



Expect Success

A Family's Guide to
Preparing Students for
College and Careers
2013-2014



Grades
Pre-K to 8



**Department of
Education**

Dennis M. Walcott, Chancellor

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How to Use This Guide

All parents want to help their children do well in school. The question is *How?* This guide has been created to provide you with practical information about what is expected of your child at each grade level, so that together we can all **EXPECT SUCCESS** from our students.

If you worry that you haven't done math, language arts, social studies, or science homework in a long time, you are not alone! We are here to make it easier for you to help your child because we understand the load of responsibilities you are already juggling. In addition to concrete tips, this guide will provide you with school calendars, important deadlines, and links to resources for further information.

Learning at home is not limited to just the home itself. Take advantage of whatever learning opportunities arise—whether it's a trip to a historic landmark or to the local grocery store—to reinforce lessons learned at school.

Four Keys to Learning at Home

H = Habits

Make learning at home a *habit*; teach by example that good work habits lead to success.

O = Organization

Keep school assignments, notebooks, and files *organized* to avoid feeling overwhelmed.

M = Mission

Focus on the *mission* not just the moment. Remind your child of the larger goal so bumps along the way can be taken in stride.

E = Engagement

Encourage children to *engage* with role models at school and in the community; support them in joining teams and attending events.

These four keys to learning at home are universal pillars of learning that will serve your child from pre-k to high school and on to college, careers, and life. We encourage you to help your child apply these strategies at home.

Welcome



Dear Families,

On behalf of the thousands of Department of Education professionals who serve New York City's students, I am pleased to welcome you and your family back for the 2013-2014 school year.

Over the past 11 years, the City's public school system has undergone a massive transformation. We have opened 656 new schools and created 126,000 seats for students, including 4,000 additional full-day pre-kindergarten seats this year alone. We overhauled the high school admissions process in order to give families a greater choice of schools. We also introduced Progress Reports and Quality Reviews to measure how schools are performing so that you can make an informed decision about what school your child should attend.

To support your child's health and well-being, we have introduced diverse and healthy menu options to make sure all students are getting nutritious meals and have the energy to make the most of their academics and activities.

Within the classroom, we have focused our attention on improving the quality of teaching and learning. Students are preparing for greater success in college and beyond through the Common Core standards, which challenge them to think critically, read and write more often, and solve problems related to the real world. Last spring, students took the brand-new, Common Core-aligned State tests, which measure where they are on the path for success in college and careers, not just whether they are on track to graduate from high school. These test scores set a new benchmark for measuring student progress. The Common Core standards and the new tests ask more of our students than ever before, and I am confident that with support, our students will rise to meet these expectations.

For the first time in nearly eight decades, teachers have a more in-depth evaluation and development system so principals can provide better feedback and support. Principals also have increased independence, which enables them to make decisions—from hiring to budgeting—that will best support your child.

Our students are already benefitting from these reforms. High school graduation rates have soared—even under tougher standards—and dropout rates have dropped by half. More students than ever before are earning the more rigorous Regents diploma. However, graduating from high school is not enough anymore. In order for our students to compete in our global economy, we must ensure that the skills they are learning are putting them on the path to college and careers.

Your child's success will depend on our work together. I encourage you to use this guide to become more informed and continue to play an active role in your child's education. We have included information about opportunities for you to get involved from the early years through high school, and to support your child's learning at home.

We are excited to work with you to prepare your child for a bright future. I look forward to what we will accomplish together.

Sincerely,

A handwritten signature in black ink that reads "Dennis M. Walcott". The signature is written in a cursive, flowing style.

Dennis M. Walcott
Chancellor

Raising the Bar

Over the past 11 years, through the hard work of our students, teachers, school leaders, school support staff, parents, and communities, we have made substantial progress toward creating a system of great schools.



Working together, we can expect greater success for all of our 1.1 million students.

More School Options

Since 2002, we have opened 656 new schools offering families more choices of where to send their children.

Dollars Directed to Classrooms

We have shifted hundreds of millions of dollars to school budgets, giving those working closest to students more power to make the spending decisions that have an impact on student success.

Additional Bilingual Programs

Over 50 bilingual programs have opened since 2011, offering English Language Learners and their families additional educational options.

New Teacher and Principal Evaluation and Development System

Teaching students is complex and challenging work. A new plan for teacher and principal evaluation took effect this school year that is designed to provide meaningful feedback and support to teachers and administrators so that they can continuously grow in their practice.

To make sure all New York City educators are prepared, the Department of Education has provided many training opportunities and on-the-job support for teachers and administrators. Your child may notice some changes at school, such as school administrators visiting classrooms more often, more opportunities to show what they are learning through different tasks, and an opportunity to voice their opinions about their classroom experience.



This is a good start, but we can achieve more.

Higher standards are necessary to prepare more students with the skills they need to succeed after high school. Our students must be asked to do the type of rigorous work needed to thrive in college, careers, and life.

Our schools are committed to challenging students to take on more difficult and engaging work and to supporting all students, including English Language Learners and students with disabilities, to reach higher standards.

And, to make certain all our students succeed, we are committed to providing our schools with high-quality support. But we can't do this without you—families are essential partners in preparing all students for a brighter future.

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Success in the Classroom

Common Core Learning Standards

The Common Core Learning Standards (CCLS) describe what your child needs to learn and know at every grade level—starting in pre-kindergarten—to graduate from high school prepared for college and a successful career.

New York City is one of the national leaders in implementing the Common Core Learning Standards (CCLS). During the 2013-14 school year, schools will:

- Meet the needs of all students through structure and organization.
- Establish an instructional focus.
- Ensure time is used strategically.
- Plan for both short-term and sustained professional learning experiences.

For New York City public school graduates to succeed after high school in today's colleges and workplaces, they must be challenged in new ways academically as well as receive consistent support at home and in the classroom to develop other valuable skills and behaviors. Our students must be able to think creatively, solve real-world problems, make effective arguments, and engage in meaningful debates.

What is My Child Learning?

English Language Arts

A Balance of Fiction and Non-fiction

Along with novels and short stories, students will read more non-fiction texts such as news articles, research reports, and historical documents. An emphasis on close reading—analyzing vocabulary and sentences to uncover their meaning—will prepare them to express their ideas *clearly* and *persuasively*.

Math

Steps, Not Just Answers

Students will focus on understanding concepts more deeply and making connections among topics instead of rushing to get an answer. They will have to explain how they arrived at their conclusion, showing they understand not just the basic calculations but the greater mathematical idea as well.

Social Studies

Lives Around Us

In social studies classes, students will study history, geography, economics, government, and civics to learn how civilizations, people, and events have individually and collectively shaped the world. These lessons will help students become active and informed on a local, national, and global level.

Science

The Natural World

In science classes, students will apply scientific concepts to construct explanations about the environment they live in. For elementary students, lessons will focus on discovery through a hands-on, inquiry-based approach to learning. In middle school, students will learn appropriate scientific practices, which include scientific reading and writing.

How Your Child's Exams are Changing

Last spring, for the first time, New York State English Language Arts (ELA) and math exams for grades 3-8 were aligned to the Common Core Learning Standards (CCLS). These more rigorous standards give students, teachers, and parents a better understanding of whether students, at each grade level, are on track for college and careers. Tests for high school students will begin to change this school year. We expect these new tests to also be more difficult to pass, at first. But this change is important. It's going to help our schools broaden students' options for the future.

As of the 2012-13 school year, the content of the grades 3-8 ELA and math exams changed so that:

- ELA tests have a greater focus on reading more complex passages and include more non-fiction reading materials. Students are also required to use evidence from the readings to back up their answers.
- Math tests include more questions that require students to take multiple steps to solve them. They also include real-world problems.

While the content of the tests is more rigorous now, the format is similar to the format of past tests. Resources to help parents learn more about these changes are available online at schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies.



Arts

Learning by Doing

Students may participate in the visual arts, music, dance, and/or theater. Children 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 should have physical education or opportunities for movement every day. Starting in kindergarten, all students should receive physical education every year and engage in a wide range of fitness activities, learn how to make healthy decisions, and develop a healthy lifestyle. All students in K-8 receive age-appropriate education about HIV/AIDS. During middle school, students receive one semester of daily health education including sexual health education. Students learn about their personal health and well-being, how to practice healthy habits, and how to avoid risky behaviors and being influenced by peer pressure.



Academic and Personal Behaviors

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

Persistence

Encourage your child to have a positive mindset and remain committed to his or her long-term goals, even when faced with obstacles. You can work on this skill at home by supporting your child when he or she is having trouble with a challenging assignment; push him or her to keep trying and to always do his or her best.

Engagement

Students feel a connection to their school when they 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/Organizational Skills

Working efficiently helps students use their time wisely and leads to greater success. Encourage your child to plan ahead, begin assignments as soon as they're given, and keep a notebook organized by subject and date.

Communication/Collaboration

You can tell your child understands a subject when she or he can communicate what she or he has learned and can connect it to the larger concepts being taught. Skills like working together with other students, expressing ideas clearly, and asking for help when needed will benefit your child. To help your child strengthen these skills, work together to create a phone book of classmates your child can contact when he or she has a question about an assignment.

Self-Regulation

Self-regulation is when your child takes on challenges rather than avoiding them, behaves appropriately, and reflects on his or her own conduct. You can demonstrate self-regulation for your child by showing him or her that you listen to what people have to say before saying what you want to say, and you consider all sides of a problem when trying to find a solution.



Attendance

Attending school, on time, every day is critical. A student who misses just two days of school a month will miss a whole month of instruction by the end of the year. Daily attendance is a priority, from pre-k to high school. Students who miss school tend to have lower grades, which limits their options for college and careers. If family obligations, health conditions, or other factors make it hard for your child to attend school, talk to your child's teacher or guidance counselor. To learn more, visit nyc.gov/EveryStudent.

RESPECT FOR ALL

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. The policy prohibits such behavior 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. It is also prohibited on other than school property when such behavior disrupts or would foreseeably disrupt the educational process or endangers or would foreseeably endanger the health, safety, morality, or welfare of the school community.

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 your school's **Respect for All** posters, which are displayed throughout your 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/designee or to the Office of Special Investigations. 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/designee or to the Office of Equal Opportunity. 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
- schools.nyc.gov/offices/generalcounsel/investigative/osi
- schools.nyc.gov/oeo

Learning at Home

Extend learning beyond the classroom. Use the following suggestions to connect the Common Core Learning Standards with daily activities at home. You can find even more at-home activities at schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies.



Gifted & Talented Programs

Students in pre-k through 2nd grade can take a test to be eligible for Gifted and Talented (G&T) schools and programs. G&T programs provide challenging instruction to children with exceptional academic capacity. You must submit a request in the fall to have your child tested. For more information and a calendar of important dates, go to schools.nyc.gov/Academics/GiftedandTalented.



PRE KINDERGARTEN

Social Studies

Students learn about people in their community.

- Ask your child questions like, “What would happen if we didn’t have a mail carrier?” or “What is your favorite job? Why?”
- Engage in free, fun learning at museums, gardens, and zoos all over the city.
 - » Talk to your child about what you see during your visit and ask your child what he or she thinks.

KINDERGARTEN

Science

Students 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.



Education is a team effort that starts at HOME.

H = HABITS

O = ORGANIZATION

M = MISSION

E = ENGAGEMENT

H = HABITS

Develop a routine and set aside ten minutes each day to follow one simple tip.

1ST GRADE

Social Studies

Students now 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 explore animal diversity, 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.

2ND GRADE

Literacy

- Plan a visit to a landmark such as Times Square or the Brooklyn Bridge.
 - » Read and collect important facts.
 - » Visit and ask your child questions such as why is this place important? Do you see things you read about? Is there anything different from what you read?

Math

- Find a three-digit number somewhere at home. Perhaps you live on 125th Street, or have a box of 250 sandwich bags.
 - » Ask: How many hundreds are there? Tens? Ones? If you used the number 526, the answers would be 5 hundreds, 2 tens, and 6 ones.
 - » Then, using the same number, ask your child to write each digit on a separate paper. Scramble the numbers and have her find the biggest number she can make with the three digits.
(Answer: 652)

Get ready for middle school

Prepare: Grade 4 **Apply:** Grade 5

Look for schools and programs that match your child's interests.

Find more information about middle school options and a calendar of important dates at schools.nyc.gov/ChoicesEnrollment/Middle.



O = ORGANIZATION

Keep materials organized and be mindful of how much time should be allotted to different activities.

3RD 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. Learn at least one thing about each culture.

Science

- Explore the concept of friction (a force that holds back or reduces the movement of a sliding object).
 - » Examine different surfaces at the park and discuss which have more friction and which have less. How does friction affect various sports, such as soccer or baseball?

4TH GRADE

Literacy

- Pick a non-fiction book that your child is reading; ask him to write a review.
 - » First, he should write his opinion in a full sentence. Make sure he backs up his opinion with several examples from the book.
 - » Help your child post his review on a bookseller's web site. Would he recommend this book to others? Why or why not?

Math

- Pick a dinner dish that you could split into equal portions, such as a plate of broccoli. Ask your child to help you divide the dish equally.
 - » For example, we have one plate of broccoli and four family members. What fraction of the whole pot does each family member get? (*Answer: 1/4*)

M = MISSION

Bumps in the road (a poor grade, not getting a spot on the team) are part of life. Stay on track by recommitting to your short-term and long-term goals.

5TH GRADE

Social Studies

- Help your child choose an important current event each week from the news.
 - » Discuss with her how the event will be talked about in 10 years...or 100 years.

Science

- Students now explore the nature of scientific inquiry, earth science, food and nutrition, and ecosystems.
 - » With your child, decide on a change that would support your family's health—for example, getting regular exercise.
 - » Ask her to find reliable sources of information in books or on the Internet, and discuss what your family can do to make the change.

6TH GRADE

Literacy

- Ask your child what kind of business your neighborhood needs. Maybe a drugstore closer to home? A deli where you can buy a quick lunch?
 - » Let's say your child suggests a farmer's market. Ask him to explain: How will it benefit the community? Next, suggest he discuss his idea with a few neighbors. Do they support his argument? Why or why not?
 - » If he has support, ask him to research further: look for articles or visit a market.
 - » Then have him write a letter to the local business improvement district. He should use evidence from his visit or research to show why this business should be considered for your neighborhood.

Math

- Help your child plan a weekend afternoon by using ratios.
 - » Ask him to come up with a few activities. Have him choose the proportion of time he wants to spend doing each activity and figure out how many minutes he has for each activity based on the ratios he created.



Get ready for high school

Prepare: Grades 6 and 7 **Apply:** Grade 8

Many high schools have unique requirements. For example, students who want to attend a Specialized High School need to take an admissions test in the fall of their 8th grade year, and, in some cases, audition.

Find more information about high schools, the application process, and a calendar of important dates at schools.nyc.gov/ChoicesEnrollment/High

7TH GRADE

Literacy

- Watch the news with your child. Find an issue that sparks her interest. Help her find an article that provides information about both sides of the issue.
 - » Ask her questions like: What evidence do you find most compelling? Why?
 - » Encourage her to write a letter to the editor and share her point of view; make sure she supports it with examples from the article.

Math

- Use a timer to 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, in Manhattan, an average city block is 1/20th 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 her to calculate each of your rates in miles per hour. There are many ways to solve ratios and proportions.

Your Distance

| | | | | | | | | | | |
|-----------|---|----|---|--------|---|--------|---|----|---|------------------|
| 1/20 mile | x | 20 | = | 1 mile | x | 60 min | = | 60 | = | 3 miles per hour |
| 1 min | | 20 | | 20 min | | 1 hr | | 20 | | |

E = ENGAGEMENT

Encourage your child to develop relationships with educators and community members and to participate in school activities.

8TH 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 for young people today.
- » How are they different from when you were his age?
- » Discuss the skills needed to get a good job today.

Science

Students explore reproduction, heredity, and evolution; humans in their environment; the earth, solar, and lunar systems; as well as forces and motions 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?

Additional Common Core Resources to Support Learning at Home

- **Department of Education's Common Core Library**
schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies
- **Department of Education's Parents and Families page**
schools.nyc.gov/ParentsFamilies
- **National PTA's Parents' Guide to Student Common Core standards**
pta.org/4446.htm

- **EngageNY (New York State Department of Education)**
engage.org
- **Teaching Channel Videos**
teachingchannel.org/videos
- **Council of Great City Schools Parent roadmaps in English language arts/literacy and mathematics**
cgcs.org/page/244

Informed and Involved

Staying informed about your child's academic performance and behavior at school is essential to making sure your child is developing the skills he or she will need to be successful in school and after graduation.



It's OK not to know everything about what your child is learning. Use this as an opportunity to ask him or her to explain the concepts, giving you reasons and facts—these are skills that will help in school and in life.

Stay Involved

At every grade level, your child still needs you to check up on him or her. The easiest way to stay updated about your child's education is to get involved at your child's school. Check in regularly with your child's teacher(s), attend parent teacher conferences and parent association meetings, volunteer at school events, and talk with your school's parent coordinator.

Ask Questions

Prepare questions to ask your child's teacher during the 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 classwork 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?
- Does my child show commitment to school? Is my child attending school consistently?
- Does my child finish tasks even when he or she encounters setbacks?

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?
- How are you staying on top of schoolwork and your other activities?
- When is your next test? How are you preparing for it?
- What are some careers you want to explore? Where can we go so you can learn more?

Tools for You



Use these online tools to track your child’s academic progress and to find out what is happening at your school.



Internet Access

If you don’t have access at home, you can use the free Internet at a public library. Many schools also allow parents to use their computers for school-related information; contact your parent coordinator to learn more. And remember you can also always call 311.

ARIS Parent Link

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 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 Web site

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

E-mail Alerts

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

School Search

Visit the Department of Education’s Web site at schools.nyc.gov for information about your child’s school. Type the school’s name in the “School Search” section.

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

Like us at [Facebook.com/NYCSchools](https://www.facebook.com/NYCSchools) and follow us on Twitter @NYCSchools.



Keep a copy of your child’s student identification number (OSIS ID) handy. You’ll need it to confirm your identity when calling the school for information.

Getting Ready for College and Careers



Charting the Course

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 tougher work in high school, your child should use the middle school years to expand learning inside the classroom and out. This might include joining academic clubs and programs during and after school, summer programs, and taking advanced courses offered by your child's school.

Once in high school, students can get ready for college and careers by taking advanced courses and earning higher scores on Regents exams.

Planning for the Future

Planning for college and career success isn't just about getting good grades. It also involves your child's interests and goals, understanding the different paths your child might take, and helping your child apply to schools and programs that best match his or her dreams. Use these guides 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
- College Planning Handbook for English Language Learners and their Families
schools.nyc.gov/Academics/ELL/FamilyResources/hs+college+handbook.htm

College and Career Exploration

Explore at every age—don't wait for 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 the community who have different kinds of careers.
- Research together the educational qualifications necessary for those careers.
- Look for schools and programs that match your child's interests.
- Visit college campuses in the five boroughs or beyond New York City.

Your child has many options when it comes to choosing a middle school and a high school. Look for schools and programs that match your child's interests. You can learn more about schools and programs available to your child at

schools.nyc.gov/ChoicesEnrollment.



Getting In

Your child has many options when it comes to choosing a middle school and a high school. Help your child think about how his or her interests and goals match with strengths of different school options. Work with your child's school to help your family complete the necessary steps for admission.

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 federal and state 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, check out the New York State 529 web site at nysaves.com.

- Federal and state 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. While it might be impossible to save enough to cover college completely, every dollar you or your child saves will be one less dollar your child might have to borrow.

Making the Most of Summer

New York City offers many diverse experiences that will help your child discover new interests and career options. Visit nyc.gov/html/dcyd to find computer camps, science programs, performing arts programs, or other opportunities that match your child's interests. Many programs are free and others may offer scholarships.

A Shared Path to Success

All students should have access to high-quality, challenging instruction that will prepare them for college, careers, and independent living.

Our Promise

Our promise of equity means ensuring that all students—including those who are learning English and those who require special education services—are offered the same opportunities to prepare for success. “A Shared Path to Success” is a multi-phase initiative designed to hold all students with disabilities to high standards so they graduate from high school fully prepared for college, careers, and independent living.

Through “A Shared Path to Success,” students with disabilities are able to attend the same schools they would attend if they did not have an Individualized Education Program (IEP), whether that is their zoned school or school of choice.

The Plan

This initiative began citywide with students entering kindergarten, sixth grade, or ninth grade in fall 2012 and will continue with students entering these grades in fall 2013 and subsequent school years.

All students with IEPs are provided with the greatest possible access to the general education curriculum and are taught in the least restrictive environment.

This means that when academically appropriate and as often as possible, students with disabilities are to be taught in the same classrooms as students without disabilities.

The Reason

Research shows that the more time all students are educated together, the more likely students with disabilities are to graduate ready for college and careers.



English Language Learners

A number of our schools offer bilingual programs that encourage English Language Learners to use their native language in the classroom as they learn English. Research shows this approach can help students learn both academic content and English faster. In Dual Language programs, students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Additionally, speaking more than one language can be an advantage when applying to colleges. Talk to your child’s school about bilingual educational options and availability. To learn more, visit schools.nyc.gov/Academics/ELL.

Translation and Interpretation Services

Information about your child’s education is translated into the nine languages most commonly spoken by our families: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu. In addition, schools offer over-the-phone interpretation services in more than 150 languages to help families and school staff communicate. To obtain language assistance, speak to your child’s principal or parent coordinator. To learn more, visit schools.nyc.gov/RulesPolicies/languagepolicy.

General education students benefit, too. National studies confirm that all students benefit socially and academically from learning side by side with peers of diverse abilities.

For more information on special education in our schools, speak with your child’s principal, parent coordinator, or visit schools.nyc.gov/SpecialEducation.

Starting Now

It's never too early to start preparing your child for success after high school; the skills and positive habits your child develops now will help him or her to rise to the challenges he or she will face in college and the workplace.



Use the Four Keys to Learning at HOME to Start Preparing Now:

H: Make learning at HOME a *habit*; teach by example that good work habits lead to success.

- Encourage your child to begin assignments as soon as they are given.
- Reinforce the need to do his or her best every time.
- Make sure your child is eating nutritious food, and participating in at least 60 minutes of physical activity, as well as getting enough sleep, every day.

O: Keep assignments, notebooks, and files *organized* to avoid feeling overwhelmed.

- Show your child how to use a calendar or an organizer to write down assignments and plan when to get work done.
- Set aside a place for your child to do homework nightly and allow time every day for studying.
- Check your child's report card each marking period. Make sure that your child's permanent record reflects accurate grade and attendance information.

M: Focus on the *mission* not just the moment! Remind your child of the larger goal, like moving up to the next grade, so that bumps along the way, such as a low test score, can be taken in stride.

- Begin talking with your child about his or her long-term goals. Knowing where your child wants to go will make it easier for him or her to get there.
- Beginning in middle school, there is an academic path that your child should follow to ensure college and career readiness. Find out what classes are offered at your child's school and make sure he or she is scheduled for classes that are challenging and will help prepare him or her for high school and beyond.

E: Encourage children to *engage* with teachers and school staff and nurture key relationships.

- Promote school attendance every day, unless your child is truly ill. Get make-up work when your child must stay home.
- Use ARIS Parent Link to view information about your child's academic progress.
- Collaboration and communication are key; if there's a problem, engage your child's teachers as soon as possible.

Know Your Rights

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

- Access your child's school, classrooms, academic, and attendance records, and educational materials, as long as this access does not disrupt the school day.
- Access 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.
- Take legal action to 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/ParentsFamilies 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. To learn more, visit 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 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 NYC 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 responsibility. Examples of school officials include:

- NYC DOE employees (such as administrators, supervisors, teachers, other instructors, or support staff members).
- People whom the NYC 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 NYC DOE with respect to the use and maintenance of personally identifiable information from education records.
- Another exception would be disclosure, upon request, to 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 US 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.

2013-2014 Calendar

Sep 5-6

Rosh Hashanah (schools closed)

Sep 9

School sessions begin for all students

- Early dismissal for non-District 75 kindergarten students only
- Partial school time for pre-kindergarten public school students

Sep 10

First full day for non-District 75 kindergarten students

- Partial school time for pre-kindergarten public school students

Sep 11

First full day for pre-kindergarten public school students

Oct 14

Columbus Day observed (schools closed)

Oct 24

Pre-kindergarten Non-Attendance Day

Oct 24-25

High School Parent Teacher Conferences*

Nov 5

Election Day (students do not attend school)

Nov 6-7

District 75 School Programs Parent Teacher Conferences*

Nov 11

Veterans Day observed (schools closed)

Nov 13-14

Elementary School Parent Teacher Conferences*

Nov 18-19

Intermediate and Junior High School Parent Teacher Conferences

Nov 28-29

Thanksgiving Recess (schools closed)

Dec 12

Pre-kindergarten Non-Attendance Day

Dec 23-Jan 1

Winter Recess (schools closed, including Christmas and New Year's Day). Students return to school on Thursday, January 2, 2014

Jan 20

Dr. Martin Luther King, Jr. Day (schools closed)

Jan 30

Pre-kindergarten Non-Attendance Day

Jan 31

Fall Term ends for high school students. High School Non-Attendance Day

Feb 3

Spring Term begins for high school students

Feb 17-21

Midwinter Recess (schools closed, including Washington's birthday and Lincoln's birthday observed)

Feb 26-27

Intermediate and Junior High School Parent Teacher Conferences*

Mar 11-12

Elementary School Parent Teacher Conferences*

Mar 17-18

District 75 School Programs Parent Teacher Conferences*

Mar 27-28

High School Parent Teacher Conferences*

Apr 10

Pre-kindergarten Non-Attendance Day

Apr 14-22

Spring Recess (schools closed, including Good Friday, Easter, and Passover). Students return to school on Wednesday, April 23.

May 26

Memorial Day observed (schools closed)

Jun 3

Clerical Shortened Day

- Early dismissal for elementary and intermediate/junior high school students

Jun 5

Chancellor's Conference Day for Staff Development (students do not attend school)

Jun 9

Clerical Shortened Day

- Early dismissal for elementary and intermediate/junior high school students

Jun 26

In non-District 75 high schools having administered Regents Exams on June 3 and June 17 through June 25, students will not be in attendance on Regents Rating Day, Thursday, June 26.

LAST DAY FOR ALL OTHER STUDENTS.

An early dismissal of these students is to be scheduled on Thursday June 26.

**Citywide date. Please consult your school's calendar for specific schedules.*

For assessment dates and other calendars, please visit schools.nyc.gov/calendar.

LIBRARY CARD APPLICATION

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 web site 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) _____ Gender Male Female

Street Address _____ Apt.# _____

Borough or City _____ State _____ Zip Code _____

Home Phone _____ E-mail Address _____

The use of patron information is governed by the privacy policies of all three libraries (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 _____

NEW

LOST/REPL.

TRANSFER

PTYPE

EXP.DATE

COMPLETE: (Staff Initials)



للحصول على نسخة باللغة العربية من هذه الوثيقة، نرجو الاتصال بمنسق شؤون الآباء بمدركتكم، أو زيارة الموقع الإلكتروني أدناه.

এই নথির বাংলায় অনুদিত কপির জন্য আপনার স্কুলের প্যারেন্ট কোঅর্ডিনেটরের সঙ্গে যোগাযোগ করুন অথবা নিচের ওয়েবসাইট দেখুন।

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，或者到下面的網址查看。

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.

Pou jwenn yon vèsyon dokiman sa a an Kreyòl Ayisyen, kontakte koòdonatè paran nan lekòl ou a, oswa ale nan sitwèb pi ba a.

본 문서의 한국어 번역본을 원하시면, 학교의 학부모 코디네이터에게 연락하시거나 또는 아래 웹사이트를 방문해 보십시오.

За переводом на русский язык обращайтесь к школьному координатору по работе с родителями или на указанный ниже вебсайт.

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.

اس دستاویز کی اردو اشاعت کے لیے اپنے اسکول کے والدین ربط دہندہ سے رجوع کریں یا ذیلی ویب سائٹ دیکھیں:

Learn More

Download copies of these guides at schools.nyc.gov/ParentsFamilies/expectsuccess.

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

