

**New York City
Department of Education**

**Chancellor
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District 75

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**The District 75
Special Education Teacher Support Services (SETSS)
Provider Handbook**

**August 2006
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Office of Inclusive Education

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Introduction

The District 75 Handbook for Special Education Teacher Support Service (SETSS) Providers in Inclusive Classrooms was developed to address issues and questions SETSS providers have presented over the years. The first publication was compiled in 2006 by Dr. Catherine Rikhye, Instructional Support Specialist, and inclusion coaches Sherryl Berti, Ruchika Chopra and Sandra Ramos.

Included in this up-dated *Handbook* are topics that are addressed in the day-to-day work of the SETSS provider. The focus of the *Handbook* is on procedural issues rather than on educational content and strategies.

Please note that the information in this handbook is accurate as of the current date of publication. We urge all individuals using this handbook to refer to the New York City Department of Education website for the latest updates.

We dedicate this Handbook to the committed, courageous, knowledgeable and indefatigable District 75 Special Education Teacher Support Service (SETSS) providers who inspire our work and provide outstanding supports to Students from District 75 and general education students in inclusive settings.

*Special thanks to colleagues who, in various roles,
generously provided valuable input and information in
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GETTING STARTED

TO DO LIST

Before School Starts

- Add students on caseload in SESIS to enable access to new students' IEPs
- Orient incoming students to the school
 - Tour with or without families
 - Familiarize with community school's schedule
- Determine and communicate time and place to report the first day of school
 - For students
 - For District 75 staff
- Ensure transportation is in place with District 75 school
- Obtain supply list for students
- Provide community school with a list of names, grades, and OSIS numbers
- Give Shared Instruction directions to community school
- For High School students participating in Standardized Assessment, ensure that schedules reflect required classes for graduation
- For High School students participating in Alternate Assessment, ensure that schedules reflect age-appropriate, grade level, academic classes and electives

First 2 Weeks of School

- Introduce new District 75 staff to community school personnel
- Explain community school's behavior plan to students and staff
- Forms
 - Collection of forms for District 75 and community school
 - Emergency contacts
 - Lunch
 - Transportation
 - _____
 - Follow procedures for submission of forms
 - To the District 75 school
 - To the community school
- Medical issues
 - Obtain medical alerts from District 75 school
 - Arrange for medication needs with District 75 school

- Procure other special needs from District 75 school
- Record services in Encounter Attendance (SEIS)
- Chain of communication for emergencies
 - Establish procedures in case of emergency
 - Write & share with all members of team
 - Students
 - Families
 - Paraprofessionals
 - General education teachers
 - Related service providers
 - Deans

Mid-September through Early October

□ **SCHEDULES**

- Create schedules based on Recommended Services
 - Students
 - Paraprofessionals
 - SETSS
 - Related Service
- Distribute schedules to:
 - Students
 - Paraprofessionals
 - Related Service
 - Deans
 - Principals (both schools)
 - General education teachers
 - Site's assistant principal for special education
 - Program's supervisor/ contact
 - Main office
 - Person who hires substitutes
- Post all schedules

□ **IEP-AT-A-GLANCE/PRIORITY MATRIX**

- Completed for all students
 - Service Mandates

- IEP goals
 - Behavior management needs/ plans
 - Test accommodations/alternate assessment criteria
 - Medical alerts
- Distribute IEP-AT-A-GLANCE/PRIORITY MATRIX
 - Students
 - Families
 - General education teachers
 - Paraprofessionals
 - Related service providers
- **BEHAVIOR PLAN**
 - Review and communicate with:
 - Students
 - Families
 - Paraprofessionals
 - General education teachers
 - Related service providers
 - Deans
- **ASSESSMENT**
 - Review and provide assessment accommodations/adaptations as per IEP
 - Share accommodations/adaptations with testing coordinator and teachers
- **COMMUNICATION**
 - Day-to-day with:
 - All teachers
 - All paraprofessionals
 - All related service providers
 - Families
 - Emergency contact cards
 - Translator necessary
 - Weekly Team meetings
 - Invite participants
 - Define roles
 - Decide on format (rotating or set roles)
 - Set day, time, place

MEDICAL ISSUES

MEDICAL ISSUES

The SETSS provider reviews the students' IEPs to determine medical concerns and alerts, and to identify the individuals responsible for medical supports. SETSS providers ensure that medical authorization forms are in the files of students who need medical services. The *Child & Adolescent Health Examination Form* (CH-205) indicates if in-school medication is needed.

Some conditions, such as treatments for asthma, *may* be handled by the teacher or independently by the student; other conditions, such as tube feeding, require the support of a school nurse. When a student who requires the support of a nurse attends a school trip, form CH-205 must indicate the need for the nurse.

SETSS providers must be aware of and share information about students' medical conditions with the educational team. The team needs knowledge and information about:

- prohibited environmental agents
- signs and symptoms of food, insect and/ or medication allergies
- wound dressing care
- medical conditions, such as diabetes and seizure disorders

Before disseminating any medical information, check with your District 75 administrator to ensure the validity of the need-to-know.

The SETSS provider may need to learn about:

- recommended postural positions
- lighting, auditory and other environmental conditions

School nurses are provided by the Office of School Health (OSH) in about 90% of NYCDOE schools that do not have School-Based Health Centers. School nurses provide first aid to all students and skilled nursing services to students with a documented need. Nursing services, required by some students on the school bus, would be

indicated on the student's IEP. The nurse provided to the student for the school bus may or may not be the same as the school nurse.

One hundred twenty-six School-Based Health Centers (SBHC) serve approximately 278 DOE schools. Like a doctor's office within a school, SBHC are usually located in areas with limited access to health care. Staffed by a multi-disciplinary, independent institution (not DOE), SBHC serve only students who are enrolled in their SBHC. Parents must sign a *Parental Consent Form* for services to be rendered.

MEDICAL FORMS

All forms are completed and signed by the student's health care provider and, in some instances, parent/guardian consent is required. The *Medication Administration Form* authorizes the delivery of medication to a student while in school; it specifies if:

- the student can carry the medication and self-administer
- the medication needs to be stored and the student can self-administer under supervision
- the medication needs to be stored in a medical room and administered by the nurse

The *Request for Provision of Medically Prescribed Treatment (Non-Medication)* and the accompanying parental consent form must be completed when medical procedures need to be performed at school (examples may include bladder catheterization, postural drainage, dressing change).

If the student has diabetes and requires glucose monitoring, insulin and/ or glucagon administration, a *School Diabetes Management Form* must be completed by the Health Care Practitioner.

TRANSPORTATION AND TRIPS

TRANSPORTATION

ELIGIBILITY AND PROCEDURE FOR OBTAINING BUSSING

The Committee on Special Education determines student eligibility for transportation services and puts it on the student's IEP; the IEP drives the service. Prior to initial service, the family is contacted via mail by the bus company regarding the bus route number, and the time and location of pick-up and drop-off. The family shows this letter to the bus driver at the time of the first pick-up to establish the student's right to service. If the student is initially not picked-up by the bus, the parent will show the letter to the District 75 school. SETSS providers can make a copy of the letter and keep it in the student's file for future reference.

DRIVERS AND ATTENDANTS

The bus company provides a bus driver, and for most buses carrying students receiving supports from District 75, a bus attendant. Certain students are mandated for a transportation paraprofessional or nurse to accompany them on the bus. Bus attendants are responsible for assisting special education students during their ride to and from school. Bus attendants are required to assist each student from the bus to the front door of the school.

Complaints regarding any bus issue must be made directly to the Office of Pupil Transportation. For more information, see Chancellor's Regulation C-100.

INITIAL BUS ARRIVAL

SETSS providers greet the bus as students arrive their first day of school to note the bus route number, the names of the driver and attendant, and the emergency cellular phone number of the attendant. SETSS providers also note the bus vendor name, address and business telephone number as well as the names of all students receiving supports from District 75 on that bus route. This information is useful to follow-up on a late bus or to reassure a concerned parent that a student is *en route*.

EARLY/ LATE BUSES

To find out why a school bus is late, SETSS providers may call the specific bus company.

Chronically late or excessively early buses should be reported to the pupil personnel secretary at the District 75 school and to the District 75 administrator. Keep a record of all bus communications, whether they are by telephone or on-line.

CHANGE IN ROUTE OR DROP-OFF

The Office of Pupil Transportation has a form for a change in route, drop-off or bus stop, or when a student has moved or has established attendance at an after-school program at the community school. This form is called an OPT-199 form; it must be notarized.

BUSSING PROCEDURES

At no time can a student be left unattended. A designated administrator or teacher must be in charge during school bus arrivals and departures; paraprofessionals working with students receiving supports from District 75 cannot be left alone with students without a teacher in charge. This policy is maintained where students are picked-up or dropped-off at school.

APPROPRIATE BUS BEHAVIOR AND BUS SUSPENSIONS

While on the school bus and until directed otherwise, students are to maintain certain behaviors – remaining in her/ his seat, using the seat belt, keeping heads and hands within the school bus, and refraining from fisticuffs. Escorts report grossly inappropriate behaviors on bus anecdotal forms to the community school. After several bus anecdotes, the student may be suspended from the bus for a specified period of time. Chronic behavioral infractions that present a danger to the safety of the rest of the students may result in the student's removal from transportation service.

SETSS providers are expected to maintain copies of any bus anecdotes, to report them to the District 75 school's pupil personnel secretary and to their District 75 administrator. Depending on District 75 school policy, the SETSS provider contacts the home about the bus anecdotal(s) and the possibility of the student's suspension from the bus if behavior is not improved. The family must be informed that it will be their responsibility to provide daily transportation to and from school on the days the student is suspended from the school bus.

EARLY DEPARTURES FOR STUDENTS SUPPORTED BY DISTRICT 75

A student receiving support from District 75 may need to be dismissed before the end of the school day. Reasons may include such events as illness or injury, a family emergency, an inclement weather dismissal or a crisis at the school. Each District 75 and community school may have its own protocol for early dismissal. The SETSS provider needs to confer with the administrators of both schools to establish procedures to follow.

In case of early dismissal, the student who is brought to school by school bus must be returned by school bus or picked up by an authorized adult. The student who is an independent traveler can return unaccompanied by public transportation after the parent has been contacted and oral consent given: a second DOE employee must confirm oral consent with the parent. If a parent cannot be reached, the parental instructions on the student's blue emergency card are to be followed.

In case of any emergency, the SETSS provider contacts the District 75 school, the community school and the family to inform them about the situation. If an adult identified on the student's blue emergency card picks up a student, that individual must have photo identification and sign-out the student using the protocol set by the District 75 and community schools. The SETSS provider must ensure that the community school staff as well as the District 75 school are aware that the student receiving supports from District 75 was signed out by the authorized adult.

METRO CARDS

Students who are independent travelers are given student Metro Cards that provide up to 3 rides per day; a 4-trip Metro Card may be issued to a student whose trip to school requires multiple transfers. Cards are valid from 5:30am until 8:30pm on days when school is in session. A form from the Office of Pupil Transportation (OPT) to initiate service can be obtained on-line or from your District 75 school. Once forms are signed by parents and approved by OPT, Metro Cards are dispersed daily, monthly or by semester by the District 75 school, typically the pupil personnel secretary.

In an off-site program, the SETSS provider contacts her/ his District 75 supervisor to determine the school's procedure to obtain Metro Cards and the protocols needed to account for them. The SETSS provider is usually responsible for securely storing, maintaining and distributing Metro Cards. Distribution may be at the end of the day, the end of the month, or the beginning of a semester. The student must sign for the Metro Card received. A record of the 10-digit Metro Card number and the name of the students to whom it is assigned must be maintained.

Metro Cards can be tracked by number; if the card is lost or stolen, the number can be deleted from the system so it cannot be used by another person. A new Metro Card will be dispensed to the student who reports her/ his card lost or stolen.

TRIPS

After written parental consent is obtained for each excursion, students receiving supports from District 75 attend trips with their community school classmates; students in inclusive classes do not go on trips in a special education cohort. A District 75 educator (typically the SETSS provider and/ or paraprofessional) accompanies the students receiving supports from District 75 and community school students on the trip.

SETSS providers may want to maintain a trip folder to:

- keep a record of scheduled trips
- safeguard signed parent permission slips
- note medical alerts
- document academic activities completed for the trip toward an IEP goal or other assessment tool (Brigance, New York State Alternate Assessment data collection)
- store a copy of students' blue emergency cards
- include students' recent photos for identification purposes

If a student receiving supports from District 75 does not return a signed parental permission slip, the SETSS provider can ask the parent to FAX a clear, concise letter noting:

- the student's name
- the date and destination of the trip
- an emergency contact telephone number
- a parental signature

Students receiving supports from District 75 are not permitted to go on field trips in which they do not have parental consent.

Accessibility, special diets, medicine and other specific student supports must be discussed with the District 75 and community school administrators prior to the trip.

Students receiving supports from District 75 have participated in overnight trips, and need to be accompanied by a District 75 representative (parent, educator, etc.). If the District 75 representative is an educator, remuneration on a per session basis can be discussed with the District 75 administrator prior to the trip,

TRAVEL TRAINING

District 75 provides Travel Training for students with special needs, aged 14-21, who have been assessed by Travel Training Teachers and who have parent's permission. The SETSS provider is not responsible for convincing the parent to accept training. This is the job of the Office of Travel Training. Parents or SETSS providers may

initiate this service. SETSS providers may contact the Office of Travel Training for more information.

Travel training is short-term, comprehensive, specially designed instruction provided by qualified personnel to high school aged students with disabilities other than blindness or visual impairments in the skills and techniques necessary for independently negotiating the public transportation system. The SETSS provider begins the process by filling out a *Travel Training Referral Form* and a *Pupil Profile* form early in the school year. If referral is completed later in the year, the student may not receive an opportunity for travel training that school year, but may be placed on a waiting list for the next academic year. After the referral form and profile are received, a Travel Training Teacher schedules an individual assessment of the student. If the student is accepted for travel training, one-to-one instruction is provided for approximately a three-week period to teach the student to travel safely and independently on public transit from home to a specific destination, usually to and from the school they attend or to a worksite. This is why the actual daily travel training typically takes place during the school months rather than the summer. SETSS providers should consider this option for their inclusion students once they attain their 14th year. The benefits include improved self-esteem, independence, access to their community, and more options for adult living.

ATTENDANCE

ATTENDANCE

Students attend age-appropriate general education classes and extra curricular activities; pull-out (a.k.a. direct service in a separate location) is not more than 20% of the school day, including related services. Attendance is reported to and administered by the District 75 school, although it may be taken by the community school as well.

Attendance in and punctuality to all classes are cornerstones of success. Consistently modeled responsible behavior by staff and the regular attendance of students can build trust and confidence in the school environment.

District 75 staff follows the start and end times of the community school, and is expected to honor all time mandates as expressed in the UFT contract (see NYCDOE website).

STUDENT ATTENDANCE AND PUNCTUALITY

REPORTING

SETSS providers are legally responsible for providing and logging the dates and times of supports they deliver on SESIS. SOURCECORP Attendance Booklets will no longer be used. All provider service attendance will now be captured by a computer-based system named Encounter Attendance. This computer-based program is part of the SESIS system and requires that all SETSS Providers build their own caseloads, enter attendance and document service on-line. For additional information please visit the SESIS website.

The District 75 school may also require that daily attendance be reported to the pupil personnel secretary.

In departmentalized programs in which students independently change classes, you may want to have paraprofessionals take attendance in each class; these can be returned to you on a weekly/ monthly basis to determine a student's pattern of attendance/ punctuality.

STUDENTS WHO ARE NOT IN SCHEDULED LOCATION

If a student receiving services from District 75 is not present in her/his scheduled location, the SETSS provider and the assigned paraprofessional search for the student. If found, the SETSS provider determines the cause of the absence, documents the incident and conferences with the student when he/ she has returned to a calm state.

Some students may leave the classroom when they feel overwhelmed, angry or frustrated. If a student leaves the room, the paraprofessional or SETSS provider accompanies the student and encourages the student's return to class. If the SETSS provider is not aware of the incident, the paraprofessional informs her/ him of the incident. In these events, the SETSS provider follows the protocols of the District 75 and community administrators.

SETSS providers may want to look for observable student patterns such as escaping to the library or bathroom at a certain time or on particular days. This information may be useful in the development of a *Functional Behavior Analysis (FBA)* and *Behavior Intervention Plan (BIP)*. These plans can create a framework for improving self-regulating behaviors.

CONSIDERATIONS

Students participate in all school activities, including trips and extracurricular activities, unless stated otherwise on the IEP. If a student who rides a school bus participates in extra-curricular activities that occur after school, after obtaining parental permission, arrange for a change in route drop-off (see TRANSPORTATION).

SHARED INSTRUCTION aka DUAL REGISTRATION

Students receiving services from District 75 in inclusive education programs have dual registration in both the District 75 school and the community school. For middle schools and high schools, this allows attendance to be taken at both schools, and generates schedules and report cards from the community school. For students in community

high schools it also generates transcripts; credits can be earned at the community high school and the appropriate diploma granted.

Students are admitted as Shared Instruction students into the elementary, middle or high school where they are taking their courses. They will remain on the register of their District 75 School.

The community school completes the process of Shared Instruction. The SETSS provider can share the below instructions on how this is done.

Elementary, Middle School or High School pupil accounting secretary:

1. Verify that code **999** is on Table 110

Before the school can admit a student as a Shared Instruction, school should verify that they have the Shared Instruction grade code by using the function ATS function **TBLD** and looking at Table 110.

- At the Automate the Schools Primary Menu at the cursor à type in **7** or **MNTN** and press the **right ctrl/red enter** button
- Maintenance Menu, type in **3** or **TBLM** and press the **right ctrl/red enter** button
- Table Maintenance Menu, type in **2** or **TBLD** and press the **right ctrl/red enter** button
- Table Display, cursor should be at TABLE CODE, type in **110** and press the **right ctrl/red enter** button
- There will be a list of grade codes for your school

If you do not see grade code 999 Shared Instruction, you must request that this code be added to your school table. To request: go to ATS

1) RQSA (Enter Action Request)

2) GRA (Add Current / Future Grade code)

2. Once the grade has been created, you must create a class or classes for Shared Instruction students.

Note: If there is no Shared Instruction class or classes set up, you must go use the ATS function **CMOD** to add that class using grade code **999**

- At the Automate the Schools Primary Menu at the cursor à type in **7** or **MNTN** and press the **right ctrl/red enter** button

- Maintenance Menu, type in **1** or **CRSE** and press the **right ctrl/red enter** button

- Current Class Menu, type in **1** or **CMOD** and press the **right ctrl/red enter** button

- Current Class Data Add / Change Screen (CMOD), create the class as normal

CLASS NAME: Should be the same as the class code

CLASS DESC: SHARED INSTRUCTION D75

GRADES: 999

- Press the **F2** button to save this information

3. Once the Shared Instruction class or classes are set up, the Students from District 75 can be admitted using ATS function **SHIN**

- At the Automate the Schools Primary Menu at the cursor à type in **3** or **BIOG** and press the **right ctrl/red enter** button

- Biographical Information Menu, type in **1** or **BIOS** and press the **right ctrl/red enter** button

- Biographical by Individual Student

At the cursor à type in **15** press the tab button

Student ID: type in the ID number and press the **right ctrl/red enter** button

- Shared Instruction Functions at the à type in **1** and press the **right ctrl/red enter** button

- Shared Instruction Admit (SIAD) and enter the Shared Instruction Admission date and the official class. Press the **F2** button to save this information.

4. Report RSHI – Shared Instruction Report can be run to see the Shared Instruction students.

- At the Automate the Schools Primary Menu at the cursor à type in **6** or **REPT** and press the **right ctrl/red enter** button

- ATS Reports Menu, type in **3** or **RPBI** and press the **right ctrl/red enter** button
- Biographical Reports, type in **20** or **RSHI** and press the **right ctrl/red enter** button
- Shared Instruction Report, select only one of the following by entering a "Y"

STAFF ATTENDANCE AND PUNCTUALITY

Attendance of District 75 staff can be maintained in the same manner as it is for all employees at the community school (moving time cards, signing-in, etc.). All staff members are responsible for reporting individual absences on an *OP198* form; this form can be submitted at the end of the month to the District 75 payroll secretary.

SETSS PROVIDERS

Report your absence/ lateness to the payroll secretary at your District 75 main site before the start of the school day (for further information, see *Chancellor's Regulations C-603*). Determine if a substitute teacher will be sent. Notify the community school about your absence/ lateness, and provide substitute teacher information.

- You may want to establish a communication chain with your paraprofessional team. The SETSS provider contacts one paraprofessional, who then calls another, who then calls another, etc. The team can then adjust their day accordingly.
- If you co-teach, be sure to let your co-teacher know about your absence/ lateness.
- If you support students in a separate location, have substitute lesson plans available and post the location of the lesson(s).
- With your District 75 administration and the paraprofessional team, write a plan stating who will report attendance, handle emergencies, etc. when you are unavailable.
- You must have approval of your District 75 principal before attending any workshop/ training. Bring an *OP201* form to the workshop, have it signed by the presenter, and then return it to the payroll secretary of your District 75 school. For further information, please refer to *Chancellor's Regulations C-601* and *C-604*.

PARAPROFESSIONALS

Paraprofessionals report absences to the District 75 main site, the community school, and the Paraprofessional Registry before the start of the school day. At the time of the call, the paraprofessional needs to inform the Paraprofessional Registry:

- that the substitute paraprofessional should report to the general education school (NOT to the main site)
- the name of the person and room number at the general education school that the substitute reports to.

The paraprofessional should then call you about the absence/lateness so that you can adjust schedules as needed.

After the substitute paraprofessional arrives, you may:

- periodically touch base with the substitute paraprofessional.
- immediately report any “red flag” behavior displayed by the substitute (sleeping, reading periodicals, not in class, etc.) to the District 75 payroll secretary; “This person is inappropriate for the site” may be all that you need to state.

TROUBLESHOOTING

Substitutes: Endear yourself to the community school employee who is responsible for substitutes (this is often the school’s payroll secretary); ask if she/ he will be a point person for the District 75 substitutes. When a substitute comes into the building, the secretary can refer them to you, or give the substitute:

- copies of all necessary schedules previously supplied by you (student, paraprofessionals, SETSS, transportation)
- a time card for clocking in-out.

Release Time: Some paraprofessionals receive Release Time because they are attending credit bearing college courses. Release Time falls within designated dates that can be given to you by the District 75 administrator. The District 75 administrator will establish

the amount of total Release Time. When the Release Time occurs is determined by the needs of the student(s) receiving services from District 75 and can be scheduled for the paraprofessional in the morning, mid-day, or the end of the day. Time can be taken in one chunk or spread throughout the week.

Breaks: Paraprofessionals do not receive preparation nor administrative periods, and are expected to work with students throughout the day with the exception of the paraprofessional's lunch. With your team, develop a plan for bathroom breaks (smoking is not allowed on school property), and regularly scheduled team meetings.

ATTENDANCE/ PUNCTUALITY QUESTIONS TO DISCUSS WITH YOUR DISTRICT 75 ADMINISTRATOR

CONCERNING STUDENTS

- AWOL student:
 - What is our Chain of Command?
 - Who searches for the student?
 - How much time is spent searching?
 - Where can I search (outside, in bathrooms)?
 - What do I do if I cannot locate the student?

- Family pick-up:
 - Who needs to be notified and by whom (for example, busing)?
 - Who is allowed to take the student (are there any restriction alerts)?
 - Where are students signed-out?
 - Who signs-out the student?

- Early dismissal of the general education school population:
 - Who gets notified?
 - Who stays with the students?

- Trips:
 - What forms are necessary?
 - Who gets the forms?

- At what point are student absences/lateness's a concern?

Who needs to be updated?
How frequently does updating occur?

- Daily attendance:
 - Call-in or fax?
 - To whom?
 - By what time?
 - Where do high school students taking NYSAA go during Regents' Week?
- Sharing the safety plan of the community school (you may procure a copy from the AP Organization of the community school):
 - Do students receiving supports from District 75 and staff do anything differently?
 - What is our Emergency Chain of Command?

CONCERNING STAFF

- Daily attendance:
 - Which daily attendance and punctuality plan should be followed, the District 75 school or the community school?
 - If that of the community school, does the administrator or SETSS provider request this?
- For classes:
 - At what point is poor punctuality reported to District 75 administration?
 - What procedure is followed when staff is not at their assignment?
 - Can staff leave the building to (re)park her /his car?
 - If yes, what procedures must be followed?
 - What does staff do if a family emergency occurs?
 - What procedures are followed if a staff member becomes ill or injured during the day?