child to finish high school with a diploma and the necessary skills and knowledge to tackle challenging college courses and demanding jobs. Encourage your child to go beyond graduation requirements and complete a tougher course load.

Advanced Classes

Successfully completing more challenging classes can help your child get into college. Talk to your child's guidance counselor to learn more about the following options:

- Advanced Placement (AP) courses
- Courses for college credit such as College Now or CUNY Early College
- International Baccalaureate (IB) courses
- DOE-certified College Preparatory Courses

Science and Math All Four Years

- **Science:** Encourage your child to complete eight credits, or four years, of Regents-level science (only six credits are required for graduation), including at least three of the following courses: Living Environment, Chemistry, Physics, or AP Science.
- **Math:** Encourage your child to complete eight credits, or four years, of Regents-level math (only six credits are required for graduation), including at least the following courses: Integrated Algebra/Algebra I, Geometry, and Algebra II/Trigonometry.

Common Core-Aligned Regents Exams

In the 2013-14 school year, the New York State Regents exams in English language arts (ELA) and math were aligned to the Common Core Learning Standards. This means that:

- **ELA:** Students who entered ninth grade in 2013-14 or after must pass the Common Core-aligned ELA Regents exam.
- **Math:** Students who began studying high school math (typically algebra) in 2013-14 or after must pass the Common Core-aligned math Regents exam(s). Through January 2015, students may take

THE GROWING INCOME GAP BETWEEN HIGH SCHOOL AND COLLEGE GRADUATES

Earning a college degree is more important than ever. In 1965, college grads earned \$7,499 more than high school grads. In 2013, that number more than doubled to \$17,500.



Millennials in 2013

\$17,500



Generation Xers in 1995

\$15,780



Late Boomers in 1986

\$14,245



Early Boomers in 1979

\$9,690



Silents in 1965

\$7,499

Notes: Median annual earnings are based on earnings and work status during the calendar year prior to interview and limited to 25- to 32-year-olds who worked full time during the previous calendar year and reported positive earnings. "Full time" refers to those who usually worked at least 35 hours a week last year. "College graduates" are those with a bachelor's degree or more.

— Source: Pew Research Center tabulations of March 1965, 1979, 1986, 1995, and 2013 Current Population Survey (CPS) Integrated Public Use Micro Samples

both the Common Core-aligned Algebra Regents exam and the previous, non-Common Core-aligned version of the exam. The higher of the two scores may be used to fulfill graduation requirements.

These new Common Core tests will be more difficult to pass, at first. But this change is important. It will help our schools broaden students' options for the future and offer a more accurate picture of how college and career ready they are.

➤ Learn more at schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies.

PLANNING FOR THE FUTURE

You can help prepare your child for college and career success by considering his or her interests and goals, understanding the different paths available, and looking for the programs and schools that best match your child's aspirations.

Making the Most of Summer

The summer months are a chance for your child to look for learning opportunities outside of school, including summer jobs and internships. Visit nyc.gov/dycd to find computer programs, science programs, performing arts programs, or other opportunities that match your child's interests. Many programs are free and others may offer scholarships.

College Readiness

Work with Your Child to Set High Goals

Starting in elementary and middle school, your child can aim for the high grades and good attendance that many high schools require. To get ready for the challenging work in high school, your child should use the middle school years to expand learning inside and outside the classroom. This might include joining academic clubs and programs during and after school, and taking advanced courses offered by your child's school.

Once in high school, students can prepare for college and career success by taking advanced courses and earning high scores on Regents exams.

College and Career Exploration

Explore early—don't wait until high school.

- Talk with your child about his or her interests and different kinds of careers.
- Help your child talk with adults in your family and community members who have different kinds of careers.
- Research together the educational qualifications necessary for those careers.
- Visit college campuses in the five boroughs or beyond New York City.
- Look for an internship.

COLLEGE AND CAREER RESOURCES

Use these online resources to help you navigate your child's college and career options:

- **College Planning Handbook**
tinyurl.com/collegeplanninghandbook
- **Planning for Success: Supporting Transitions through High School to College and Career**
schools.nyc.gov/Offices/OPSR/parent+guide
- **New York State Higher Education Services Corporation**
hesc.ny.gov
- **Career Zone**
careerzone.ny.gov
- **Big Future by the College Board**
bigfuture.collegeboard.org/college-search
- **First in the Family**
firstinthefamily.org
- **NYC College Line**
nyccollegeline.org
- **NYC EDUTREK**
edutrek.com
- **Checklists for Academic and Financial Preparation**
studentaid.ed.gov/prepare-for-college/checklists
- **College Planning Handbook for English Language Learners and their Families**
schools.nyc.gov/Academics/ELL/FamilyResources/hs+college+handbook

PLANNING FOR THE FUTURE

Taking these steps will help you know exactly what it takes to get into college and find the right career.

Getting In

Your child may need help completing applications and other tasks required for acceptance into college and career programs. Work with an advisor, counselor, or teacher at your child's school to make a plan for researching, preparing, and submitting applications on time.



Students, regardless of immigration status, who reside in New York State and either graduated from high school or took the General Educational Development (GED®) tests in New York are eligible to pay in-state tuition at public colleges in New York State.

It's Never Too Late to Graduate

If your child is between the ages of 15 and 21 and has fallen behind in credits, it's still not too late to graduate. New York City has several schools and programs designed to help your child get back on track to graduate and prepare for life beyond high school, whether beginning college, work, and/or a training program.

Transfer Schools

Students between the ages of 15 and 21 who have completed at least one year of high school are eligible to attend a transfer school. The number of credits required for entry varies by school. Students attend full time during the day to earn a high school diploma.

Young Adult Borough Centers (YABCs)

Students between the ages of 17.5* and 21 who have completed four years of high school and earned at least 17 credits are eligible to attend a YABC. Students attend part-time and in the evening to earn a high school diploma.

**Students must have completed the school year in which they turn 17. The school year begins July 1.*



High School Equivalency Programs

Full-time and part-time high school equivalency preparatory programs prepare students to pass the high school equivalency exam, called TASC (formerly known as the GED®), while preparing them for college and career success. Programs are located in all five boroughs and offer diverse programming, as well as instruction by State-certified teachers. Students must be 18 years old (17 with extenuating circumstances and parent/guardian approval) to enroll in these preparation programs leading to high school equivalency. For students 21 years and older, the Office of Adult & Continuing Education offers classes in Adult Basic Education, High School Equivalency, English for Speakers of Other Languages (ESOL), and Career and Technical Education (CTE).

➤ To learn more about all *Pathways to Graduation* programs, visit www.path2grad.org.

A Closer Look at Applying to College

In addition to a strong academic record and high school diploma, your child will need to take additional steps to get into and successfully complete college.

For a full list of graduation options and resources and to locate sites for transfer schools, YABCs, and high school equivalency preparation programs, visit goingforme.org.

Exams Required for College

Your child will probably need to take at least one college entrance test such as the SAT or the ACT for admission into college. Check with individual colleges to determine if either test is preferred. Colleges often use students' scores from these standardized, national tests to judge how they might perform in college. Additionally, your child may still need to take placement exams after being accepted into college.



PSAT (Preliminary SAT)

The PSAT is designed to measure critical reading skills, math problem-solving skills, and writing skills. It may be taken twice. The DOE pays for the Wednesday administration of the PSAT for tenth and eleventh grade students. Your child's score may be an indicator of how he or she will do on the SAT test and could qualify him or her for potential scholarships. The College Board administers this test.

➤ For more information, visit collegeboard.org/student/testing/psat.

SAT

The SAT is a multiple choice and essay exam, with a maximum score of 2,400. It is designed to measure the critical reading, math, and writing skills of high school students. It is generally taken by students in eleventh and/or twelfth grade and should be taken at least twice. Colleges will usually consider your child's highest scores when making their decisions. Fee waivers and disability accommodations are available, if needed. The College Board administers this test.

➤ For more information about this test, visit sat.collegeboard.org/home.

SAT CHANGES IN 2016

In spring 2016, the new, redesigned SAT will be administered. The test will be scored on a 400 to 1600 point scale, and the essay will be optional. For a full description of changes, visit sat.collegeboard.org/home.

SAT Subject Tests

Typically required by more selective colleges, these tests are designed to measure your child's knowledge of a specific subject. SAT Subject Tests should be taken immediately after your child finishes the corresponding courses in high school. Fee waivers and disability accommodations are available, if needed. The College Board administers these tests.

➤ For more information, visit sat.collegeboard.org/home.

ACT

An alternative to the SAT test, the ACT is offered with or without a writing section. The test covers English, math, reading, science, and writing, and has a maximum score of 36. Fee waivers and disability accommodations are available, if needed.

➤ For more information, visit act.org.

Advanced Placement (AP) Exams

AP exams are rigorous, multiple-component tests that provide a standardized measure of what students learned in their AP class. Each AP course has a corresponding exam that students may take in the spring. Students' scores on the exam can qualify them for college credit and placement out of introductory courses or into more challenging ones. This can save students and families thousands of dollars on college tuition.

➤ For more information about these tests, visit apcentral.collegeboard.org.

PLANNING FOR THE FUTURE

Your child has many options when it comes to choosing a college. Help your child think about how his or her interests and goals match with the programs offered at different schools. Work with your child's school to help your family complete the necessary steps for application and admission.

NINTH GRADE

FALL
9TH

- Encourage your child to join clubs and sports teams and seek out volunteer experiences.
- Help your child register for a professional sounding e-mail address (for example, your child's name@gmail.com). Students will need this for their résumé.
- Make sure teachers get to know your child. These teachers may later write recommendations for your child for college, jobs, and internships.

SPRING

- Remind your child about the importance of good grades. An overall grade point average (GPA) of 80 or above will give your child a wide range of college and career opportunities.

TENTH GRADE

FALL
10TH

- Have your child sign up for a free collegeboard.org account. College Board is an important resource for college-bound students, with information about college admissions exams, individual colleges, financial aid, and much more.
- Ensure that your child studies for and takes the PSAT in October.
- Review your child's PSAT scores with his or her college advisor, counselor, or teacher.

SPRING

- Sign your child up for SAT subject tests (in June) for subjects in which your child earned at least an 80.
- Help your child write a résumé and practice interview skills for jobs and colleges.

Colleges consider students' GPA, the average of the grades students achieve in their classes, when making admissions decisions. Encourage your child to maintain an average of 80 or higher.



ELEVENTH GRADE

- FALL**
11TH
- Review your child's SAT scores and transcript, and begin to research colleges. If you haven't started this process yet, have your child meet with the school's college advisor or guidance counselor to learn about different types of colleges.
 - Based on your research, make a college list that includes a handful of schools your child is more and less likely to get into. Ask your child to show it to the college advisor for suggestions. Visit as many schools on the list as possible.
 - Encourage your child to begin working on college essays. Check with individual colleges for their essay requirements.
- SPRING**
- Work with your child to sign up for an SAT prep course (that begins in January) and to register for the actual SAT (about a month before the testing date).
 - Help your child choose teachers to ask for recommendations at the end of the school year.
 - Look into New York State Opportunity Programs, which help students gain admittance to two-year and four-year colleges and provide academic support, financial aid, and individual counseling. Eligibility depends on the college or university. Contact your prospective schools' admissions offices for more information.

TWELFTH GRADE

- FALL**
12TH
- Ensure that your child takes the SAT for a second time in the fall.
 - Finalize your child's college list.
 - Remind your child to request teacher recommendations from two teachers.
 - Help your child organize important dates for all of the colleges on his or her list.
 - October:** Submit City University of New York (CUNY) applications, including a request to send SAT/ACT scores.
 - November:** Submit State University of New York (SUNY) applications, including supplemental materials and SAT/ACT scores.
 - December:** Submit private school applications, including essays and SAT/ACT scores.
- SPRING**
- Review decision letters and financial aid packages with your child and college advisor, and decide where to enroll.
 - Complete all necessary registration, housing, and medical forms, and submit any required deposit to secure your child's space.
- SUMMER**
- Remind your child to check mail and e-mail for updated information from the college about enrolling in classes, orientation, and any required testing. Review all the letters with your child's college advisor.
 - Encourage your child to stay in touch with the high school after graduation. Your child might be able to help mentor younger students through the college application process.

FIGURING OUT FINANCES

Money Matters

It's never too soon to start saving for college and life after high school. While you shouldn't let financial concerns limit your child's future options, it is important for you to understand how much college costs and how to pay for it.

- With the help of State and federal financial assistance, most students can afford to go to college. To qualify for assistance, you will need to take a few steps, including filing your taxes annually.
- New York State offers a 529 savings option called Direct Plan, which can help families save for college. It is an investment account in which you can set aside money to pay for qualified higher education expenses, such as tuition, certain room and board costs, books, and fees. The State's 529 plan offers tax benefits that are not available with other types of savings accounts. For more information, visit nysaves.com.
- State and federal aid will help cover the costs of college, but many important pre-college costs are the responsibility of families. Families should plan for application costs, standardized test fees, trips to colleges, and extra courses to prepare for tests.



Understanding College Costs

The biggest college expense is usually tuition. Tuition is the price colleges charge for classes. Students also pay other fees related to attending college. In addition to tuition and fees, there are generally four other categories of expenses included in the total cost of attendance: housing and meals (also called room and board), books and supplies, personal expenses, and transportation. These expenses will vary for every student, but should always be included in your calculations of the total cost of attendance. Below is the average cost of attendance for students who attended a four-year college or university in fall 2013.

➤ Visit collegecost.ed.gov/scorecard to estimate the net price for a particular college or university.

TOTAL COST FOR STUDENT LIVING AT HOME ATTENDING A FOUR-YEAR SCHOOL

College	CUNY	SUNY	NY PRIVATE COLLEGE
Tuition and Fees	\$6,130	\$7,220	\$36,800
Room and Board	\$3,066	\$3,860	\$3,940
Books and Supplies	\$1,248	\$1,270	\$1,100
Transportation	\$1,020	\$1,770	\$1,150
Personal Expenses	\$1,776	\$1,520	\$1,900
TOTAL COST OF ATTENDANCE	\$13,240	\$15,640	\$44,890

While money concerns should not stop you and your child from exploring all options, you do need to know how much college costs and the types of financial aid available to help pay for it. With financial aid and scholarships, most students can afford to go to college.

Financial Aid

After applying to college, the next step is to apply for financial aid. The amount of aid your child receives depends on your income, the number of people you support, and whether other members of your family are in college. To be eligible, you must file your taxes annually.

To apply for aid, you must complete the Free Application for Federal Student Aid (FAFSA) form. The FAFSA is the single most important application for need-based financial assistance. It considers your child's need and eligibility for State, federal, and college-sponsored financial aid, including grants, loans, and work-study programs. For more information, visit fafsa.ed.gov. You must complete a FAFSA application for every year that your child is in college.

➤ Many schools will also require your child to complete College Board's CSS/Financial Aid profile. Visit collegeboard.com/profile.

Loans

Financial aid alone might not be enough to cover the full cost of college. In that case, your child might be eligible to borrow money in the form of a loan that must be paid back. The terms of the loan depend on the lender.

Government loans—both State and federal—offer the most attractive borrowing rates and repayment plans, but might not cover all expenses. Meanwhile, private loans, available through private lending institutions such as banks, are another way to plug any gaps in funding. However, the terms and rates are not as reasonable as government loans.

➤ For more information about paying for college, visit bigfuture.collegeboard.org.



Grants and Scholarships

Grants and scholarships are financial support that does not need to be repaid and is based on either need or merit. Your FAFSA form helps colleges know if your income qualifies your child for a Pell or TAP grant, the two largest income-based grant sources.

Scholarships, and some grants, are awarded to students based on their academic or extracurricular record of achievement. Most schools offer some sort of scholarship aid based on academic merit, academic concentration, interests, and other criteria. The criteria varies by school, so be sure to ask each college your child applies to about these options.

Organizations and groups like businesses, associations, and non-profits are other sources of scholarships and grants.

Private colleges and universities are often more expensive than public ones, but private schools can sometimes offer larger financial aid packages and scholarships to qualifying students.

Work-Study Program

Students with financial need may be eligible for part-time campus or community service jobs. Most students work a part-time schedule and earn money that can be used toward books and other expenses.

SUPPORTS AND SERVICES

English Language Learners

English Language Learners (ELLs) are students who speak a language other than English at home and score below proficient on English assessments when they enter the New York City school system. The Department of Education offers a variety of programs to ensure that ELLs attain English language proficiency, achieve high academic standards in core subjects, and are prepared to meet the Common Core standards.

Assessment

All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). This survey informs school staff what language is spoken in a child's home. If the HLIS indicates that your child speaks a language other than English at home, your child is administered an English proficiency test called the New York State Identification Test for English Language Learners. This assessment determines whether your child is entitled to English language development support services.



Program Options

Schools are required to hold orientations for parents or guardians of newly identified ELLs to inform them of the three different ELL programs that are available. At the end of each orientation, parents will complete a Parent Survey and Program Selection Form, which indicates the program that you are requesting for your child.

- **Dual Language** programs provide instruction in two languages to enable students to develop bilingualism: proficiency in reading, writing, and speaking in English and their native language. The dual language model is determined by the student demographics in the school and district; however, ELLs receive priority enrollment. The amount of instructional time dedicated to each language can vary by model and school.
- **Transitional Bilingual Education** programs provide English language arts, native language arts, and subject area classes in students' native language and in English. As students develop English proficiency, time spent learning in English increases and native language instruction decreases.
- **English as a Second Language (ESL)** programs are offered in all New York City public schools and are taught in English to develop English proficiency. ESL programs may vary; some schools may offer standalone ESL classes while others may incorporate ESL instruction into individual subject area classes, such as science.

➤ For more information about these programs, visit schools.nyc.gov/Academics/ELL.

Approximately **147,345** New York City students are English Language Learners.

— Bilingual Education Student Information Survey (BESIS)

Special Education

What Parents Need To Know About IEPs

- An Individualized Education Program, or IEP, is a road map for your child’s education, outlining specific educational goals, as well as the programs and supports needed to accomplish them.
- As a parent, you play a key role in the IEP development process. Developing your child’s IEP is an opportunity for you as well as teachers and other professionals at your child’s school to share insights about how your child learns best and how to support academic and personal growth.

Transitions are Challenging for Everyone

- Preparing for life after high school requires that students and parents understand how students’ academic programs—the courses and exams that they take through middle and high school—align with their goals after graduation.
- Planning in middle school and high school will ensure that your child has high-quality options after high school. We are committed to working with you and your child to develop and implement a comprehensive transition plan that prepares your child for college, a career, and independent living.

➤ For *A Parent’s Guide to Special Education*, as well as additional information and resources, visit schools.nyc.gov/academics/specialeducation.

Accessibility

The DOE is working to ensure that its programs, services, and activities are accessible to students with disabilities, including students with mobility

impairments or other physical disabilities, in compliance with the Americans with Disabilities Act. We assess all our buildings on a regular basis to determine which schools are functionally accessible to students with disabilities.

➤ For a list of functionally accessible schools, visit schools.nyc.gov/Offices/OSP/Accessibility.

Health and Mental Health

Office of School Wellness Programs

New York City public schools offer a wide range of wellness programs to ensure that students are healthy in mind and body. Policies and initiatives like Move-to-Improve, the School Wellness Council grant program, and the Health Education Leadership Program, help students stay active and live healthy. These programs are part of a larger commitment to raising student achievement levels and combating the childhood obesity epidemic.

➤ For more information, visit schools.nyc.gov/Academics/FitnessandHealth.

School-Based Mental Health Program

The DOE’s School-Based Mental Health Program offers a variety of services, including counseling, therapy, and specialty care that targets students who have emotional and behavioral difficulties in general education. The program oversees collaborations and initiatives with mental health agencies, hospitals, and non-profits that treat, prevent, and educate students and their families who are dealing with mental health issues that impede academic achievement.

➤ For more information, visit schools.nyc.gov/Offices/Health/SBHC/MentalHealth.

THE GOALS OF SPECIAL EDUCATION IN NEW YORK CITY

1



Close the achievement gap between students with disabilities and their peers without disabilities

2



Provide increased access to and participation in the general education curriculum

3



Empower all schools to have greater curricular, instructional, and scheduling flexibility to meet the diverse needs of students with disabilities

KNOW YOUR RIGHTS

Under State and federal law, you have certain rights as a parent or guardian. These include the right to:

- Get information about and attend public meetings as well as hearings of the Chancellor, City board (i.e., the Panel for Education Policy), community superintendents, community education councils, and schools
- Appeal a school decision or file complaints with the Department of Education and/or other State or federal agencies about matters affecting your child's education
- Access information about programs that allow your child to apply for admission, where appropriate, to schools outside your child's attendance zone

► To read the full Parents' Bill of Rights or learn how to file a complaint, visit schools.nyc.gov/RulesPolicies or call 311.

Notice of Federal Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) gives parents and students age 18 and older certain rights with respect to student education records. The Parents' Bill of Rights and Chancellor's Regulation A-820 provide additional information, which you can read at schools.nyc.gov/RulesPolicies.

Among other things, you have the right to:

- 1. Request, inspect, and review your child's education records within 45 days of receipt of your request.**
 - You should submit a written request that identifies the record(s) you wish to inspect.
 - Your child's school will notify you of the time and place where you may inspect the records.

- 2. Request changes to your child's education records when you believe they are inaccurate, misleading, or otherwise violate the requirements of FERPA's privacy rights.**

- You should make requests to amend records in writing, and identify the content you want changed and the reason for doing so.
- If the DOE decides not to amend records as requested, you will be notified of your right to a hearing and of certain hearing procedures.

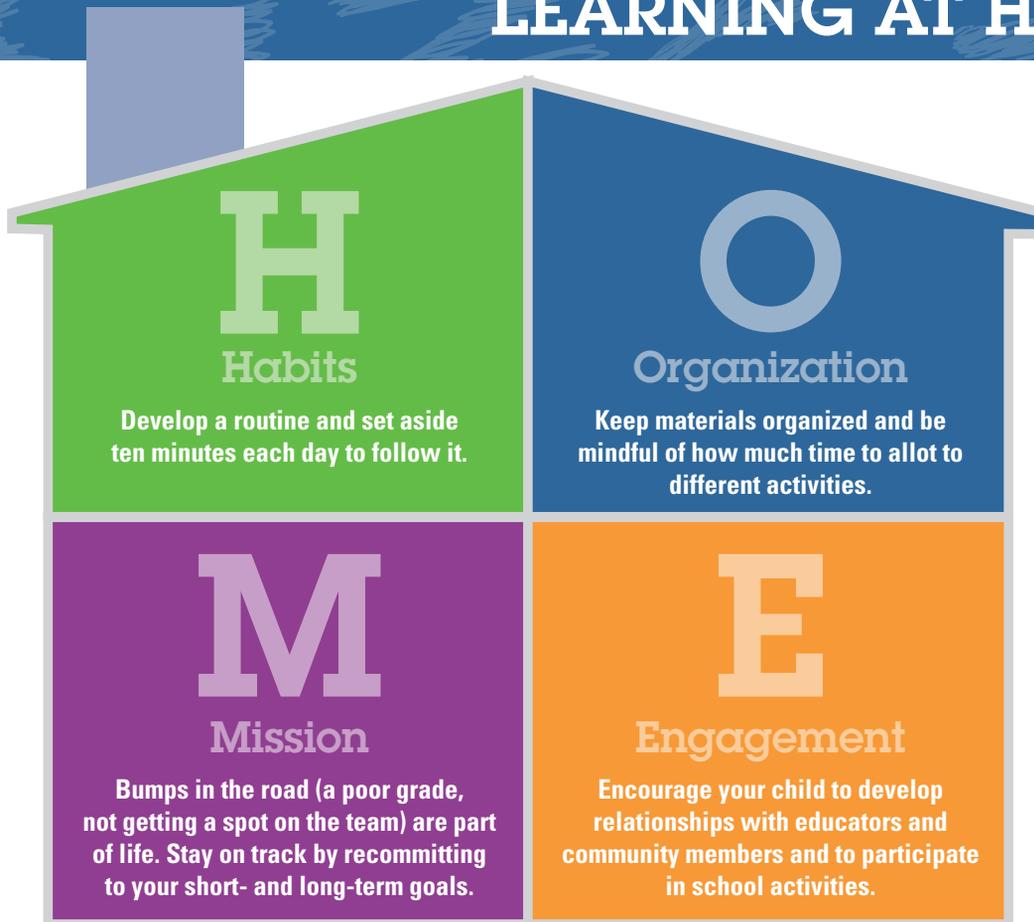
- 3. Provide written consent before personally identifiable information in your child's education records is disclosed, except in certain cases where FERPA allows disclosure without consent.**

- One exception permitting disclosure without consent is disclosure to school officials who need to review education records to fulfill their professional responsibilities. This includes:
- DOE employees (such as administrators, supervisors, teachers, other instructors, or support staff members)
 - People whom the DOE has engaged to perform services or functions for which it would otherwise use its own employees (such as agents, contractors, and consultants), and who are under the direct control of the DOE with respect to the use and maintenance of personally identifiable information from education records
 - When records are requested by officials of another school district in which your child seeks or plans to enroll, or is already enrolled if made for purposes of your child's enrollment or transfer

- 4. File a complaint with the U.S. DOE if you believe the NYC DOE failed to comply with FERPA's requirements.**

Complaints may be filed with the office administering FERPA:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

LEARNING AT HOME



When the bell rings, learning shouldn't stop. Whether at home, or out and about, you can help to build your child's skills, knowledge, and curiosity. Here are ways you can set up a foundation for learning in your home, followed by grade-specific activities to try with your child.

- Encourage your child to always carry a book or a magazine to read.
- Encourage your child to write handwritten thank you notes, letters, and invitations to family and friends.
- Play language-based games together and encourage your child to use vocabulary learned in texts from school. Create a "word wall" or vocabulary notebook where your child can record and sort favorite new vocabulary words to use in his or her writing.
- Every day, ask what your child learned in math class. Explaining can help a child work through any confusion. If your child doesn't understand something, resist the urge to explain it in a different way. Instead, help your child draft a question to ask the teacher the next day.
- Use safe, controlled experiments to satisfy your child's curiosity. For example, leave magnifying glasses, kaleidoscopes, or binoculars in places where your child can find and use them day to day.
- Model civic participation by taking your child to vote at a PTA or local election. Explain and discuss why such participation is important. Encourage your child to ask questions about the activity.

- Provide a quiet and comfortable space for your child to read and write. Help your child organize materials, such as writing paper or electronic tablet, pencils and pens, books, and reference resources such as a child-friendly dictionary and thesaurus.
- Have your child create a book wish list for birthdays or holidays.
- Be a reading and writing role model. Let your child see you reading and writing often. Talk about yourself as a reader and writer, and the importance of reading and writing in your life.
- When things break or stop working, help your child try to figure out what is wrong and if there is a way to fix it. If it can't be fixed, help your child take it apart to discover how it worked or how it was made.

Pre-Kindergarten

Social Studies

Children learn about the roles, rights, and responsibilities of people in the community.

- Ask your child questions like, “What would happen if we didn’t have a mail carrier?” or “What is your favorite job?” “Why?”
- Show your child family photographs and talk about how your family has changed over time. Talk about your own childhood and how it is similar to or different from your child’s experiences.

The Arts

- Listen to different kinds of music with your child, sing songs, dance and move to music, and play instruments together.
- Share and act out stories.

Kindergarten

Science

Children develop their scientific thinking skills by making and testing predictions.

- Read simple recipes aloud and ask your child to measure and mix items. Ask questions like, “What will happen when we add the milk to the eggs?” Have your child explain what happens and speculate about why. (For example, “The eggs get lighter in color because the milk is white.”)

The Arts

- Create art with your child using a variety of tools such as crayons, brushes, paint, paper, and craft sticks.

First Grade

Social Studies

Students explore the concept of families, including their own.

- Start a family history box. Help your child collect photos, newspaper clippings, letters, maps, and other items.

Science

Students learn about different types of animals, the properties of matter, and changes in weather and the seasons.

- Play “Will it Float?” Gather small waterproof objects, such as a rubber ball, building block, pencil, and marble. Ask your child to examine each item and predict whether it will sink or float. Test the predictions in a bowl or sink filled with water.



The Arts

- Take time to notice and discuss the art, architecture, fashion, and music all around you. Art is not just found in museums or classrooms. It's everywhere!

Second Grade

Literacy

- Plan a visit to a New York City landmark such as Times Square or the Brooklyn Bridge. Help your child look up information about the landmark in a book or on a website, and collect three facts about that place. Visit the landmark together and ask your child questions. For example: "Why is this place important?" "Do you see things you read about?" "Is there anything different from what you read?"
- Read signs and other objects with words written on them. Help your child notice words all over the city.

Math

- Find a three-digit number somewhere at home. Perhaps you live on 125th Street, have a box of 250 sandwich bags, or set your oven to 350 degrees. Show your child the number and ask for a description. "How many hundreds are there?" "How many tens?" "How many ones?" If you used

526, the answers would be 5 hundreds, 2 tens, and 6 ones. Next, ask your child to write each digit on a separate card or piece of paper. Scramble the numbers and have your child find the highest number possible with the three digits (Answer: 652). Ask your child to find another three-digit number at home and try again.

The Arts

- Go to free concerts or performances in the park. Take family trips to museums.

Third Grade

Social Studies

Students study the concept of communities around the world.

- With your child, see how many countries and cultures you can find represented in your neighborhood. For example, find Greek or Mexican restaurants; newspapers in Haitian Creole, Spanish, or Russian; or a neighbor from another country. Talk about how and why these families might have come to New York State.

Science

Students explore matter, energy, simple machines, and how plants and animals have changed over time.

LEARNING AT HOME

- Visit parks and playgrounds with your child. Examine different surfaces and discuss which have more friction and which have less. Ask, “How does friction affect various sports, such as soccer or baseball?”
- Help your child question and explain things. When your child notices something that is surprising you can ask, “Why did that surprise you?” or “Why do you think that happened?” When your child makes generalizations to explain something ask, “What makes you say that?”

The Arts

- Watch television programs about art or various cultures and then talk about them together.
- Have your child create a collage of favorite fictional characters, either by drawing them, cutting them out of magazines, or printing pictures from the Internet.

Fourth Grade

Literacy

- Pick a non-fiction book that your child is reading, either in or outside of school. Ask your child to write a review of this book, including an opinion, in a full sentence. Make sure your child backs up the opinion with several examples from the book. Now help your child post his review on a bookseller’s website. Would your child recommend this book to others? Why or why not?

Math

- Dinner is a great time to talk about fractions. Pick a dinner dish that you could split into equal portions, such as a pot of mashed potatoes or a plate of broccoli. Ask your child to help you divide each dish so that everyone gets an equal share. For example, there is one whole pot of mashed potatoes and four family members. What fraction of the whole pot does each family member get?

(Answer: $\frac{1}{4}$)

The Arts

- Read a graphic novel or memoir with your child and discuss how the artist and writer are able to tell the story in this form as opposed to traditional book form. See if your child can create a graphic story. If your child gets excited about it, see if he or she can complete the tale in the weeks ahead.



Fifth Grade

Social Studies

Students explore the nations of the Western Hemisphere, including the United States, Canada, and those in Latin America.

- Help your child choose an important current event each week from a news article or TV broadcast. Talk about what people might say about the event a year from now, 10 years from now, or 100 years from now.

Science

Students develop an understanding of scientific ideas. They explore the nature of plants, animals, organisms, and the earth itself. They also learn about food and nutrition.

- With your child, decide on a change that would support your family’s health—for example, getting regular exercise. Ask your child to find reliable sources of information in books or on the Internet,



and discuss what your family can do to make the change.

The Arts

- Watch a movie at home with your child and discuss alternate endings, or imagine what the story would be like if told from the point of view of one of the smaller characters. How would the story change?

Sixth Grade

Literacy

- Ask your sixth grader what kind of business your neighborhood needs. Maybe a drugstore closer to home? A deli where you can buy a quick lunch? A farmer's market? Ask your child to explain why your neighborhood needs one. For example, "How will it benefit the community?" Next, encourage your child to discuss the idea with a few neighbors. If they support the idea, ask your child to research it further by reading articles online or visiting a market in person. Then have your child write a letter to the local business improvement district, using evidence from his or her visit or research to show why this business should be considered for your neighborhood.

Math

- Imagine that your child has three hours this weekend with no plans. Help your child use ratios to come up with a few activities and plan the proportion of time to spend on each. Figure out

how many minutes to allot to each activity based on the ratios.

The Arts

- Explore the careers of famous artists, actors, singers, and dancers by reading books and online resources together. Talk about what the artist's work means and any personal connection to your child.

Seventh Grade

Literacy

- Watch the news with your seventh grader. Find an issue that sparks your child's interest. Next, help your child find an article that provides information on both sides of the issue. After reading the article, ask questions about the information your child read. For example: "What evidence does the author present for each side of the issue?" "What evidence do you find most compelling?" "Why?" Ask your child to come up with an opinion on this topic and write a letter to the editor of the newspaper or website that published the article. Have your child support a view using examples from the article.



Math

- Who can walk faster—you or your seventh grader? First, choose a distance. You can go to a local track or park path that has mile markers, or use a neighborhood block. Using a timer, measure how fast each of you runs or walks a set distance. Ask your child to calculate your rates in miles per hour. For example, let's say you selected the length of a city block as your distance. In Manhattan, an average city block is $\frac{1}{20}$ th of a mile. When you time yourselves, you can walk the block in one minute, and your child can do it in 30 seconds. Ask your child to calculate each of your rates in miles per hour. There are many ways to solve ratios and proportions.

The Arts

- Attend concerts and performances as a family. There are many free and family friendly events in the city. Check the NYCulture Calendar at nyc.gov/nyculture.

Eighth Grade

Social Studies

Students explore the history of the United States and New York State from the industrial era to the present.

- Talk with your child about the career opportunities that are open to young people today. How are they different from what was available when you were

your child's age? Talk about the skills needed to get a good job today.

Science

Students explore reproduction, heredity, and evolution; humans in their environment; the earth, sun, and moon systems; and forces and motion on earth.

- Talk regularly about science news covered in the media. How might a new breakthrough affect your lives? What can your child do to benefit or learn from this breakthrough?

The Arts

Encourage your child to participate in after-school arts activities at both community organizations and in school.

High School

The Arts

- Visit museums with your high school student. Many offer family and teen passes and programs.
- Attend plays, concerts, and dance performances together. High Five for the Arts has low cost Teen Tickets available for many performances: highfivetix.org.
- Encourage your teenager to find and apply for internships in the performing and visual arts as well as in summer and after-school programs.





There are more than 200 public libraries throughout New York City. Free library cards allow you to borrow books, DVDs, CDs, and other materials. Local branches also hold events ranging from picture book readings for children to film series, poetry readings, and computer classes for adults.

Instructions:

To obtain a library card, please complete this application and submit it with an acceptable ID to your local public library. Adults can show a current New York State driver's license, learner's permit, or other photo identification. Young adults (ages 13-17) can show current working papers or school ID. Children (ages 12 and under) must have a parent or legal guardian sign this application; parents will be responsible for materials checked out on their child's card. Visit the website of the library in your borough for a complete list of acceptable identification forms and the location of a branch near you. For the Bronx, Manhattan, and Staten Island, go to nypl.org; for Brooklyn, go to brooklynpubliclibrary.org; for Queens, go to queenslibrary.org. Adults and young adults may also apply for a library card online.

1. Check One: Child (ages 12 and under) Young adult (ages 13-17) Adult (ages 18 and older)

2. Student/Library Cardholder Information:

_____		_____	_____
Last Name		First Name	Middle Name/Initial
_____		_____	
Date of Birth (Month/Day/Year)		<input type="checkbox"/> Male	<input type="checkbox"/> Female
_____		_____	
Street Address		Apt. #	
_____		_____	
Borough or City		State	Zip Code
_____		_____	
Home Phone		E-mail Address	

The use of patron information is governed by all three libraries' privacy policies (available at nypl.org, queenslibrary.org, and brooklynpubliclibrary.org).

3. Parent/Guardian (must be completed for students 12 and under):

_____		_____	_____
Last Name		First Name	Middle Name/Initial
_____		_____	
E-Mail Address		Phone	PIN

Check A or B:

A. My child may borrow adult as well as children's materials B. My child may borrow children's materials only.

Parent/Guardian is responsible for materials checked out on child's card.

_____		_____
Parent/Guardian Signature		Date

This Section is for Staff Use Only

_____		_____	
Photo ID #		Address Verification Proof Log	
<input type="checkbox"/> NEW	<input type="checkbox"/> LOST/REPL	<input type="checkbox"/> TRANSFER	<input type="checkbox"/> PTYPE
_____		_____	_____
		Exp. Date	Complete: (Staff Initials)



<p>المحمول على نسخة باللغة العربية من هذه الوثيقة، نرجو الاتصال بمسئق شؤون الآباء بمدرستك، أو زيارة الموقع الإلكتروني أدناه.</p>
<p>এই নথির বাংলায় অনূদিত কপিরা অন্য আপনার স্কুলের কারেন্ট কোর্ডিনেটরের সঙ্গে যোগাযোগ করে অন্য নিচের ওয়েবসাইট দেখুন।</p>
<p>如果您需要本資訊的中文版本，請向您子女學校的家長專員詢問，或看到下面的網址查看。</p>
<p>Pour consulter une version française de ce document, contactez le coordinateur des parents de l'établissement scolaire de votre fils(fille), ou visitez le site Internet indiqué ci-dessous.</p>
<p>Pou jwenn yon vèsyon dokiman sa a an Kreyòl Ayisyen, kontakte kòdonatè paran nan lekòl ou a, oswa ale nan sitwèb pi ba a.</p>
<p>본 문서의 한국어 번역본을 원하신다면, 학교의 학부모 코디네이터에게 연락하시거나 또는 아래 웹사이트를 방문해 보십시오.</p>
<p>За переводом на русский язык обращайтесь к школьному координатору по работе с родителями или на указанный ниже вебсайт.</p>
<p>Para obtener la versión en español de este documento, comuníquese con el Coordinador de Padres de su escuela o ingrese al sitio web que figura más abajo.</p>
<p>اس دستاویز کی اردو اشاعت کے لیے اپنے اسکول کے والدین ربط دہندہ سے رجوع کریں یا ذیل ویب سائٹ دیکھیں:</p>

Download copies of this guide at schools.nyc.gov/ParentsFamilies/AchieveNYC.

Learn more

The Department of Education offers additional information about your child's education and ideas on how you can support learning, both at home and at your child's school. For more information, visit schools.nyc.gov. You can also contact your school's parent coordinator or call **311**.