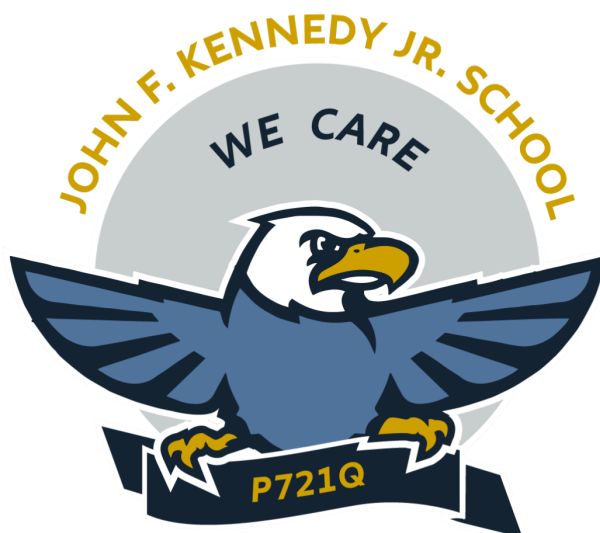


PARENT HANDBOOK
JOHN F. KENNEDY JR. SCHOOL
2024-2025



WE SPEAK YOUR LANGUAGE

HABLAMOS TU IDIOMA 我们说你的语言 আমরা আপনার ভাষায় কথা বলি MÓWIMY TWOIM JEZYKIEM

NOU PALE LANG OU

МЫ ГОВОРИМ НА ВАШЕМ ЯЗЫКЕ

우리는 당신의 언어를

구사합니다

https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/i-speak---polish-punjabi-fulani-uzbek-tadzhik-pashto-albanian-yiddish.pdf?sfvrsn=b58caba9_10

OUR VISION AND MISSION

OUR VISION

We envision a school in which every student regardless of background, becomes independent and productive members of our community to the greatest extent possible.

OUR MISSION

Welcome
Empathy
Community
Advocacy
Respect
Excellence

CORE VALUES

Compassion
Dedication
Diversity
Independence
Recognition
Safety
Teamwork

Because **W.E. C.A.R.E.** we will:

W- Welcome- Welcome families, students and staff.

E- Empathy- Understand other people's feelings and opinions.

C- Community- Work together to achieve independence in school and the community.

A- Advocacy- Advocate for access and equity for our students.

R- Respect- Trust and treat each other with respect and dignity.

E- Excellence- Commit to educate and perform every task with excellence.

Principal's Message:



Welcome to the 2024-25 school year! I am pleased to welcome our returning families and those new to 721Q. At 721Q, our students, community, and family are cornerstones of what makes our school so special. At the heart of our school, you will find a devoted team of school staff who are intensely committed to working collaboratively to provide our students with nothing but the best we have to offer. We have a common bond grounded in one major principle: WE CARE.

When you enter our building, the first thing that strikes you is that our school is a happy place. You are greeted with a smile, and everyone is ready and willing to lend a helping hand. We are also delighted that our student body represents a wealth of cultural backgrounds and languages. As a compassionate and dedicated community, we embrace differences and strive to provide the necessary yet flexible tiers of support, instruction, and encouragement that allow our students to participate academically and socially.

The variety of academic courses and vocational experiences we offer promote independence and prepare our students to transition from school to post-secondary life. I am especially excited about the expansion of 269Q into a full-time work-based learning site, opening up new avenues for our students' future success. Throughout the

2024-25 school year, we will focus on empowering our students by promoting independence, and advocacy skills for themselves and others, while engaging in genuine student-to-student communication.

Our positive learning environment is a testament to the passion and dedication of our entire school community. I extend a warm and heartfelt welcome to every one of you. Together, we will create memorable experiences, foster personal growth, and celebrate achievements throughout the year.

Let us embark on this new school year with enthusiasm, curiosity, and a shared sense of purpose. I look forward to witnessing the incredible journey of growth and discovery that lies ahead.

Wishing you all a wonderful and successful 2024-2025 school year!

Henry Renelus, Sr.
Principal

[A WORD FROM LATASHA HAYWARD, PARENT COORDINATOR](#)

Dear Parents and Guardians,

Welcome to the 721Q Family. This year at JFK Jr. 721Q we have planned an exciting school year of activities such as:

- OPWDD Front Door Information Sessions (Office for People With Developmental Disabilities)
- Monthly Parent Support Group Meetings
- Parent Association Meetings
- Parent Workshops
- Family Fun Night Events
- Transition Fair
- Guardianship Training
- Spring Fair
- Student Performances and more!

As your Parent Coordinator, I will be available to assist you with various referrals. Please contact me if you need assistance with:

- Housing
- Food Stamps
- SSI
- Medicaid

These services will be provided by **appointment only!** If you would like assistance with any of these services, please contact me for an appointment. LHayward2@schools.nyc.gov.

In this handbook you will find everything you need for this upcoming school year. Individual notices for each workshop will be backpacked with the students. Please make an effort to attend as many workshops as possible. If you do not receive this information please contact me.

If you would like to be added to the **Parent Email distribution list**, please send an email to LHayward2@schools.nyc.gov . If you have any suggestions, comments, concerns, ideas, or questions, please feel free to contact me. I look forward to working with each and every one of you! Let's have a productive school year!

Sincerely,

Latasha Hayward, Parent Coordinator

OUR SCHOOL ORGANIZATION

Administration: (718) 760-1083

Principal:

Henry Renelus, Sr. – email: hrenelu@schools.nyc.gov

APs:

- Jeffrey Bugajski – ext. 3193 - email: jbugajski@schools.nyc.gov
- Luciana Romanini – ext. 2080 - email: lromanini@schools.nyc.gov
- Peter Rice – ext. 1056 - email: price3@schools.nyc.gov
- Shannon Addy - ext. 3080 - email: saddy@schools.nyc.gov

Office: (718) 760-1083

- Lisa Weinstein – ext. 1142 - email: lweinstein6@schools.nyc.gov
- Elizabeth Johnson – ext. 1146 (student records) - email: ejohnson14@schools.nyc.gov

Coaches/Coordinators: (718) 760-1083

- Fizza Siddiqui – ext. 1055 (IEPs, mentoring, compliance and data) - email: fsiddiqui@schools.nyc.gov
- Katerina Asusta – ext. 2040 (Instructional Support for 8:1:1 and 12:1:1) email: kasusta2@schools.nyc.gov
- Karla Nieves – ext. 2040 (Instructional Support for 6:1:1 and 12:1:4) email: knieves9@schools.nyc.gov
- Amanda Gagliano – ext. 1551 (School Psychologist) - email: agagliano5@schools.nyc.gov
- Ron Markovitz – ext. 1555 (STARS, related services) - email: rmarkovitz@schools.nyc.gov
- Jazmine Santiago (8:1:1 and 12:1:1) – ext. 3070 (behavior supports) - email: jsantiago52@schools.nyc.gov
- Sophia Ma (6:1:1 and 12:1:4) – ext. 3200 (behavior supports) - email: sma8@schools.nyc.gov
- Ann Smith - Maspeth UC - 718-803-7140 - email: asmith98@schools.nyc.gov
- Alesha Calinda - 269Q UC - 718-457-0370 - email: acalinda@schools.nyc.gov
- Evens Boiguene - Infotech UC- 718-937-1847 - email: eboiguene@schools.nyc.gov

SITE LOCATIONS:

P721Q Main Site 57-12 94th St. Elmhurst, NY 11373 p. 718.760.1083 f. 718.760.1920	P721Q@269Q 86-37 53rd Ave. Elmhurst, NY 11373 p. 718-457-0370 Unit Coordinator: Alesha Calinda	P721Q @ Information Technology HS 21-16 44th Rd. Long Island City, NY 11101 p. 718.937.1682 f. 718.937.1847 Unit Coordinator: Evens Boiguene	P721Q @ Maspeth HS 54-40 74th St. Elmhurst, NY 11373 p. 718.803.7140 f. 718.803.7145 Unit Coordinator: Ann Smith	P721Q @ Queens College 64-19 Kissena Blvd. Queens, NY 11367 p. 718.997.3064 F. 718.997.3069 Unit Coordinator: Nicole Vasquez
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Family Responsibilities and Expectations

<https://www.schools.nyc.gov/school-life/transportation/family-responsibilities-and-expectations>

Parents Bills of Rights:

<https://www.schools.nyc.gov/school-life/know-your-rights/parents-bill-of-rights>

721Q PARENT ASSOCIATION

Parent involvement is a key component of our school. A variety of events are held throughout the school year to promote parent involvement.

The Parents' Association plays an essential role in our school. It provides leadership and direction to parents seeking to become more involved in their children's education and within the school community. Our Parents' Association is a good place for parents to find out what is happening in the school. Through involvement in the Association, parents can learn how the school operates and get to know each other.

Please, check the Parent Association tab in our website:

<https://www.p721q.com/parent-association.html>

WHAT IS AN IEP?

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

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

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

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

☐ The right to consent to all re-evaluations. However, if the Regional CSE makes documented efforts to obtain your consent for a re-evaluation and you do not respond to their request, they may conduct the re-evaluation without your consent.

☐ The right to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process.

☐ To ensure that parents, providers and students have sufficient notification of the promotion criteria to be applied and to have the benefits of all necessary instructional interventions. IEPs must indicate the promotion criteria for the current school year prior to January 31st. For students who have an IEP meeting in the spring and have a modified Promotion Criteria, the IEP Team must indicate on the IEP the promotion criteria that was established for the current school year as well as the promotion criteria for the upcoming school year. If additional space is needed, the information should be recorded on a blank sheet of paper and marked as Page 9A, with the student's name, NYC ID number and date of conference indicated on the top of the page.

☐ The right to copies of evaluations and your child's IEP.

☐ The right to conflict resolution (a new IEP Team meeting), mediation, and/or an Impartial Hearing if you disagree with any decision made about your child.

☐ The right to place your child in a State Education Department approved non-public school that offers an appropriate program for your child if the New York City Department of Education does not offer you an appropriate placement within the required timeframe. If you have the right to an approved non-public school, you should receive a P-1 letter "Eligibility for Private School" from the Regional CSE.

☐ The right to an independent evaluation paid for by the New York City Department of Education if the Department does not evaluate your child within 30 days of your signing of the consent to evaluate.

☐ The right to an independent evaluation if you do not agree with the Regional CSE's evaluation. You must notify the Regional CSE of this request in writing. The Regional CSE may either agree to pay

for an independent evaluation or they must initiate an Impartial Hearing to show that its evaluations are appropriate.

□ If you challenge the Regional CSE recommendation, your child has the right to “pendency” or “stay-put” while you pursue mediation or an impartial hearing. This means that preschool students may remain in their current education placement until the dispute is resolved, if that program also has an approved school-age program, unless the Regional CSE and parent agree to other arrangements. If the preschool program is not approved for a school-age program, you and the Regional CSE will discuss options that are appropriate for your child during the appeal process.

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

RELATED SERVICES

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

Related Services: developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from his/her instructional program. Your child’s Related Services may change from pre-school to school-age as children’s needs change as they get older. Related Services may be the only special education service given to your child, or they may be provided along with other special education services such as special class services. The following related services may be provided:

Counseling: services designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution for students experiencing difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem or poor coping skills which significantly interfere with learning. If, due to the unique needs of the student, the student requires services from a particular provider (e.g. guidance counselor, school psychologist, or social worker), the IEP must indicate this.

Hearing Education Services: services designed to provide instruction in speech, reading, auditory training, and language development to enhance the growth of receptive/expressive communication skills.

Speech/Language Therapy: services designed to address deficits in a student’s auditory processing (i.e. the way they understand sounds and language), articulation/phonological skills, comprehension, and use of syntax, pragmatics, voice production and fluency.

Occupational Therapy: the planning and use of a program of purposeful activities designed to maintain, improve or restore adaptive and functional skills including, fine motor skills, oral motor skills, etc. in all educationally related activities.

Orientation And Mobility Services: services designed to improve the student’s understanding of spatial and environmental concepts and use of information the student receives through the senses (i.e. sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. This service is provided to students with visual impairments.

Physical Therapy: the use of activities to maintain, improve or restore function including gross motor development, ambulation, balance, and coordination in various settings, including but not limited to, the classroom, gym, bathroom, playground, staircase, and transitions between classes.

School Health Services: services provided by a school nurse or paraprofessional designed to address the specific health needs of a student as documented by the child’s physician to ensure a safe educational environment.

Vision Education Services: services designed to provide instruction in utilizing Braille, Nemeth Code, large print, optical and non-optical low vision devices, and other skills necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

Parent Counseling and Training: assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program. It is typically provided as part of the program to the parents of children in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet the personal or educational needs of the parents.

In the event that a provider is not available, the Department of Education will issue the parent a RSA (Related Service Authorization) to allow a family to secure an independent provider paid for by the Department of Education. The provider will come to the school, your home, or you might take your child to the practitioner’s office.

If you have any questions please call:

School-Based Support Team (SBST)	Related Services
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Student evaluations • Individualized Education Programs • Eligibility for Therapy, Counseling, Special Busing etc. School Psychologist: Amanda Gagliano Ext: 1551	Speech, Physical and/or Occupational Therapy, and Counseling Related Services Coordinator: Ron Markovitz Ext: 1555
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STUDENT POPULATION

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

- **6:1:1 Classroom:** Students must be diagnosed as having autism as their primary handicapping condition. The students require intense individual programming, continual adult supervision and usually a specific behavior management plan.
- **12:1:1 Classroom:** Students require specialized instruction which can best be accomplished in a self-contained setting and require additional adult support due to academic and/or behavioral management needs.
- **8:1:1 Classroom:** Students require specialized instruction within a self-contained classroom with additional adult support. This class has a focus on higher level functional academics and social skills.
- **12:1:4 Classroom:** Students require a program primarily of habilitation and treatment, including training in daily living skills and the development of communication skills, sensory stimulation and therapeutic interventions.

CITYWIDE BEHAVIORAL EXPECTATIONS

Students with disabilities, 504 plans, or who are “presumed to have a disability” are entitled to assert specific procedural safeguards under IDEA (see Chancellor's Regulation A-443). A student is presumed to be a student with a disability if the parent has expressed concern in writing that the student needs special education and/or related services, the parent has made a written request for an evaluation of his/her child, the parent or school staff express concern about a pattern of behavior or the student has been referred for an initial evaluation.

MANIFESTATION DETERMINATION REVIEW A manifestation determination review must be conducted when a student with a disability or a student who is presumed to have a disability is subject to a disciplinary change in placement, in order to determine if the behavior is caused by or has a direct and substantial relationship to the student's disability and/or was the direct result of the failure to implement the IEP or Section 504 plan. If the student's behavior is a manifestation of the student's disability, the student may not be disciplined for the behavior, except in certain cases if the student's behavior is determined not to be a manifestation of the student's disability, the student may be subject to discipline for the behavior. A disciplinary change of placement occurs if the student will be removed from his/her regular program for:

- (1) more than 10 consecutive school days as a result of a superintendent suspension;
- (2) more than 10 cumulative school days in a 40-school-day period as a result of three or more disciplinary actions (superintendent suspension, principal suspension, and/or teacher removal); or
- (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that the principal determines constitute a pattern of removals.

Schools are expected to provide support services to students returning from suspension to maximize their ability to meet the school community's social and academic standards.

FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS:

If a student with an IEP is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, an FBA must be conducted or updated and a BIP developed or modified.

Additionally, even when a student's behavior is determined not to be a manifestation of a student's disability, an FBA can help provide a more in-depth understanding of the student's behavior.

A functional behavior assessment (FBA) is an evaluation used to determine why a student with a disability engages in behaviors that impede learning and how the student's behavior relates to the environment.

The FBA must be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers.

An FBA must be conducted by a team; the principal will designate the team and its facilitator. A behavioral intervention plan (BIP) is based on the results of an FBA and includes, at a minimum: a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs; and intervention strategies that include positive behavioral supports and services to address the behavior.

The BIP must identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness.

The BIP must be monitored (and reported to the parent) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA.

The goal is for the problem behavior to decrease as the replacement behavior increases. After an FBA has been conducted, the IEP team must be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification is needed to address the student's behavior.

DISCIPLINARY RESPONSES: Disciplinary responses should be progressive. Please see the Progressive Ladder of Support and Disciplinary Responses for the range of disciplinary options including the use of a formal restorative conference. Note that In-school Disciplinary Actions may include detention, exclusion from extracurricular activities or communal lunchtime. If these in-school consequences are used, they must not take place during class time, cannot result in a student missing instruction, and must be done in accordance with the Wellness Policy.

All disciplinary responses must be imposed in accordance with the procedural requirements of Chancellor's Regulation A-443 and consistent with the range of disciplinary responses authorized for a particular infraction.

Schools are expected to use support and interventions and non-removal disciplinary responses, to the extent feasible and appropriate, before imposing a teacher removal, principal suspension or superintendent suspension.

All interventions, disciplinary responses and supports must be promptly entered into SOHO.

SCHOOL POLICIES

OFFICE OF SCHOOL FOOD

It is possible for all students to have breakfast and lunch at school every day. If you choose to send in lunch with your child, you may do so. Please inform the school nurse if your child has any dietary restrictions.

A monthly menu can be found on the Department of Education website at:

<https://www.schools.nyc.gov/school-life/food/menus>

ATTENDANCE POLICY

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

If your child is ill, please inform the school. If your child becomes ill at school, you, or the person(s) designated on the emergency contact forms, will be contacted.

If your child will be out for three (3) days or more, please inform both the school and the bus driver. This will ensure that there is no disruption of bus service.

Parents will be notified in writing about half-days and holidays. The calendar on the back of the school folder also lists the days the school is closed.

Attendance Teacher: Dorothy Lajuene-Narcisse 718-760-1083 Ext 1121

STUDENT IDENTIFICATION CARDS

Your child recently received their **2024-2025** school identification card. Please make sure your child carries their **2024-2025** ID card at all times, either around their neck, inside their bookbag, or in their wallet. They will need their ID for attendance and lunch purposes. If your child loses their ID, please contact your child's homeroom teacher. It is ideal for students to have their IDs around their neck for the morning arrival off of the school bus. **Please discard or keep your child's old ID cards at home.**

MEDICAL POLICY

During school hours, students may have their medication given to them by the school nurse. However, their Medication Administration Record (504 Form) (2024-2025), must be filled out and signed by the doctor and parent. All medication must be in appropriate containers and properly labeled by the pharmacy or physician and the dosage schedule.

Please make sure that you renew your child's prescription before it runs out.

IMMUNIZATION REQUIREMENTS

The New York State Department of Education and the Board of Health requires that documentation be secured proving that all children who come to school are fully immunized. **We are required to exclude children not immunized and do not have documentation from a physician indicating this is the case.**

Do not send the child to school if he/she has...

Fever 100°C or higher	Ear ache	Upset Stomach
Infected skin patches	Sore throat	"Pink Eye" (Conjunctivitis)
Swollen glands	Head lice	Vomiting or Diarrhea
Unusual spots or rashes	Persistent cough	COVID symptoms : fever, cough, runny nose

By keeping him/her home, you are not only helping him/her to get well faster, you are also preventing the illness from spreading to other members of the class. Let the school know as soon as possible that your child is ill. When your child returns to school, give him/her a note for the teacher explaining the absence.

If Your Child Has:

He/She Must Be Kept out of School:

Chicken Pox	6 days after the appearance of a rash
Rubella (German Measles)	Until rash has disappeared
Measles	5 days after the appearance of a rash
Mumps	Until all the swelling of glands has disappeared
Whooping Cough	14 days after whoop begins

Hepatitis	Until temperature has become normal
Meningitis	Until temperature has become normal
Streptococcal Sore Throat	Until temperature has become normal (including Scarlet Fever)
COVID	For 5 days. Child can return to school on day 6 but must wear a N95 mask until day 10. You must inform the school if your child tests positive for COVID.

SCHOOL NURSES

Mainsite	Marie Lariveau	1 st FL Rm# 105L	Ext 1554
Mainsite	Shirelle Sookram	3 rd FL Rm# 321A	Ext 3211
Mainsite	Orienda Gibbons	3 rd FL Rm# 321A	Ext 1051
Infotech HS	Noelle Nightingale	Rm #103	
Maspeth HS	Madonna Mackey	Rm#218	
269Q	Kewei Wang	Rm #211	

SCHOOL FORMS

In the beginning of every school year students will bring home the following forms to be completed by the parent and returned to school as soon as possible. If you have not completed one of these forms for the school year, contact the school and ask that it be mailed directly to your home.

- ★ Emergency Contact Forms
- ★ Permission Slips for Trips
- ★ Signed consent to photograph and videotape students for educational purposes
- ★ Medical forms

EMERGENCY CONTACT FORMS

Emergency contact forms are sent home with students during the first week of school. Parents **must** keep the school informed of any changes in the original information that was entered on the form. If there is an emergency, it is very important that the school has a current address and phone numbers in order to contact that parent or guardian.

***TIP: Check with our school pupil accounting secretary, Elizabeth Johnson at 718-760-1083 to make sure all the information on your child's Emergency Contact Form is correct at least 3 times during the school: at the beginning of the school year, after the winter recess, and then again after Memorial Day.

REPORT CARDS

Report cards are designed to coordinate with your child's Individual Educational Plan (I.E.P.). Report cards will keep you aware of your child's progress and needs. The areas covered are your child's social growth and academic progress. Report cards will become a part of your child's school record.

TRANSPORTATION

GENERAL INFORMATION

Yellow school buses are provided by the Office of Pupil Transportation (OPT). The Office of Pupil Transportation will send you notices about the bus your child will be taking, important information and student rules.

Parents should also inform the bus driver/matron of any particular problem your child may have while traveling to school. Remember, travel time is part of your child's education.

Parents who want their child to be dropped at a different place than where he/she is picked up in the mornings **must** fill out a separate "drop-off" form and contact the bussing coordinator.

If bussing issues arise, you may contact your child's bus company or the OPT Hotline at (718) 784-3313. Ms. Addy, who coordinates bussing can be reached at 718-760-1083 ext. 3080 or by email at saddy@schools.nyc.gov.

MOVING

If your family is moving, please notify the school three weeks before you move in order to arrange for new bus transportation.

BUS SUSPENSIONS

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

EMERGENCY DRILLS

Fire and shelter drills are held periodically throughout the school year to ensure that our students and staff are familiar with the procedures in case of an emergency.

INCLEMENT WEATHER/STORM DAY PROCEDURES

In the event of emergency conditions, such as weather emergencies or school wide emergencies, please tune in to local radio and television stations, the NYC DOE website or call 311 to get information.

STUDENT SIGN IN & OUT PROCEDURES

- Students not arriving on the school bus must be signed in by the individual dropping them off.
- Please try to let your child's teacher know in advance if you are planning to pick him/her up early. No child will be released without a valid signature. **Students will only be released to individuals listed on the Emergency Contact Forms.**
- Students arriving late on public transportation should report to the main office to sign in.

HOME SCHOOLING vs HOME INSTRUCTION

Home Schooling – Parents are responsible for the complete education of their child. However, you must be approved and submit regular progress about their academic progress. For more information, contact the Office of Home Schooling at (917) 339-1793.

Home Instruction Services – A student who is in need of home instruction services due to an accident, illness, orthopedic or other medical condition which prevents school attendance should obtain a letter from their physician. The note should include a brief description of the condition along with an estimation of how long the student will need home instruction services.

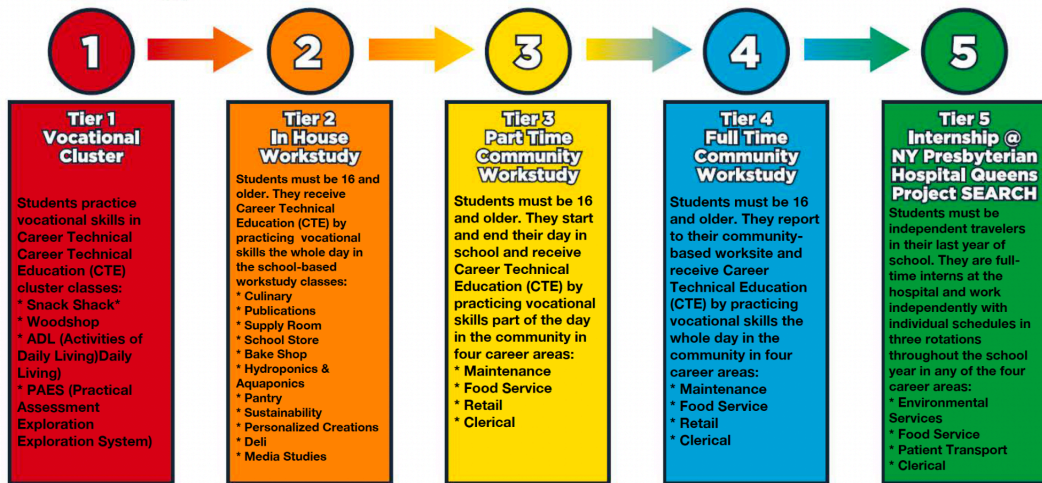
The responsible Home Instructions borough office is the one in which the student lives or where he/she receives instruction and not where he/she attends school, if they are different.

721Q WORK-STUDY PROGRAMS



P721Q TIERED WORK-STUDY PROGRAM

Continuum of Student Supports



We are an educational organization created to serve the needs of high school age students with disabilities. Our mission is to facilitate the maximum independence possible for each of our students. To foster that, in addition to the traditional classroom environment, we also maintain work study environments so that our students can be exposed to the world of work.

SCHOOL LEADERSHIP TEAM

The School Leadership Team functions as the management team, representing the educational community of the school. It oversees the planning and restructuring process to ensure our children are provided with quality education and increased teacher and parent participation.

The School Leadership Team is composed of a core team: the Principal, Assistant Principal, UFT Chapter Chairperson, Parent Association President, and other parent members and elected UFT members, one of whom is the chairperson of the team.

2024-2025 Members	
Henry Renelus Sr.	Principal
Luciana Romanini	Assistant Principal
Mara Baboff	UFT Chapter Leader
Reesheema Rudolph	PA President
Lisa Weinstein	DC37 Representative
TBD	Student Representative

TBD	Student Representative
Bergling St Louis	Parent Member
Nora Eckert	Parent Member
Eric Rubin	UFT Member
Melanie Schanker	UFT Member

Do you have questions or suggestions for the School Leadership Team (SLT) contact our SLT chairperson, Principal Renelus 718-760-1083.

PARENT CHECKLIST

Daily

- Check your child's book bag for school notices, event flyers, and school forms to be completed and returned.
- Review your child's homework
 - Ask about assignments and help the child if he/she asks for help.
 - Make sure all assignments are complete and written neatly.
 - If there are any questions about your child's homework feel free to write a note to his/her teacher.
- Read, Read, Read
 - Set aside time to read with your child or have your child read to you.
 - Discuss current events.
- Check your child's Behavioral Sheet or review their teacher journal.
- Ask specific questions about your child's school day, (see examples)
 - What did you learn in Math class today?
 - What did you do at their worksite today?

Monthly

- Attend at least one school event, activity or meeting – for example school assembly/performances, School Leadership Team Meetings, Parent Association Meetings, and Parents' Breakfast/Workshop.
- Take your child somewhere educational and interactive. (Don't be afraid to travel outside of your own borough and see the city). Some of these places have programs for children with special needs - museums, libraries, gardens, parks, zoos, aquariums, and New York City Landmarks.

Annually

- Attend IEP reviews – come prepared to talk about your child’s academic goals, not just their social skills. The IEP process is a joint effort and your involvement in this process is essential to ensure an appropriate program for your child. This is the plan that will be used in educating your child, so if you have any questions or suggestions, this would be the most appropriate time to discuss them.
- Parent/Teacher conferences are held twice a year. Parents should attend at least one of these conferences. This is a “golden opportunity” to meet with your child’s teacher about his/her progress.
- Every Spring, all parents will receive the Learning Environment Survey. These surveys can be completed online or via mail. If you have several children in the same school, only one survey needs to be completed. The Learning Environment Survey is essential for the city to learn more about our school. Please, take time to complete it and it helps us improve our school.