

# Expect Success

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



Grades  
Pre-K to 8



Department of  
Education

*Dennis M. Walcott, Chancellor*

## Contents

- 1 Letter from Chancellor Walcott
  - 2 Raising the Bar
  - 4 Success in the Classroom
    - Common Core Learning Standards
    - Academic and Personal Behaviors
  - 7 Learning at Home
  - 13 Stay in the Know
  - 14 Informed and Involved
    - Tools for You
  - 15 Getting Ready for College and Careers
    - Charting the Courses
    - Planning for the Future
  - 17 A Shared Path to Success
  - 18 Starting Now
  - 19 Know Your Rights
  - 20 Calendar
- Library Card Application

## Welcome



Dear Parents,

On behalf of the thousands of Department of Education teachers and professionals who are dedicated to serving New York City's schoolchildren, I am excited about the 2012-13 school year. Preparing your child for a bright future is our top priority, and we will progress faster when we work in partnership. This guide outlines opportunities for you to get involved in your child's education from the early years through high school.

High expectations and support are critical for our students' success. To be prepared for challenging college courses and demanding jobs, all of our students must develop strong writing, critical-thinking, problem-solving, and creative skills. Our work with the Common Core Learning Standards will enable our students to reach this higher bar.

We know that involved parents and families lead to more successful schools and better results for students. I encourage you to use this guide to become better informed and more active in your child's education. There are many ways to get involved: you can meet with your child's teacher, volunteer at your child's school, sign up for the ARIS Parent Link, and visit us online at [schools.nyc.gov](http://schools.nyc.gov).

You are your child's greatest influence and most powerful advocate. Let's work together to ensure all of our students develop the skills necessary to graduate from New York City public schools ready to handle the demands of colleges and careers.

**Dennis M. Walcott**  
Chancellor

## Raising the Bar

Over the past 10 years, through the hard work of our students, teachers, school leaders, school support staff, parents, and communities, we have made substantial progress toward a system of great schools.



### More School Options

Nearly 600 new schools have opened since 2002, offering families more choices for where to send their children.

### Talented School Leaders and Teachers

Our talented leaders and teachers have been provided additional opportunities to learn how to further improve their instruction and support their students at a higher level.

### Dollars Directed to Classrooms

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

As a result, our students and schools are better prepared to succeed. This is a good start, but we can and will achieve more. Our students must be asked to do the type of rigorous work needed to thrive in college, careers, and life. Higher standards are necessary to prepare more students with the skills they need to succeed after high school. Our schools are committed to challenging students to take on more difficult and engaging work and to supporting all students, including those with disabilities and English language learners, to reach high 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.

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

**Our schools are committed to challenging students to take on more difficult and engaging work and to supporting all students, including those with disabilities and English language learners, to reach high standards.**



## Success in the Classroom

For New York City public school graduates to be prepared for success after high school, they must be challenged in new ways academically and receive consistent support at home and in the classroom to develop other valuable skills and behaviors. That preparation begins in pre-kindergarten and continues through middle and high school.

## Common Core Learning Standards



For our students to succeed in today's colleges and workplaces, they need to be able to think creatively, solve real-world problems, make effective arguments, and engage in debates.

The Common Core standards 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 careers.

New York City is one of the national leaders in implementing the Common Core standards. During the 2012-13 school year:

- Teachers and school leaders will expose students to even more learning experiences related to the Common Core standards.
- Students will take on more challenging assignments to accelerate their learning, deepen their conceptual understanding, and strengthen their ability to make effective written and oral arguments.

### English Language Arts

Along with works of fiction such as novels and short stories, students will read more nonfiction texts such as news articles, research reports, and historical documents. They will have to develop and defend arguments by closely analyzing what they are reading. These types of writing assignments will prepare them to express their ideas clearly and persuasively.

### Math

Students will focus on understanding concepts more deeply and making connections among topics instead of rushing to get a particular answer. They will have to explain how they arrived at their conclusion and respond to competing arguments. Students will also work towards being able to solve basic problems accurately and reasonably quickly—seeing beyond basic calculations and understanding the greater mathematical idea.

### Social Studies & Science

In social studies classes, students will study history, geography, economics, government, and civics and learn how civilizations, people, and events have individually and collectively shaped the world. These lessons will help students make sense of the world in which they live and will offer them the knowledge and skills they need to be active and informed on a local, national, and global level.

In science classes, students will interact directly with the natural world and study the world that surrounds them. For elementary students, lessons will focus on discovery through a hands-on, inquiry-based approach to learning. In middle school, students will focus on how to explain the big ideas about our physical setting and our living environment with appropriate scientific language.

### Arts

Students may participate in the visual arts, music, dance, and/or theater. In addition to building their skills and learning 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;
- become aware of careers in the arts;
- explore New York City's diverse and rich arts resources by attending exhibits and performances at museums, theaters, and other venues in their community.

### Fitness and Health

In all grades, students should receive physical education every year and engage in a wide variety of opportunities to be physically active, learn how to make healthy decisions, develop a healthy lifestyle, and experience a range of fitness activities. All students should also receive lessons on HIV/AIDS. Middle

school grades also 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 peer pressure.



## How Your Child's Exams are Changing

In 2012-13, the content of the New York State English language arts (ELA) and math exams—which students in grades 3-8 take in the spring—will begin to change to align to the Common Core Learning Standards.

- ELA tests will have a greater focus on non-fiction reading materials and math tests will include more questions that require students to take multiple steps to solve them.
- Your child will further develop these skills as his/her school implements more lessons in line with the Common Core standards.

While the test content will be different, the test format will remain similar to past tests. For information and resources visit [schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies](http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies).

## Academic and Personal Behaviors

Preparing students for success in college and careers goes beyond the books. Your child must also master other skills and behaviors that lead to success in 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. Here's how:

### Persistence

Students stay focused on achieving future success even when they encounter setbacks

### Respect for All

We're doing our part to ensure all of our schools provide safe and supportive learning environments for all students. Bullying, verbal harassment, and physical violence have no place in our schools, especially when prompted by prejudice, intolerance, or fear of difference. This policy is in effect before, during, and after school; while on school property; while on vehicles funded by the Department of Education; at all school-sponsored events; and on non-school property when such behavior can affect the educational process or the school community negatively. A student who believes he/she has been the victim of bullying or intimidating behavior should immediately report the incident orally or in writing to any school staff member. All reports of bullying, harassment, or intimidating behavior will be investigated. School counselors are available to provide counseling services. To learn more, visit [schools.nyc.gov/RulesPolicies/RespectforAll](https://schools.nyc.gov/RulesPolicies/RespectforAll).

### Attendance

Being in school every day is the first step to success. A student who misses just two days of school a month will miss a whole month of instruction by the end of the year. School attendance is a priority, from pre-kindergarten through high school. Students who miss school tend to have lower grades, which limits their options for middle or high school. If family obligations, health conditions such as asthma, 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](https://nyc.gov/EveryStudent).

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

### 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/Organizational Skills

Students work well independently, are able to manage time effectively, and check their work for accuracy. You can help your child develop these skills by encouraging him/her to begin assignments as soon as they are given and by helping him/her keep school notebooks neat and organized. Your child's notebook should have separate sections for each subject and be organized by date.

### Communication/Collaboration Skills

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 phone book of classmates your child can contact when he/she has a question about an assignment.

### Self-Regulation

Students take on challenges rather than avoiding them, behave appropriately, and are able to reflect on their own conduct. You can demonstrate self-regulation for your child by showing him/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.

## Learning at Home

### Pre-K and Kindergarten

Students continue learning even when they leave school. Here are a few suggestions on how to bring home learning and the Common Core standards. You can find even more at-home activities at [schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies](https://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies).



K

**Practice reading** with your child throughout the day—signs around your neighborhood or announcements on the train or at the library. This is good real-world reading practice for your child.

**Stop by a sports field at a park** to watch a team sport. Ask your child questions that encourage her to think about numbers. For example, talk about the score of the game. The team with the most points wins. How many points have the red shirts earned? How many points have the blue shirts earned? Who do you think will win?

Pre-K

**Read different types of books** to your child and ask about what she thinks and understands.

**Count objects aloud** with your child. Touch each object as you count it and say the number out loud.

## First and Second Grade

### 1st Grade

**Social Studies** In first grade social studies, students explore the concept of families, including students' own families, now and in the past. Start a family history box. Help your child collect photos, newspaper clippings, letters, maps, and other items. Include facts about your family, such as where other family members live.

**Science** In first grade 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 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. Have her collect three facts about that place. Visit the landmark together and ask your child questions to connect the facts she collected to what she sees. For example, 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, have a box of 250 sandwich bags, or set your oven to 350 degrees. Show your child the number and ask her to describe it. 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 her find the highest number she can make with the three digits. (Answer: 652). Ask her to find another three-digit number at home and try again.



## Third and Fourth Grade



### 3rd Grade

**Social Studies** In 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 these families might have come to New York State.

**Science** In third grade science, students explore matter, energy, simple machines, and plant and animal adaptations. Visit parks and playgrounds with your child. Examine different surfaces 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 at school or outside school. Ask your child to write a review of this book. First, he should write his opinion in a full sentence. Make sure he backs up his opinion with several examples from the book. Now help your child post his review on a bookseller's website. Would he 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, we have one whole pot of mashed potatoes and four family members. What fraction of the whole pot does each family member get? (Answer: 1/4)

## Fifth and Sixth Grade

### 5th Grade

**Social Studies** In 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** In fifth grade science, students 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 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.

### 6th 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? Let's say your child suggests a farmer's market. Ask him to explain why your neighborhood needs one. For example how will it benefit the community? Next, suggest that he discuss his idea with a few neighbors. Do they support his argument? Why or why not? If your child has support

for his idea, ask him to research it further. He can look for articles online or visit a market in person. 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** Imagine that your child has three hours this weekend with no plans. Help him plan his time 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.

*Example:*

#### Your Child's Weekend Activity Table

**Total time:** 3 hours = 180 minutes

**Common denominator:** 3

Activity	Fraction of Time	Minutes
Reading	1/3	60 min
Playing baseball	2/3	120 min



## Seventh and Eighth Grade

### 7th Grade

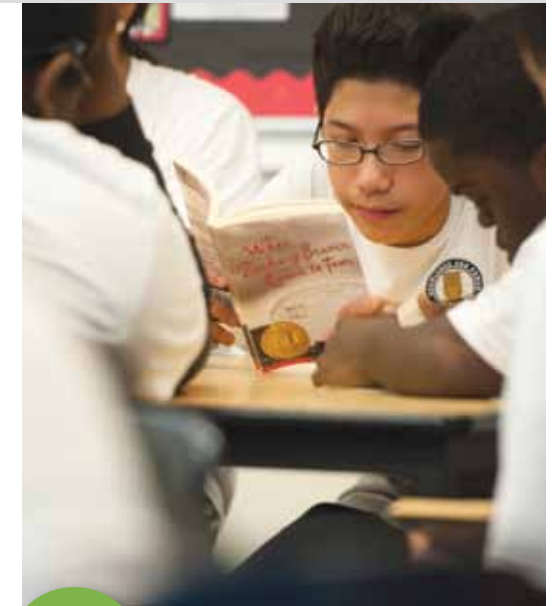
**Literacy** Watch the news with your seventh grader. Find an issue that sparks her interest. Then help her find an article that provides information about both sides of the issue in a local newspaper or on the Internet. After reading the article(s), ask questions about the information your child read. 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 her own opinion on this topic. Then encourage her to write a letter to the editor of the newspaper or website that published the article. Tell her to share her point of view and support it with 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. 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/hour. For example, let's say you selected the length of a city block as your distance. 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.

*Here is one method:*

**Your Distance**

$$\frac{1/20 \text{ mile}}{1 \text{ min}} \times \frac{20}{20} = \frac{1 \text{ mile}}{20 \text{ min}} \times \frac{60 \text{ min}}{1 \text{ hr}} = \frac{60}{20} = \mathbf{3 \text{ miles per hour}}$$



### 8th Grade

**Social Studies** In 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 their age? Talk with your child about the skills needed to get a good job today.

**Science** In eighth grade 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?



Learn more about the Common Core Learning Standards and how to support your child at home.



- Visit the Department of Education's Common Core Library at [schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies](https://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies)
- Visit the Department of Education's parents and families page at [schools.nyc.gov/ParentsFamilies](https://schools.nyc.gov/ParentsFamilies)
- Read the National PTA's *Parents' Guide to Student Success* that focuses on the Common Core standards at [pta.org/4446.htm](https://pta.org/4446.htm)
- EngageNY, developed by the New York State Department of Education, offers additional Common Core-related resources at [engageny.org](https://engageny.org)
- To view videos on how the Common Core standards work, visit the Teaching Channel at [teachingchannel.org/videos](https://teachingchannel.org/videos)
- To view parent roadmaps in English language arts/literacy and in mathematics, visit the Council of Great City Schools at [cgcs.org/page/244](https://cgcs.org/page/244)

## Stay in the Know

Staying informed about your child's academic performance and behavior at school and at home is key to making sure he/she is developing the skills he/she will need to be successful in college and careers.

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, volunteer at school events, and/or join the parent association. Here are a few questions you may want to ask your child's teacher during the conferences and throughout the year.

**Ask about what your child is learning in school and how you can support this learning at home.**

1. What is my child expected to learn, know, and do at this grade level? How will it be assessed?
2. How are the Common Core Learning Standards being used in my child's classroom? Can you explain how my child's class work is preparing him/her for college and career success?
3. What kind of work should my child be doing at home to support what is taking place in the classroom?
4. What does my child do well? What does my child struggle with?
5. What can I do to prepare my child for the next school year?

**Ask about your child's attitude: A positive mindset and belief in oneself are also essential to staying on track and achieving success.**

1. Does my student show a commitment to school? Is he/she attending school consistently?
2. Does my student set and strive for appropriate goals?
3. Does my student finish tasks even when he/she encounters setbacks?
4. Does my student know his/her personal strengths?
5. Does my student know the supports available to him/her?
6. Is my student able to advocate on his/her own behalf?

If you have a question related to a non-academic issue, you should call your child's school and ask to speak to the parent coordinator.



## Informed and Involved

Parents and families are essential partners in preparing our students for a brighter future—you are your student’s greatest influence and most powerful advocates.

We expect every student to graduate from our schools ready to tackle challenging college courses and demanding jobs. But this can only happen when we all work together. Family involvement is a key component to student success in school and after graduation.



### Tools for You

We have created several online tools to give you the power to track your child’s academic progress and to find out what is happening at your school. Log on and discover what you need to stay in the know.

#### ARIS Parent Link

For personalized and updated information about your child’s academic progress—including attendance and test scores—log on to ARIS Parent Link at [ARISParentLink.org](http://ARISParentLink.org). You will need your child’s OSIS ID number

and a password. Contact your school’s parent coordinator for a temporary password before logging on for the first time.

#### DOE Website

Visit the Department of Education’s website at [schools.nyc.gov](http://schools.nyc.gov) for the latest news and announcements about the City’s schools.

#### E-mail Alerts

You can also get regular e-mail alerts about news, enrollment processes, weather-related scheduling changes, and more by signing up at [schools.nyc.gov/Subscribe](http://schools.nyc.gov/Subscribe).

### School Search

Visit the Department of Education’s website at [schools.nyc.gov](http://schools.nyc.gov). For information about your child’s school, type in 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](https://nycschools.org)” to **877-877** to receive updates.

Visit [schools.nyc.gov/ParentsFamilies](http://schools.nyc.gov/ParentsFamilies).



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



### Internet Access

This guide references several websites to find information about your child’s education. 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 school computers for school-related information; contact your parent coordinator to learn more. And remember you can also always call 311.

## Getting Ready for College and Careers

### Charting the Courses

Once in high school, students will need to take advanced courses and perform better on Regents exams to show college and career readiness. To get ready for advanced work in high school, your child should use the middle school years to look for ways to accelerate learning inside the classroom and through extracurricular opportunities. This might include participation in academic clubs and programs, during and after school, as well as advanced courses, if offered in your school and/or summer programs.

Additionally, work with your child to set high goals. Your child can begin striving toward the scores and requirements that high school students must achieve in order to be college and career ready starting in elementary and middle school.

### Each grade matters.

Your child needs the skills he/she is learning this year to succeed next year. Take the time to understand your child’s strengths and work closely with his/her school to ensure he/she is on track now to succeed next year.

### Planning for the Future

Planning for college and career success isn’t just about getting good grades. It also involves considering your child’s interests and goals, understanding the different paths your child might take, and helping your child gain entry into the programs and schools that best match his/her aspirations.

## College and Career Exploration

**Explore** early. Talk with your child about his/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 education qualifications necessary to pursue those careers. **Visit** college campuses in the five boroughs or beyond New York City. Learn about the different middle and high school options available to your child. Each school has its own areas of strength, and many have different themes. Look for schools and programs that match your child's interests.

## 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 their interests and aspirations match with strengths of different school options. Work with your child's school to help your family complete the necessary applications and other tasks required for admissions.

## 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,



**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.**

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 website at [nysaves.com](http://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 tests 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

The summer months are a chance for your student to look for learning opportunities outside of school. New York City offers many diverse experiences that will help your child discover new interests and career areas. Visit [nyc.gov/html/dycd](http://nyc.gov/html/dycd) to find computer camps, science programs, performing arts programs, or other opportunities that match your child's interest. 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 to reach their greatest potential, including college, careers, and independent living.**

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. With the 2012-13 school year, we are initiating A Shared Path to Success, a multi-phase initiative to hold all students with disabilities to high standards so they graduate from high school fully prepared for college, careers, and independent living.

Beginning Fall 2012, students with disabilities entering kindergarten, sixth grade, or ninth grade are able to attend the same schools they could attend if they did not have an Individualized Education Programs (IEPs), whether that is the zoned school or a school of choice. All students with IEPs are provided with the greatest possible access to the general education curriculum

and are taught in the least-restrictive environment appropriate. 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.

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. 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/Academics/SpecialEducation](http://schools.nyc.gov/Academics/SpecialEducation).



**We are committed to providing all of our students, including English language learners with access to an excellent education. 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. You can also help your child at home by reading and speaking to him/her in your native language. Talk to your child's school about bilingual education program options and availability.**

## Starting Now

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

### Strengthen Study Skills

- Show your child how to use a calendar or organizer to write down assignments and plan when to get work done.
- Encourage your child to begin assignments as soon as they are given.
- Reinforce the need to do his/her best every time.
- Set aside a place for your child to do homework nightly and allow time every day for studying.
- Make sure your child does work for all classes.
- Make sure your child is eating nutritious food, participating in at least 60 minutes of physical activity, and getting enough sleep every day.
- Promote school attendance every day, unless your child is truly ill. Get make-up work when your child must stay home.

### Keep Track

- Check your child's report card each marking period. Make sure that your child's permanent record reflects accurate grade and attendance information.
- Use ARIS Parent Link to keep tabs on your child's progress
- Beginning in middle school, there is an academic path that your child should follow to ensure college and career readiness. Find out what subjects/classes are offered at your child's school and make sure he/she is in classes that are challenging and will help prepare him/her for high school and beyond.

### Explore the Next Frontier Now

- Begin talking with your child about his/her long-term goals. Knowing where you child wants to go will make it easier for him/her to get there.



## Know Your Rights

Under federal and state law, you have certain rights as a parent or guardian. These include the rights 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. You also have the right to access information about and attend public meetings as well as hearings of the Chancellor, City board, community superintendents, community education councils, and schools.

If you disagree with a school decision, you may take legal action to appeal decisions or may file complaints with the Department of Education about matters affecting your child's education. Finally, you may 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/Offices/FACE](https://schools.nyc.gov/Offices/FACE) 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 see at [schools.nyc.gov/RulesPolicies](https://schools.nyc.gov/RulesPolicies).**

### 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 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 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 when 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), and 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 New York City Department of Education with respect to the use and maintenance of personally identifiable information from education records.

Another exception permitting disclosure without consent is 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 20202-8520.

# 2012-2013 Pre-K to 8 School Calendar

## Sep 6

School sessions begin for all students

- Early dismissal for non-District 75 Kindergarten students only
- Partial school time for Pre-Kindergarten public schools students

## Sep 7

First full day for non-District 75 Kindergarten students.

- Partial school time for Pre-Kindergarten public school students.

## Sep 10

First full day for Pre-Kindergarten public school students.

## Sep 17-18

Rosh Hashanah (schools closed)

## Sep 26

Yom Kippur (schools closed)

## Oct 8

Columbus Day observed (schools closed)

## Oct 17

Pre-Kindergarten Non-Attendance day

## Nov 6

Election Day (schools closed)

## Nov 7-8

District 75 School Programs' Parent Teacher Conferences

## Nov 12

Veterans Day observed (schools closed)

## Nov 13-14

Elementary Schools' Parent Teacher Conferences

## Nov 19-20

Intermediate and Junior High School Parent Teacher Conferences

## Nov 22-23

Thanksgiving Recess (schools closed)

## Dec 5

Pre-Kindergarten Non-Attendance Day

## Dec 24-Jan 1

Winter Recess (including Christmas and New Year's Day) (schools closed). Students return to school on Wednesday, January 2, 2013.

## Jan 21

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

## Feb 6

Pre-Kindergarten Non-Attendance Day

## Feb 18-22

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

## Feb 27-28

Intermediate and Junior High Schools' Parent Teacher Conferences

## Mar 12-13

Elementary Schools' Parent Teacher Conferences

## Mar 18-19

District 75 Schools Programs' Parent Teacher Conferences

## Mar 25-Apr 2

Spring Recess (including Good Friday, Easter, and Passover) (schools closed). Students return to school on Wednesday, April 3.

## Apr 10

Pre-Kindergarten Non-Attendance Day

## May 27

Memorial Day Observed (schools closed)

## Jun 4

First June Clerical Shortened Day (early dismissal for Elementary school students)

## Jun 6

Chancellor's Conference Day for Staff Development (schools closed)

## Jun 13

Second June Clerical Shortened Day (early dismissal for Elementary school students)

## Jun 26

Last day of school for all students (early dismissal)

## 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 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](http://nypl.org); for Brooklyn, go to [brooklynpubliclibrary.org](http://brooklynpubliclibrary.org); for Queens, go to [queenslibrary.org](http://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](http://nypl.org), [queenslibrary.org](http://queenslibrary.org) and [brooklynpubliclibrary.org](http://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 بمدرستك، أو زيارة الموقع الإلكتروني أدناه.

এই নথির বাবেলাল অনুদিত কপির জন্য আপনালর 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

You can view and download copies of these guides for grades Pre-K to 8 on our website at [schools.nyc.gov/ParentsFamilies](https://schools.nyc.gov/ParentsFamilies).

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