

**Student Handbook  
School Year 2015-2016**

**The Catherine Laboure Special Education  
Program  
744 East 87<sup>th</sup> Street  
Brooklyn, New York 11236  
718-449-1857**

**Principal: Mary Nafash  
School Secretary: Barbara Borowski**

Under the auspices of Department of Education  
Diocese of Brooklyn

## **Preface**

One of the primary obligations of this school is to ensure that our students receive an appropriate education in an environment that is consistently conducive to learning. Students should feel secure in school and accepted by their teachers. All should be treated fairly and with the utmost respect while at the same time being free to express ideas and opinions freely. In keeping with this, students actively engaged in the learning process should know the consequences of their actions.

Additionally, it is important that there be maximum consultation and cooperation between the school and the home. Students, parents, and staff are all key partners in the effort to create and maintain a safe and cooperative learning environment.

While the moral obligation of training children rests first with the parents, it is the responsibility of the school to give extension and broadening to parental training. To that effect, the teachers and school staff are dedicated to finding the best means of guiding and teaching your children. All children should be thoroughly convinced that parents stand behind the school's efforts and will expect a full accounting of what the student does in school. As role models then, parents and school staff will exhibit behavior they would like to see emulated in a sincere effort to nurture the skills, both social and academic, that the students need to succeed in school and in society.

## **Philosophy**

The special education opportunities available in the Laboure Program are designed to provide the best possible educational services to children with learning disabilities who possess a valid Individual Education Plan (IEP). The program is a long term commitment to supporting those children whose cognitive abilities fall short of the current New York State Performance Standards in the absence of support or are in need of a Functional Life Skills program, exempt from all state performance exams.

## **Goals**

- Giving each child a sense of self-worth and dignity.
- Increasing their awareness and understanding of accepting academic support proactively.
- Educating each child to their fullest potential.
- Enhancing their quality of life by equipping them with the survival skills for near mainstream expectations.
- Promoting and encouraging self-help and equality of academic opportunity.
- Training our graduates to ensure a smooth elementary to high school transition by developing strong, sequential learning and study skills.

## **Admission Policy**

Students may be considered for admission provided the following criteria exist:

- The Committee on Special Education (CSE) in his/her home district has seen the student, Phase 1 of the IEP is in place and the school has received the documents.
- The student's evaluation states that the student functions in a range that we can service appropriately and the student has social, emotional, and behavioral needs similar to those of the broader school population.
- Our staff screening reports indicate that the student would benefit from our special education program.
- For parentally placed students, the parent agrees that if any mandated related services become necessary, the parent will pursue a Related Service Agreement (RSA) from the NYC Department of Education or seek private services at the parent's expense.
- Parents are willing to participate cooperatively in the program with regard to fundraising, parent meetings and required follow up for time sensitive evaluations and plans.
- The student's program recommendation falls within the current state approved classifications specific to our program and there is an opening at the site commensurate with the applicant's age.

## **Admission Procedure**

- The parent or guardian contacts the program.
- The most current IEP is sent to the office for review. If the IEP is more than a year old, a parent must request an emergency reconvene to update it. If the classification is appropriate and there are no obvious problems, the IEP is forwarded to the relevant teacher to review.
- A three-day screening session will be set. The student is submersed in the class he/she is anticipated to attend. During this period, the student is expected to meet whatever obligations are reasonable, including homework, with the exception of exams. A portfolio of work and teacher anecdotes is assembled and reviewed by the teacher, principal and appropriate related service personnel and will be the basis for an admission decision.
- A meeting is held with the student, parent and principal to determine status of admission. If accepted, the parent agrees to and will provide registration documents and program fees(if any) prior to admission.
- The office will provide to all relevant personnel the IEP and related reports.

## **SCHOOL HOURS**

Monday – Friday 7:45a.m.-2:30p.m.

Half –Day Schedule 7:45a.m. – 11:30a.m.

\*\* Students that travel on their own are given lunch detention after 3 lateness

\*\*Parents are asked to wait outside when picking up students so that the students' attendance for dismissal is marked appropriately by the teacher on duty. Parents cannot congregate in the school hallway or pick up students' phones from the office. The students will do this as per their routine, to keep confusion away from Bus Duty.

## Uniform

### Boys

*Polo shirt with logo  
Blue, Black, Khaki pants  
Black sneakers*

**\*\*SUMMER UNIFORM**  
*Shorts with polo shirt*

### Girls

*Polo shirt with logo  
Blue, Black, Khaki pants/ skirt  
Black sneakers, flats  
**\*\* NO HEELS OR SANDALS***

**\*\* SUMMER UNIFORM**  
*Skort with polo shirt*

### **SUMMER UNIFORM ALLOWED MAY 15 –Oct 15.**

**The following is not permitted: Tatoos, Sweatshirts or sweaters other than school approved. Large earrings or piercing other than ears.**

## Attendance

- Regular attendance at school is necessary in order that students receive continuity in their instructional areas. All students are expected to be on time for school each day. Busing issues causing lateness will not be held against a student.
- If a student is absent, parents are expected to call the school between 8:00 and 9:00am to inform the school of an official absence.
- On the day the student returns to school, a written excuse from a parent or guardian is required. This note should include the day(s) absent and the reason for the absence. Any unexcused absence will be recorded as illegal on the attendance card.
- If a student becomes ill in school, the parent or emergency contact person will be notified and asked to come for the child.
- If it is necessary for a child to leave school early, a written request must be sent to the teacher. A parent or another adult must meet the child in the office and sign the student out.
- Teachers are not responsible for giving assignments before or after vacations that do not coincide with official school closings. It will also be at the discretion of the individual teacher whether additional assignments will be given at any time during the year.

## **Transportation**

Bus transportation is provided to the students with an appropriate and current IEP by the NYC Dept of Education. Arrangements for transportation are made at the time the student is admitted to the program. Parents can expect as much assistance as is in our power when faced with bus problems. Violations will be filed on the student's behalf whenever infractions occur. Complaints and follow-up by the parents generally goes a long way in reaching a resolution. Be sure to ask for a complaint number. The phone number for the Office of Pupil Transportation is (718) 784-3313. Faxes can be sent to (718) 784-9827.

**\*\* No student will begin traveling independently without the expressed and written consent of the parent/guardian**

## **Emergency School Closings**

If it is necessary to close school due to severe weather conditions, the schools in the Brooklyn Diocese will **always** close when the NYC Dept of Education closes. This will be announced on the radio stations WCBS (880) and WOR (710). In the event that the program closes, parents will be notified as much in advance as is possible under the conditions of the closing via a teacher hotline. Please be sure the school has a working and current phone number at all times.

**All closing will be printed on our website.**

## **Finances**

- Annual tuition is expected of parentally placed students. Quarterly reminders will be sent to parents by the financial office.
- If financial circumstances change to such a degree that the parents are unable to maintain the agreed upon tuition they shall make their reasons known to the Director and Financial Office and a suitable course of action will be decided.
- As costs and supplies increase, the basic tuition may increase accordingly.
- Payment must be made by check or money order PAYABLE TO: Department of Education Laboure Program for tuition/fees. Fundraising or PROSPER fees should be made out to PROSPER.

## **State Aid**

Our program is approved by the New York State Department of Education and is therefore eligible for any funding which may apply. Parents may be required to reapply every year. All questions regarding this process should be directed to the special education office. **ALL PARENTS ARE EXPECTED TO PURSUE FUNDING SOURCES.** Not doing so will affect your ongoing rate of tuition .

### **Tuition without Federal Funding**

All Grades - \$6,500 yearly

### **Role of the Host School Pastor/Property Owner**

- Pastor/Owner may expect the cooperation of the Special Education Teachers, Aides, and Students with regard to general school /property regulations necessary to the operation and safety of the school grounds.
- Pastor/Owner exercises no direct authority in the admission or dismissal of Special Education students, unless issues of safety or property destruction arise.
- There will be open and ongoing communication between the Director and the host school Pastor/Owner.
- The services rendered by the host school Pastor/Owner with regard to the program are as follow
- To inform special education staff of schedule changes which may affect their classes or the general scheduling of school, events or activities.

.\*\*Every year PROSPER raises thousands of dollars for children in the program. Highlights include dances, special events, holiday gatherings, a spring show, walkathon and bowl a thon. Your new ideas are welcome!

## **Code of Conduct**

In an effort to further promote moral responsibility, appropriate behavior, common courtesy and an atmosphere of mutual cooperation, the following values will be strongly encouraged:

- *Respect*: Students are expected to demonstrate respect for other people and their property.
- *Responsibility*: Students are expected to take responsibility for their actions.
- *Effort*: Students are expected to make every effort to demonstrate moral behavior in the school community, neighborhood, and in society. *Excellence*: Students are expected to work to their fullest potential.
- *Courtesy*: Students are expected to extend courtesy at all times, to all people
- *Concern*: Students are expected to demonstrate for all people through their words and actions.
- *Tolerance*: Students are expected to demonstrate tolerance and fairness to their peers, staff, the school and neighboring communities.
- *Peace*: Students are expected to attempt to solve all disagreements and conflicts in a peaceful manner.
- *Trustworthiness*: Students are expected to obey all school rules even in the absence of staff.

## **General Intervention Measures**

Students that engage in misconduct or demonstrate behaviors unbecoming to our value system will be subject to fair and appropriate disciplinary measures. These measures will range from a verbal reprimand by the teacher immediately following the incidents, to inclusion of the parent via a note, phone call or meeting, and/or the inclusion of the director. A meeting may result in detention or some level of suspension. If either occurs, a description of the incident and its outcome, signed by the student and parent, may be placed in the students file. At the time of the meeting, the decision will be made as to whether a suspension will be served in or out of school. Each incident will be treated separately. The severity of each incident will be determined by the school and as such, any of the following disciplinary measures may be employed.

## **Discipline Procedures**

Teachers have the authority to remove disruptive students from their classrooms when the teacher determines that the behavior of the student substantially disrupts the education process or substantially interferes with the teachers' authority over the classroom.

After a student is removed from any classroom by any teacher three times in one semester for disruptive behavior, it may result in the suspension of anticipated privileges, activities, or special events, in-house detention, or suspension served in/or out of school.

The teacher prepares and submits a "Student Removal Form" that must include a factual account of what occurred along with sufficient academic work to cover the period of absence from the classroom. This form is to be submitted to the principal no later than the end of the school day.

The teacher will make every effort to contact the parent by the end of the school day or the parent will be notified within twenty-four hours of the removal. The parent will be given the reasons for removal, the length of removal and the right to request an informal conference regarding the removal.

Parents who request an informal conference will be given time within forty-eight hours. Teachers and other appropriate staff members will be available to assist in a resolution.

The director will not overrule a teacher's removal of a student unless, after investigation, it is deemed unjustified. The director may also, after investigation, determine the student's conduct to be severe enough to warrant detention, in-house suspension or out of school suspension.

No single out of school suspension will exceed five days with a maximum of ten days out of school per school year. Single class removals, detentions and in-house suspensions with sufficient academic provisions, do not count towards the maximum allowable ten days of out of school suspension for the year.

The suspension conference, either in person or by documented phone call, will be held prior to the commencement of the suspension unless the student poses a continuing danger or presents an on going threat of disruption to the academic process.

## **Discipline Procedures - Continued**

If the team believes that the student will not benefit from reinstatement following a suspension, the principal may initiate a referral to the relevant Committee on Special Education for purposes of holding a placement meeting. The student may be placed in an Interim Alternative Educational Setting for discipline purposes while a change in placement is being determined if, at the discretion of the administration of the non-public school, it is determined that the student poses a danger to himself or others or requires attention or supervision exceeding the current ratio of 12:1:1.

### **Infractions requiring Disciplinary Action**

- Failing to wear the school uniform.
- Behaving in a manner which disrupts the educative process.
- Leaving class or school premises without permission of supervising personnel
- Bringing and/or using proscribed equipment or material to school without authorization
- Authorization such as a cell phone, iPod, Blackberry, or gaming device.
- Wearing apparel that is unsafe, or materially disruptive to the educative process or the mission of the school.
- Posting or distributing material on school premises in violation of the law, school rules, or contrary to the mission of the school.
- Possessing or using cigarettes, alcoholic beverages, or gambling devices.
- Engaging in scholastic dishonesty which includes but is not limited to:
  - copying from another test paper, using unauthorized material during a test, collaborating with another student during a test without authorization, securing tests or answers to tests in advance of the test, plagiarizing or using material without the proper citation and engaging in fraudulent collaboration with another person in preparing written work for credit.
- Fighting or engaging in verbal or physically aggressive behavior.
- Using profane or obscene language or gestures
- Using slurs based on race, ethnicity, national origin, religion, gender, sexual orientation or disability.
- Engaging in sexual harassment or physical sexual aggression.
- Defying the lawful authority of school personnel.

### **Infractions requiring Disciplinary Action - Continued**

- Use of the Internet for non-educational purposes or breaching security or privacy violations designed for the Internet or school computers.
- Engaging in or causing disruptive or sexually inappropriate behavior on the school bus or anywhere on school grounds.
- Engaging in or causing behavior off the school premises which can be demonstrated to affect negatively the educative process or which presents a danger to the health, safety, morals or welfare of the school community.
- Tampering with, or altering any school document by any means.
- Falsely activating a fire alarm, bomb scare or other disaster alarm.
- Engaging in theft or knowing of unauthorized possession of property belonging to another
- Possessing or distributing illegal drugs or controlled substances.
- Engaging in intimidation, coercion, or extortion, or threatening violence, injury or harm to another or others.(Verbally, Written or Electronically)
- Engaging in vandalism or other intentional damage to school property, property belonging to another school, staff or other students
- Threatening to use any instrument that appears capable of causing harm.
- Possessing or threatening to bring and/or using any item that can be deemed a weapon.

### **Bullying Policy**

#### **School Rules against Bullying**

- **We will not bully others**
- **We help students who are bullied**
- **We include students who are left out**
- **When we know someone is being bullied, we will tell an adult at school or home.**

## Infractions requiring Disciplinary Action - Reference Tables

<b>Behavior</b>	<b>First time</b>	<b>Second Time</b>	<b>Third Time</b>
Teasing and or name calling insulting or exclusion starting rumors (telling others not to be friends with someone, or other actions that would cause someone to be without friends)	Written warning school calls parent or guardian	Lunch Detention School calls parent/gaurdian	In house detention/ suspension or further disciplinary action.
Hitting (punching, kicking, and similar behavior that may injure others.) Threat of serious violence. Harassment(racial, ethnic or sexual name calling of other severe harassment)	Written warning. School call parent or guardian	Detention and possible suspension School calls parent/gaurdian	Out of school suspension and possible further disciplinary action

### Project Sail 1,2,3 and High School

<b>Behavior</b>	<b>First time</b>	<b>Second Time</b>	<b>Third Time</b>
Testing (name-calling, insulting or other behavior that would other's feelings or make them feel bad about themselves) Exclusion (starting rumors, telling others not to be friends with someone, or other actions that would cause someone to be without friends)	Written warning School calls parent or guardian	Lunch detention. School calls parent or guardian	Detention/ suspension in office and further disciplinary action.
Hitting (punching, kicking and similar behavior that may injure others). Threat of serious violence. Harassment (racial, ethnic or sexual name calling or other severe harassment)	Written warning School calls parent or guardian	Lunch detention. School calls parent or guardian	Detention/ suspension in office and further disciplinary action

## **Chemical Substance Abuse Policy**

- Students found to be under the influence or in possession, sale or exchange of a chemical substance (alcohol or drugs) in the school, on school grounds, or at school –related activities will be subject to penalties commensurate with the gravity of their actions. The following procedures will be used in such cases:
- After being notified, the administrator will have a legal right to search the students' personal belongings.
- The parents will be notified and the student will be suspended to the care of his/her parents.
- The administrator, in consultation with the other administrators and the guidance counselor, will evaluate the case and, depending on all factors involved, will choose from the following alternatives: A) Refer the student to an appropriate outside agency for help. A repeat of this behavior while the student is receiving help could be grounds for immediate expulsion. B) Expel or suspend the student immediately.

## **Violence**

- If a student threatens violence by any means (verbal, written, e-mail, or via a Social Network such as Myspace, Facebook, Twitter etc):
- **THE THREAT WILL BE TAKEN SERIOUSLY.**
- The police will be notified immediately, whether the threat was made by conventional means or via school or home computers.
- The director will address these issues with the parents and students and such issues will be investigated by police.
- Any threat of this nature will result in **SEVERE PENALTIES.** Expulsion from school and/or counseling may be recommended.
- Threats and negative communications that are made among students from their home computers, phones or cell phones are the responsibility of the parents. If you bring such complaint to the attention of the school, you will be advised to call the police, unless the threat seems imminent, in which case the school will notify the police directly and all parties will be informed.

## **Accidents**

Accident Reports will be available at all sites. If a child is injured on school grounds or during a school sponsored activity, his/her parent or guardian must be contacted immediately. If it becomes necessary to take a student to a hospital or emergency room, the teacher is required to notify the director. In the event that the student's parent has not been reached, someone from the program will continue to make contact while another staff member stays with the student at the treatment center until a family member arrives. A report must be filed within twenty-four hours. Any concerns or treatment by the hospital or billing issues will be handled directly between the parent and treatment center.

## **Promotion Standards (PROJECT SAIL)**

The New York City Dept. of Education has established a system wide promotion policy with clearly defined standards for promotion for grades three through twelve. All students with disabilities receiving special education services are subject to the promotion policy with the exception of those students whose IEP indicates that they will not participate in State and Citywide assessments. The promotion criteria for students with disabilities participating in State and Citywide assessments will be individually determined at an IEP meeting and stated in the students **current** IEP. At the CSE Review a parent has the opportunity to meet with the teacher(s) to discuss progress and status. While a review is held annually, the parent has the right (as does the school), to request at any time, that the IEP team is reconvened, to review a student's current IEP and to discuss the appropriateness of the services the student receives. If a student is performing poorly during the school year, suggestions for improvement will be made to the parent and student. Interim Progress Reports serve as a communicating tool during marking periods and are given three times a school year.

### **Issue of Non-Discrimination Notice:**

Pursuant to IRS REVENUE PROCEDURE 75-50 AND TITLE IX of the EDUCATION AMMENDMENTS OF 1972, please note the following regarding racially nondiscriminatory policies with reference to students and the prohibition of sex discrimination in education.

1. The Catherine Laboure Special Education Program admits students of any race, color, national/ethnic origin or sex, to all rights, privileges, programs and activities generally accorded or made available to students at the school.
2. The Catherine Laboure Special Education Program does not discriminate on the basis of race, color, national/ethnic origin or sex, in the administration of educational policies, admission policies, loan programs and athletic or other school administered programs.

### **Cell Phones and Electronics**

Please be advised that cell phones are to be routinely dropped off to an assigned student mailbox within the school's office by the student at the time of their arrival. They are maintained within the school's office for the day and picked up again by the student only, at the time of dismissal. At no time is a student permitted to carry, use or share their cell phone during school hours or on school property. At no time may the camera on the phone be used during school hours or on school property and, at no time may the Internet be accessed via the phone during school hours or on school property. Infractions of this nature are subject to any of the disciplinary procedures as outlined earlier in this manual, commensurate with the infraction and the resulting situation that may or may not have occurred as a result of use. The school bus is considered an extension of the school. Please be advised also, that this school **is not responsible** for any electronic devices or their associated items (ie. Games, flash drives, scan disks, CD etc.). If you choose or permit your child to use such devices to ease the bus trip, you are assuming all responsibility for its care. At no time may these electronics be used or taken out during school hours or on school property.

**Catherine Laboure Special Education school parent /guardian / student Agreement**

**I have read the 2015-2016 Catherine Laboure Special Education HandBook and have gone over the information with my child. I understand and agree to follow school policies and procedures as stated in the handbook.**

**Family Name;** \_\_\_\_\_

**I**

**Student**  
**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent**  
**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_