

Tiegerman Schools

“Teaching the Extraordinary”

PARENT/STUDENT HANDBOOK



www.Tiegerman.org

Chief Executive Officer: Dr. Ellenmorris Tiegerman
Chief Operating Officer: Dr. Jeremy Tiegerman
Chief Compliance Officer: Dr. Christine Radziewicz
Program Director: Mrs. Lauren Leonardi
Principal/Tiegerman Pre School & Elementary School: Mrs. Karen Katzman
Principal/Tiegerman Middle School: Mrs. Kristin Lyons
Principal/Tiegerman High School: Dr. John Wagner
Principal/Tiegerman School at Woodside: Mrs. Nina DeVita
Principal/Tiegerman Preschool at Far Rockaway: Mrs. Michelle Costantino
Principal/Tiegerman Preschool at Saint Catherine's: Mrs. Christine Austin

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Reviewed by the Board of Directors August 2026

At Tiegerman Students Learn and Grow



In a
Positive and Supportive
Environment



Acknowledgements

We are especially grateful for the time and effort so generously given by those parents who agreed to review early drafts of our Parent/Student Handbook. Their insights and comments were very helpful. Again, thank you for your careful review and constructive feedback.

Thanks also to Mrs. Toya Davis, Parent Liaison, for her feedback.



TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

September 2026

Dear Tiegerman Families,

Welcome to a new year at Tiegerman Schools. This handbook is designed as a guide and resource for families of students enrolled at Tiegerman. Please read the contents of the handbook carefully as it contains important information that is intended to ensure an enjoyable and successful experience for families in the Tiegerman community. At Tiegerman, we have high expectations for our students and our parents. We expect our students to achieve and our parents to participate. Good communication and a thorough understanding of our mission, policies and procedures will make our collaborative partnership successful and productive.

If you require clarification about any part of the Handbook, we encourage you to contact your building administrator.

We are looking forward to another successful year of learning and growth at Tiegerman.

Sincerely,

Ellenmorris Tiegerman, Ph.D.
Chief Executive Officer

Jeremy Tiegerman, Psy.D.
Chief Operating Officer

Tiegerman Schools' Hours

Tiegerman Preschool Program (Glen Cove)

- 6 hour day, 5 hours of instructional programming 9:00 am – 3:00 pm
- Class ratios of 12:2:2 and 15:2:1
- Approved for students classified as: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury

Tiegerman Elementary School Program (Glen Cove) Grades K-8

- 6 ½ hour day, 5 hours of instructional programming 8:30 am – 3:00 pm
- Class ratios of 12:2:2
- Approved for students classified as: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury
- Related Services Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training, Auditory Training

Tiegerman Middle School (Grades 6-9)

- 7 ½ hour day, 6 hours of instructional programming 8:00 am – 3:30 pm
- Departmentalized Academics
- Class ratios of 12:1:3 and 12:2:2
- Approved Disability Classifications: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury
- Related Services: Speech-Language Therapy, Occupational Therapy, Counseling, Parent Training, and Auditory Training

Tiegerman High School (Grades 9-12)

- 8 hour day, 7 hours of instructional programming 8:00 am – 4:00 pm
- Departmentalized Academics
- Class ratios of 12:1:3
- Approved for the following Disability Classifications: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury
- Related Services Provided: Speech-Language Therapy, Counseling, Parent Training, Auditory Training

Tiegerman School at Woodside Preschool Program

- 6 hour 20 minute day, 5 hours of instructional programming 8:30 am – 2:50 pm
- Class ratios of 8:1:2
- Related Services and preschoolers with a disability Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training, Auditory Training

Tiegerman School at Woodside K – 6:

- 7 ½ hour day, 7 hours of instructional programming 8:00 am – 3:30 pm
- Class ratios of 8:1:2
- Approved for the following Disability Classifications: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury
- Related Services Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training, Auditory Training

Tiegerman School at Woodside 7 – 12:

- 7 ½ hour day, 7 hours of instructional programming 8:00 am – 3:30 pm
- Class ratios of 8:1:2 and 12:1:2
- Approved for the following Disability Classifications: Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury
- Related Services Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training, Auditory Training

Tiegerman Preschool at Far Rockaway:

- 5 ½ hour day, 5 hours of instructional programming 8:30 am – 2:00 pm
- Class ratios of 8:1:2, 10:1:1, 12:1:2, and 20:2:2
- Related Services and preschoolers with a disability Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training

Tiegerman Preschool at Saint Catherine's:

- 6 hour day, 5 hours of instructional programming 8:30 am – 2:30 pm
- Class ratios of 8:1:2 and 12:1:2
- Related Services and preschoolers with a disability Provided: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Counseling, Parent Training

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Tiegerman Board of Directors

Tiegerman's Board of Directors is charged with the responsibility of ensuring the fiduciary and academic integrity of the institution. Members of Tiegerman's Board of Directors demonstrate a strong commitment to Tiegerman's mission. The Board works tirelessly to develop long-range planning strategies, to evaluate the ongoing physical plant needs and to ensure Tiegerman's financial solvency.

The Board of Directors meet regularly throughout Tiegerman year in order to meet the challenges of long-range planning, changing physical space needs, and the financial health of Tiegerman.

2026 – 2027 Board of Directors

Mr. Jay Parker	Chairman
Mr. Paul Rosen	Vice Chairman and Secretary
Dr. Ellenmorris Tiegerman	Tiegerman, Founder and Chief Executive Officer
Mrs. Teri Fritz	
Mrs. Toya Davis	Tiegerman Parent Liaison
Joseph Farber, Esq.	Board Counsel
Mr. David Farbstein	McFar Construction Ltd.
Mr. John Scalfani	TOMRA
Mr. Joseph Ficalora	
Mr. Douglas Farber	Horsepower Advisors
Mr. Jimmy Araujo	
Ms. Denise Tembelis	
Mrs. Nicole Schwartz	Anderson Kill P.C.
Mr. Todd Jackson	Warner Bros./Discovery

EDUCATIONAL ADMINISTRATION

Central Administration

Dr. Ellenmorris Tiegerman, Chief Executive Officer
Dr. Christine Radziewicz, Chief Compliance Officer
Dr. Jeremy Tiegerman, Chief Operating Officer
Mrs. Lauren Leonardi, Director

Main Office: 516-609-2000

Ms. Cioni – Ext. 154
Mrs. Stanco – Ext. 164
Ms. Thompson – Ext. 127
Ms. Thompson – Ext. 127

Tiegerman Elementary School

Program Administrators

Mrs. Karen Katzman, Principal
Mrs. Rosemarie King, Coordinator of Admissions for all Tiegerman Schools
Mrs. Andrea Giangregorio-McAteer, Admissions Asst. Coordinator
Mr. Jeffrey Scott, Chief Financial Officer

Main Office: 516-609-2000

Mrs. Giordano – Ext. 283
Ms. Cruz – Ext. 323
Ms. Cruz – Ext. 323
Ext. 134

Program Coordinators

Mrs. Michelle Neitz
Mrs. Alicia Andrus
Mrs. Erica Citrin
Mrs. Kimberly Piegari

Mrs. Giordano – Ext. 283
Ms. Santoli – Ext. 309
Mrs. Giordano – Ext. 283
Mrs. Giordano – Ext. 283

Tiegerman Middle School

Program Administrators

Mrs. Kristin Lyons, Principal
Mrs. Joanna DiGianni, Assistant Principal

Main Office: 516-801-6915

Ms. Barnett – Ext. 317
Ms. Barnett – Ext. 317

Program Coordinator

Mrs. Danielle Polito

Ms. Barnett – Ext. 317

Tiegerman High School

Program Administrators

Dr. John Wagner, Principal

Main Office: 718-291-2807

Ms. Stewart – Ext. 627

Program Coordinators

Mrs. Heather Li
Ms. Rebecca Baron

Ms. Turnbull – Ext. 619
Ms. Turnbull – Ext. 627

Tiegerman School at Woodside

Program Administrator

Mrs. Nina DeVita, Principal

Main Office: 718-476-7163

Ms. Van Wyk – Ext. 379

Program Coordinator

Mrs. Jennifer Cohen
Ms. Hannah von Hollen

Ms. Cardoso – Ext. 379

Tiegerman Preschool at Far Rockaway

Program Administrators

Mrs. Michelle Costantino, Principal
Ms. Elana Ehrlich, Assistant Principal

Main Office: 718-868-2961

Ms. Poblete– Ext. 1451
Ms. Poblete– Ext. 1451

Program Coordinator

Mrs. Esther Price, Assistant

Ms. Poblete– Ext. 1451

Tiegerman Preschool at St. Catherine's

Program Administrators

Christine Austin, Principal
Mrs. Catha Bucaro, Assistant Principal

Ms. Knatz- Ext. 1321
Ms. Knatz- Ext. 1321

IMPORTANT CONTACT INFORMATION

Busing

New York City Office of Pupil Transportation
Customer Service

718-392-8855

<http://schools.nyc.gov/offices/transportation>

Tiegerman Elementary School Busing Issues	Ms. Giordano	516-609-2000 ext. 283
Tiegerman Middle School Busing Issues	Ms. Banos	516-801-6915 ext. 433
Tiegerman High School Busing Issues	Ms. Turnbull	718-291-2807 ext. 619
Tiegerman School at Woodside		718-476-7163 ext. 379
Tiegerman Preschool at Far Rockaway	Ms. Singletary	718-868-2961 ext. 1455
Tiegerman Preschool at Saint Catherine's	Ms. Bucaro	516-609-2010

School Nurse

Ms. Ida Puccini – Elementary School	516-609-2000 ext. 145
Ms. Susan Schleger – Middle School	718-476-7163 ext. 402
Mr. Paul Nolan– High School	718-291-2807 ext. 602
Ms. Lisa Marie DiGrazia-Mitchell – Tiegerman School at Woodside	718-476-7163 ext. 377
Mr. Avrohom Fordonski – Tiegerman Preschool at Far Rockaway	718-868-2961 ext. 1400
Ms. Ida Puccini-Tiegerman Preschool at Saint Catherine's	516-609-2010 ext. 1145

Central Auditory Processing Evaluator

Dr. Ronni Glass	516-609-2000 ext. 275
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Parent Liaison

Mrs. Toya Davis	516-609-2000 ext. 364
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Development Department

Mrs. Irene Scalfani	(516) 609-2000 Ext. 313
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School Closing Information

In case of inclement weather, you will be notified via email and telephone by automated message. You can also check the following media outlets:

News 12 Long Island
WINS 1010 AM

WKJY 98.3 FM
WBLI 106.1 FM



TIEGERMAN

TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT

Tiegerman Schools 2026-2027

August '26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26						
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October '26						
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November '26						
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29	30					

December '26						
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January '27						
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31						

February '27						
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28						

March '27						
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28	29	30	31			

April '27						
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25	26	27	28	29	30	

May '27						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First Day of School: Wednesday, September 2, 2026

School Closed:

September 7 and 21 February 15 -19

October 12 March 25-26

November 11, 26-27 April 22-30

December 24 – January 1 May 31

January 18 June 18

Last Day of School: Friday, June 25, 2027

Total Number of Days:

180 Instructional Days

3 Snow Days (*Unused snow days will be utilized at the discretion of the school*)

2 Staff Development Days Prior to the Start of the School Year

2 Proposed Staff Development Days in March 2027

About Tiegerman: A Brief History

Tiegerman was founded in 1985 by Dr. Ellenmorris Tiegerman, whose educational philosophy is based on the premise that language development provides the foundation for all future learning. For the past 37 years, Tiegerman has provided intensive language immersion and educational programming that has distinguished it as an innovative program model in New York and throughout the country.

Tiegerman was one of the first programs of its kind in New York State and remains one of the few specialized schools in the nation for students with language and communication disorders, including autism spectrum disorders. During the 2009-2010 school year, Tiegerman was approved to accept students with Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disturbance, Other Health Impairment, Hearing Impairment and Traumatic Brain Injury. Tiegerman continues to set the pace in New York State with innovative programs that address the unique developmental needs of children struggling to develop the words to reach out to others. Interactive classrooms are structured as language laboratories. Reading, technology, Fast ForWord, art, music, and physical education enhance the general education learning curriculum. In addition, students receive speech-language therapy as well as individual and group counseling, related services based on individual need.

Our students come from linguistically and culturally diverse families. In addition to children from Long Island, Tiegerman also has students attending who reside in all of the boroughs of New York City. Our first Glen Cove site opened in 1999 and presently serves preschool and elementary school students. Due to a growing need, Tiegerman opened a Middle/High School in 2006 in Woodside, Queens. In the 2010-2011 school year, the high school program moved to Richmond Hill, Queens and the Middle School remained in Woodside. In July 2019, Tiegerman Middle School relocated to the Coles school building in Glen Cove, New York. In addition, Tiegerman was approved for a program expansion in July of 2019. The new program, called Tiegerman School at Woodside is located in Woodside, Queens and provides pre-K and K-12 services to students requiring more intensive and individualized therapeutic services. In 2023, we added a new branch to our family of services in Queens - Tiegerman Preschool at Far Rockaway, which serves 102 preschool students in ten classrooms. In 2025, we added a new branch to our family of services in Long Island - Tiegerman Preschool at Saint Catherine's, located in Franklin Square, which serves 92 preschool students in eleven classrooms.

Mission Statement of Tiegerman

The Tiegerman mission of “teaching the extraordinary” reflects the organization’s goal to significantly transform the lives of individuals with developmental disabilities from preschool through adulthood using the Tiegerman Learning Method. We are committed to providing a lasting opportunity for exceptional instruction, education, and support to ensure that the children and adults we serve achieve their full potential. We believe that each individual is extraordinary, and through our extraordinary efforts, they will have a more independent and successful future.

The Role and Responsibility of the Family at Tiegerman

Tiegerman is committed to a collaborative approach in educational decision-making. Collaboration requires a partnership with parents. Shared decision-making with parents is the cornerstone of Tiegerman’s collaborative educational experience. We believe parents who are knowledgeable and actively involved in the educational process will immeasurably enrich the child’s educational experience at Tiegerman. Parents are an invaluable resource for their child. Parents have the unique opportunity to reinforce those skills at home that are developed during the Tiegerman day by our faculty.

Believing that parents are important members of the child study team, Tiegerman has developed a parent education program. Ongoing workshops and training classes are provided to:

- increase knowledge and skills about language disorders and other types of developmental disabilities;
- develop an awareness and understanding of important educational issues;
- provide emotional support;
- develop parents' advocacy skills by increasing their knowledge of legal and procedural requirements; and
- increase knowledge of transition/vocational services

It is important for parents to know about our expectations for them and their children. As a result, parents sign contracts with Tiegerman, which describe those shared expectations. As a member of the Tiegerman educational team, parents have the right and responsibility to become active participants in their child's educational programming. We expect our parents to be actively involved in all aspects of school programming.

Communication and Collaboration

Tiegerman Schools' Website

Please visit our website at www.Tiegerman.org. Here you can learn about Tiegerman's history, programs, and services. The website provides information about upcoming events, parent education programs, and activities of the Parent-Teacher-Friends-Association (PTFA).

Google Classroom

Tiegerman has developed class websites that will be accessible through Google Classroom. Here, parents can be kept abreast of current instructional content, homework assignments, and pertinent information related to classroom activities. Each student and their family will be able to access their homework assignments through the Google tile.

Ongoing Communication

As members of the educational team, it is important that parents/guardians maintain an ongoing dialogue with Tiegerman faculty throughout the school year. Each student has a homework planner and a memo folder in their binder. In addition, communication notebooks (Elementary School), telephone (Elementary School, Middle School, High School and Tiegerman School at Woodside) and email (Elementary School, Middle School, High School and Tiegerman School at Woodside) may be utilized by parents/guardians as a means to communicate with staff. Team members will make every effort to respond in the communication notebooks or return phone calls/emails within 48 hours. When given adequate notice, members of the team are generally available to meet or participate in a telephone conference during their lunch period or before/after school.

Politeness Counts

We believe in strong moral values and in a commitment to social causes. Our schools have strict rules related to citizenship. It is important for parents and teachers to set high standards of behavior for children. As a result, we show a great deal of respect to our parents. We are concerned about their feelings and their beliefs. We are always here to listen to problems. There will be times when we have a difference in opinion and as a result, cannot comply with a request because of educational policies or instructional constraints. We expect parents to respect our decision-making as an educational institution and organization. Finally, Tiegerman's faculty is highly trained to be culturally sensitive to parents and students. There should be mutual respect and rapport between parents, teachers, and students. Any inappropriate or rude behavior from parents or guests will be reported to Administration.

Report Cards/ Progress Reports/ Parent-Teacher Conferences

Several mechanisms are available to encourage parents' participation in their child's education. Open School Night is held each year in the fall and individual parent conferences are held in November and April. Additionally, parents can schedule a formal conference at any time during the Tiegerman school year.

Report Cards/Progress Reports are issued five times during the Tiegerman school year (November, January, March, June, and August).

Tiegerman e-News

An important means of communication between Tiegerman and families is via e-mail. Important school information such as news, updates about class/school activities, and critical school alerts are e-mailed to all families who provide us with their e-mail address. Please contact us at lthompson@Tiegerman.org if you wish to be included in our e-mail address book, or to alert us of changes in your e-mail address.

PTFA: Parent-Teacher-Friends Association

The Parent-Teacher-Friends Association (PTFA) is one way in which parents can assume an active role in their child's educational experience. In addition to discussing issues that concern parents, the PTFA is an integral component of Tiegerman. The PTFA plays a critical role in organizing fundraising events:

Picture Day

All of our students have the opportunity to say "cheese" at Picture Day, which is held in the fall. Students pose for class and individual pictures. Parents can decide whether to purchase pictures.

Staff Appreciation Day

The PTFA hosts an annual Staff Appreciation Day during which lunch is presented to the Tiegerman faculty. Parents host and cater the event with funds raised by the PTFA.

Parent Liaison

Tiegerman strongly encourages families to be active participants in their child's educational experience. Since Tiegerman's inception, Tiegerman's Parent Liaison has served as an important resource. Tiegerman's Parent Liaison provides a myriad of services including:

- Providing information about the services available at Tiegerman
- Communicating with other agencies in the community
- Accompanying parents to CSE meetings (when given adequate notice)
- Providing parent advocacy information to parents

Should you be interested in speaking with the Parent Liaison, please feel free to contact Mrs. Toya Davis at Ext. 364 at your convenience.

Parent Education Program

Tiegerman is committed to providing families and members of the community, at no cost, with workshops and lectures regarding children's physical, emotional, cognitive, and communication development.

Parents are important members of the Tiegerman team. Parents and family members have enormous potential to reinforce and carry over the language, social and academic skills acquired by students throughout their educational experiences.

Members of the Tiegerman staff and professionals from the community lead workshops and didactic sessions to educate families and prepare them to reinforce the developmental gains their children have achieved. Please check the Tiegerman website for the 2025-2026 Parent Education schedule.

Parents' Bill of Rights

ALL PARENTS HAVE THE FOLLOWING RIGHTS:

1) THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION

Parents have the right to a free public school education for their child in a safe and supportive learning environment.

Parents have the right to:

- a) free public school education for their child as provided by law;
- b) have their child receive his or her full instructional schedule for the 12-month school year;
- c) have their child learn in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry;
- d) have their child receive courtesy and respect from others and equal educational opportunities regardless of actual or perceived race, color, religion, age, creed, ethnicity, national origin, alienage, citizenship status, disability, sexual orientation, gender or weight;
- e) have a child accorded all the rights set forth in Tiegerman's Students' Bill of Rights.

2) THE RIGHT TO ACCESS INFORMATION ABOUT THEIR CHILD

The Department of Education and its schools are responsible for providing parents with access to their child's education records and any available information on educational programs and opportunities. Parents have the right to:

- a) oral and written translation if they require or request language assistance in order to communicate effectively with Tiegerman staff;
- b) information regarding all policies, plans and regulations, which require parent consultation at Tiegerman;
- c) be informed about required health and immunization requirements;
- d) information concerning expectations relating to their child's educational program, attendance and behavior;
- e) be assured of the confidentiality of their child's records in accordance with FERPA;
- f) access and review their child's education records no more than 45 days from receipt of the request;
- g) request that their child's education records be released to an outside agency with written consent;
- h) have their child's education records sent in a timely manner to another school to which their child has transferred;
- i) consent to disclosures of personally identifiable information contained in their child's education records, except to the extent that Family Educational Rights and Privacy Act (FERPA) authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to Tiegerman's officials and Tiegerman District who need to review education records to fulfill their professional responsibility. Examples of school officials include Tiegerman employees (such as administrators, supervisors, teachers, other instructors, or support staff members).

3) THE RIGHT TO BE ACTIVELY INVOLVED AND ENGAGED IN THE EDUCATION OF THEIR CHILDREN

Parents have the right to:

- a) feel welcomed, respected and supported in their school communities;
- b) be treated with courtesy and respect by all school personnel, and to be accorded all rights without regard to race, color, creed, religion, national origin, sex, gender, age, ethnicity, alienage/citizenship status, marital status, partnership status, sexual orientation, gender identity or disability;
- c) participate in regular written or verbal communication with teachers and other school staff and share concerns regarding their child's academic, social and behavioral progress;
- d) meet with their child's teachers and principal in accordance with established procedures;
- e) participate in meaningful and productive parent-teacher conferences to discuss their child's progress in school and have access to other school staff, as appropriate, throughout Tiegerman year to discuss concerns;
- f) be informed on a regular basis, both informally and through formal progress reports, of their child's academic and behavioral progress in school;
- g) due process as set forth in Tiegerman's Code of Conduct when their child is subject to discipline;
- h) have school staff make every reasonable attempt to ensure that parents receive important notices from Tiegerman, including notices about parent-teacher conferences, Parent-Teacher Friends Association meetings, Parent Education meetings, school events, etc.;

- i) be a member of Tiegerman's Parent Teacher Friends Association;
- j) receive a copy of the "Parents' Bill of Rights and Responsibilities," the Students' Bill of Rights, "and the Code of Conduct.

ALL PARENTS ARE RESPONSIBLE FOR:

1. sending their child to school ready to learn;
2. ensuring that their child attends school regularly and arrives on time;
3. being aware of their child's work, progress, and problems by reading school notices, talking to their child about school, reviewing their child's work and progress reports, meeting with school staff and assisting with homework;
4. maintaining verbal and/or written contact with their child's teachers and principal about the progress of their child's education;
5. adhering to all school policies that pertain to their child's education;
6. responding in a timely manner to communications from the child's school;
7. attending all meetings and conferences requested by the school that pertain to their child;
8. entering the school building in a respectful manner, refraining from disruptive behavior and treating all members of the school community with courtesy and respect;
9. ensuring that the school is updated with accurate contact information (e.g., home address, telephone number).

PARENT SHOULD ALSO:

1. provide a supportive home setting where education is priority;
2. reinforce the importance of acquiring the knowledge, skills and values needed to function effectively in society;
3. volunteer time or resources in the school;
4. take part in school programs that empower parents to participate in educational decision-making;
5. teach their child to respect property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior.

Students' Bill of Rights

Bill of Student Rights and Responsibilities, K-12

PREAMBLE

Tiegerman seeks to cultivate a sense of mutual respect among students, parents and staff. It is our goal to involve students in activities and programs, within and outside Tiegerman community, that stress a commitment to civic responsibility and community service. With the cooperation of all members of our school communities, students can reach educational excellence while enjoying a rich learning experience. This document serves as a guide for students as they strive to become productive citizens in a diverse society.

I. THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION

The right to a free public school education is a basic "student right" guaranteed to all children. Students have a right to:

1. attend school and receive a free public school education from kindergarten to age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be English Language Learners are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to a free appropriate public education from age 3 until age 21, as provided by law;
2. be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to this behavior (see Chancellor's Regulations A-830, A-831, A-832, A-420, and A-421);
3. receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs;
4. receive a written copy of Tiegerman's policies and procedures, including the Behavioral Expectations for Supporting Student Learning (the Discipline Code) and the Bill of Student Rights and Responsibilities, early in Tiegerman year or upon admission to Tiegerman during Tiegerman year;
5. be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. be informed about required health, cognitive and language screening examinations;
7. be informed about courses and programs that are available in Tiegerman and the opportunity to have input in the selection of elective courses;
8. receive professional instruction;
9. know the grading criteria for each subject area and/or course offered by Tiegerman and to receive grades for school work completed based on established criteria;
10. be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. be notified of the right of appeal regarding holdover or failing grades;
13. confidentiality in the handling of student records maintained by Tiegerman system;
14. request or by parental request to have their contact information withheld from institutions of higher learning and/or military recruiters; (To protect the rights of students and parents to determine how student information is released to the military, schools that administer the ASVAB will not release student scores to military recruiters unless both the parent and the student provide written consent.)
15. receive guidance, counseling and advice for personal, social, educational, career and vocational development.

II. THE RIGHT TO FREEDOM OF EXPRESSION AND PERSON

All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Department of Education. Students have the right to:

1. organize, promote and participate in a representative form of student government;
2. organize, promote and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act;
3. representation on appropriate school-wide committees that influence the educational process, with voting rights where applicable;

4. publish school newspapers and school newsletters reflecting the life of Tiegerman and expressing student concerns and points of view consistent with responsible journalistic methods and subject to reasonable regulations based on legitimate pedagogical concerns;
5. circulate, including through electronic circulation, newspapers, literature or political leaflets on school property, subject to reasonable guidelines established by Tiegerman regarding time, place and manner of distribution, except where such material is libelous, obscene, commercial or materially disrupts Tiegerman, causes substantial disorder or invades the rights of others;
6. wear political or other types of buttons, badges or armbands, except where such material is libelous, obscene or materially disrupts Tiegerman, causes substantial disorder or invades the rights of others;
7. post bulletin board notices within Tiegerman or on Tiegerman website subject to reasonable guidelines established by Tiegerman, except where such notices are libelous, obscene, commercial or materially disrupt Tiegerman, cause substantial disorder or invade the rights of others;
8. determine their own dress within the parameters of Tiegerman policy on school uniforms and consistent with religious expression, except where such dress is dangerous or interferes with the learning and teaching process;
9. be secure in their persons and belongings and to carry in Tiegerman building personal possessions which are appropriate for use on the premises;
10. be free from unreasonable or indiscriminate searches, including body searches;
11. be free from corporal punishment and verbal abuse (as per Chancellor's Regulations A-420 and A-421);
12. decline to participate in the Pledge of Allegiance or stand for the pledge.

III. THE RIGHT TO DUE PROCESS

Every student has the right to be treated fairly in accordance with the rights set forth in this document. Students have the right to:

1. be provided with the Discipline Code and rules and regulations of Tiegerman;
2. know what is appropriate behavior and what behaviors may result in disciplinary actions;
3. be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare in Tiegerman;
4. know possible dispositions and outcomes for specific offenses;
5. due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers; students with disabilities, or who are "presumed to have a disability" have the right to certain protections under IDEA;
6. due process of law in instances of disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teachers; students with disabilities, , or who are "presumed to have a disability" have the right to certain protections under IDEA.
7. know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
8. be accompanied by a parent and/or representative at conferences and hearings;
9. the presence of school staff in situations where there may be police involvement.

IV. ADDITIONAL RIGHTS OF STUDENTS AGE 18 AND OVER:
The federal Family Educational Rights and Privacy Act (“FERPA”) gives students who have reached 18 years of age certain rights with respect to the student’s education records.

1. Students age 18 and over have the right to request, inspect and review their own education records within 45 days of the day the New York City Department of Education receives the student’s request, in accordance with the procedures set forth in Chancellor’s Regulation A-820.
2. Students age 18 and over have the right to request that their own education records be changed when they believe they are inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA, in accordance with the procedures set forth in Chancellor’s Regulation A-820.
3. Students age 18 and over have the right to provide written consent before personally identifiable information in their own education records is disclosed, except in certain cases when FERPA allows disclosure without consent, including the following:
 - Disclosure to a school official who needs to review an education record in order to fulfill his or her professional responsibility. Examples of school officials include people such as administrators, supervisors, teachers, other instructors, or support staff members, as well as people whom the New York City Department of Education has engaged to perform services or functions it would otherwise use its own employees to perform (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.
 - Disclosure, upon request, to officials of another school district in which a student is trying to enroll or plans to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
 - Other exceptions that permit disclosure of personally identifiable information without consent include certain types of disclosures (1) to authorized representatives of government entities and officials in connection with audits, evaluations or certain other activities, (2) in connection with financial aid for which the student has applied or which the student has received, (3) to organizations conducting studies for, or on behalf of, the New York City Department of Education, (4) to accrediting organizations to carry out their accrediting functions, (5) to parents of students age 18 and over if the student is a dependent for IRS tax purposes, (6) to comply with a judicial order or lawfully issued subpoena, (7) to appropriate officials in connection with a health or safety emergency and (8) of information that the New York City Department of Education has designated as “directory information.” Most of these types of disclosures are subject to certain additional requirements and limitations. Please see FERPA and Chancellor’s Regulation A-820 for more information about them.
4. Students age 18 and over have the right to inspect and review the record of disclosures that FERPA requires schools to keep when making disclosures of personally identifiable information without consent. However, schools are not required to record disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosure to parents or to students age 18 and over.
5. Students age 18 and over have the right to file a complaint with the U.S. Department of Education if they feel that the New York City Department of Education has failed to comply with the requirements of FERPA.

6. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20222-852

V. STUDENT RESPONSIBILITIES

Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society. Students have a responsibility to:

1. attend school regularly and punctually and make every effort to achieve in all areas of their education;
2. be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. follow school regulations regarding entering and leaving the classroom and school building;
4. help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
5. behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
6. share information with school officials regarding matters which may endanger the health and welfare of members of Tiegerman community;
7. respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. show respect for school property and respect the property of others, both private and public;
9. be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, weight, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
10. behave in a polite, truthful and cooperative manner toward students and school staff;
11. promote good human relations and build bridges of understanding among the members of Tiegerman community;
12. use non-confrontational methods to resolve conflicts;
13. participate and vote in student government elections;
14. provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
15. work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
16. observe ethical codes of responsible journalism;
17. refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with Tiegerman community;
18. express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
19. assemble in a peaceful manner and respect the decision of students who do not wish to participate;

20. bring to school only those personal possessions which are safe and do not interfere with the learning environment;
21. adhere to the guidelines established for dress and activities in Tiegerman gymnasium, physical education classes, laboratories and shops;
22. be familiar with Tiegerman Discipline Code and abide by school rules and regulations;
23. provide leadership to encourage fellow students to follow established school policies and practices;
24. keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

Parent/Alumni Surveys

As part of our ongoing effort to improve the quality of student life at Tiegerman and to meet the needs of students and their families, we will at times seek feedback from parents of current students and alumni. The Administration and Faculty consider your responses carefully and implement changes based on legitimate recommendations and concerns expressed by parents. We thank you in advance for taking the time to participate in this important endeavor.

Tiegerman's Development Department

At Tiegerman, every contribution—large or small—helps transform the lives of children and adults with language-based learning and developmental disabilities. Your support provides students with the tools to succeed, empowers families, and strengthens our programs. The Development Department is responsible for creating awareness of the Tiegerman Program – they are responsible for identifying ways in which to raise additional funding to support the many programs and services we offer. Working with parents, friends, corporations, foundations and the Tiegerman Board of Directors, the Development Department, our goal is to look for ways in which we can raise extra funds for such things as a new playground, laptops, a van to transport young adults to a work program, transportation for day trips for our students - all just an example of the what fundraising impacts.

There are many meaningful ways to give. Whether you make a donation, volunteer your time, or spread the word—you are making a difference.

Donate Online

Make a one-time or recurring gift.

Monthly Giving

Become a Tiegerman Champion with ongoing support.

Mail a Check

Send checks to:

Tiegerman Schools or Tiegerman Community Services
100 Glen Cove Avenue, Glen Cove, NY 11542

Honor or Memorial Gifts

Celebrate someone special with a tribute gift.

Corporate Sponsorships

Partner with us to give back through events or campaigns.

Matching Gifts

Many employers match donations or offer payroll giving.

Planned Giving

Include Tiegerman in your estate plans or give stock.

In-Kind Donations

We welcome school supplies, tech, and other essentials.

Commemorative Bricks or Plaques

Leave your mark by purchasing a brick in our walkway, building or have a plaque on one of our classrooms.

Facebook Fundraisers

Create a fundraiser and choose Tiegerman as your nonprofit.

Event Sponsorships

Host or sponsor events like Pickleball or dine-to-donate nights.

Make an Introduction

Introduce us to someone who can help support our mission.

Tiegerman Signature Events: Save the Date!

Chefs for Children – Oct. 22, 2026

The Inn at New Hyde Park

Our 23rd Annual Food & Wine Tasting supports critical programs from preschool through adulthood.

This year we are focusing on Tiegerman's work ready, transitions and TCS programs.

Tiegerman Evening of Honor – Date to be Announced_

Last spring, Tiegerman celebrated four decades of transforming lives through education, community, and inclusion. We hope you can join us in 2026 as we move into our next chapter. An evening when we honor select staff members, families, board members and others.

Get in Touch

Irene Scalfani

Director of Development

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Admissions

Tiegerman is a non-profit organization, which does not discriminate based on race, color, national or ethnic origin in administration of its admission policies.

Tiegerman accepts students with Speech or Language Impairment, Autism, Learning Disability, Intellectual Disability, Emotional Disability, Other Health Impairment, Hearing Impairment, and Traumatic Brain Injury from the five boroughs of New York City and Long Island. The program accepts publicly and privately funded students.

Candidates for admission are considered after receipt of a completed application, signed release forms, relevant evaluations, and reports. Upon receipt of the completed application and reports, the information is reviewed by the Tiegerman Admissions Committee. Classroom screening may be scheduled for some applicants following this review. Students are accepted when an appropriate opening becomes available. Since Tiegerman utilizes a rolling admissions policy, parents are notified throughout the year.

Tiegerman's Educational Philosophy

Students with language disorders are distinctively different learners. Their stylistic learning differences become more complicated as they struggle to talk and then try to read and write. Elementary education assumes that children can listen to a teacher who is writing on a chalkboard, follow his/her directions and complete an assignment alongside 25 typical peers. Our students cannot do these things without individualized instruction and support. Our students become more frustrated about their learning problems and fall further behind as they get older. The dropout rate for students with disabilities is high. Today, schools assume that children must “keep up” and “fit in.”

Tiegerman Schools provide intensive academic instruction to students in grades K-12. Curriculum and instructional programs are aligned with the New York State Learning Standards. In order for our students to access the general education curriculum, instruction is language-enriched, differentiated to address the strengths and weaknesses of each individual student, and integrated throughout all therapeutic services. Students are actively engaged in learning through multisensory, hands-on activities designed to meet the unique needs of each learner as outlined in the IEP.

At the secondary level, departmentalization occurs for grades 7-12 in the areas of science, social studies, math, English, technology, career exploration, etc. To access the general education curriculum and New York State Learning Standards, teachers use a differentiated instructional approach that allows for individualized classroom instruction. Teacher Assistants manage each group as the certified teacher circulates from group to group, facilitating the learning process and addressing the specific needs of every student. To date, Tiegerman has had a substantial number of students pass various NYS Regents exams. We have achieved this success by providing students with a language foundation upon which they can build academic understanding.

Lastly, Tiegerman Schools utilize a transdisciplinary program model to educate students. This approach combines a professional team of educators and therapists to coordinate each student's instructional goals and activities. Meetings are regularly held to discuss the progress of specific students and to determine what can be done to increase their learning.

Social Skills Training Program

Many children who have communication disabilities also have pronounced difficulties with social skills. In communicating with one another, we depend on social and conversational rules. The content of the rules may vary from culture to culture; however, the type of rules are similar. For example, we learn the proper amount of eye contact, how to change topics, or how to take turns within a conversation.

In addition, there are social scripts, which are learned in each culture and subculture such as how to greet a classmate or how to enter into a group. Most children begin to pick up social skills while they are infants and toddlers. At Tiegerman Elementary School, Tiegerman Middle School, and Tiegerman School at Woodside, we are teaching social skills to students in grades K-6. The program is designed to be taught within a specific time and then reinforced throughout the day, week, month, and year. Breaking down the skills into small incremental steps will help our students learn social-pragmatic skills, understand and manage emotions, and organize skills necessary for success in a social world.

Transition Program

Transition is a result-oriented process offering assurance that each student's educational plan prepares them to become a successful member of the post-secondary community. As required by federal law (IDEA 2004), parents and students are requested to be active participants throughout this process. This process is a collaborative effort between Tiegerman's professional staff, parents/guardians, and students and outside agencies to promote successful post-secondary outcomes. Post-secondary outcomes, defined by the law, are in the areas of education, employment, training and independent living.

Transition services also focus on self-advocacy and self-determination skills, career awareness, job-seeking skills, and the development of appropriate work behaviors. During the collaboration process, we will incorporate the students' interests, their strengths/weaknesses, and the use of vocational and situational assessments to plan for future career goals. The collaborative transition program, as required by law, begins at the age of 14. Tiegerman begins the process by providing a transition preparation meeting with parents at the age of 12.

In 10th grade, students will be exposed to vocational pathways in the areas of retail marketing, business technology, computer arts, and family and consumer science. Through partnerships with the community, life skills can be taught in their natural environment. Community based instruction provides the student with the opportunity to apply academic content to real work situations. It provides insight into the world of work and allows students to experience natural contingencies of daily living.

Research-Based Programming

As part of Tiegerman's rigorous educational programming, we are committed to evidence-based instruction. We evaluate and implement teaching strategies and methods that have been demonstrated through research to be effective. Throughout the Tiegerman school year, students' performances are assessed on standardized measures, which help us determine individual learning styles and the most effective instructional methodology to use with a particular student. For example, some students are more successful when reading is taught using a sight word program, while other students experience greater success with a phonetic approach. We implement programs that have been demonstrated to be effective in the primary areas of reading, writing, mathematics, science, and social skill development.

Tiegerman evaluates the individual and developmental growth of each student's progress. We are interested in investigating the qualitative/quantitative changes in our students' performances.

Tiegerman's senior level administrators and teacher mentors consult on ways to evaluate our curriculum. These scientifically based programs are consistent with "No Child Left Behind" legislation.

Student Assessments

Ongoing assessments are conducted throughout the academic year for students in Grade 3 and above. New York State testing or Alternate Assessments are administered to these school-age students as indicated on each student's IEP. In addition, Tiegerman Schools conduct formal academic testing, which is included in midyear reports to school districts. Parents are asked to sign a consent form to allow Tiegerman Schools to conduct this formal testing, which generally occurs between late November and early January. Results are shared with parents.

Statewide Assessments for Students Grades 3-8

Students at Tiegerman Schools participate in all statewide assessments unless alternate assessment is recommended by the CSE. Students take the following state assessments:

- Grade 3 English Language Arts, Mathematics
- Grade 4 English Language Arts, Mathematics
- Grade 5 English Language Arts, Mathematics, Science
- Grade 6 English Language Arts, Mathematics
- Grade 7 English Language Arts, Mathematics
- Grade 8 English Language Arts, Mathematics, Science

During these testing days, a modified instructional schedule is followed. Parents will be notified about the specific dates of testing. It is important that students receive adequate sleep and a healthy breakfast prior to taking these tests. At Tiegerman Schools, we provide an intensive academic curriculum to prepare our students for these examinations.

NYS Regents Examinations for Students Grades 9-12

All students at Tiegerman are required to take the NYS Regents except for those who are alternately assessed. Tiegerman educators provide students with a rigorous Regents preparation program that includes weekend, vacation, and summer preparation. Most importantly, parental involvement and collaboration are expected to give students the best chance of passing the NYS Regents. It is recommended that parents purchase Regent's review books from their local bookstore or online, so that additional preparation can be performed at home. The following are websites that provide preparation materials:

<http://www.nysedregents.org/>
<http://www.regentsprep.org/>

Student Academic Program (SAP)

The Student Academic Program (SAP) seeks to bolster the academic performance of students in grades 9-12 in a particular subject area. Students are placed in a SAP class based on multiple measures of assessment. The goal of the SAP program is to provide extra academic support and practice for students who may struggle in specific subject areas. Students are placed in an appropriate academic class during tenth period two days a week. Since the implementation of SAP, students have demonstrated success and improvement in reading and writing skills, as well as test-taking and study skills.

Diploma and Credential Options For Students in Grades 9-12

All students from Grades 9 through 12, at Tiegerman High School and Tiegerman School at Woodside are afforded the opportunity to earn a High School Diploma. With the exception of students who are alternately assessed, all High School students begin credit-bearing coursework with the eventual goal of a Local or a Regents High School diploma. The following are important factors relating to the opportunity for students to earn high school diplomas.

High School Diploma Options:

Regents Diploma
Local Diploma

High School Commencement Credentials (Non-Diploma Options):

Career Development and Occupational Studies (CDOS)
Skills and Achievement Commencement Credential (SACC)

For more information about the Diploma/Credential options, please reference Tiegerman's 2026-2027 Course Catalog or please visit www.nysed.gov

Modifications for Students in Grades 7-12

The New York State Next Generation Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers. With students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. Students who achieve a score of 64 or below over the course of three consecutive marking periods will necessitate a meeting about the appropriateness of an adjustment in his/her modification level within the specific content area.

Modification 1: Curricular elements at this level demand consistent use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real world problems with unpredictable outcomes. Students in Modification Level 1 participate in New York State Testing with testing accommodations as per each individual student's IEP. **These students will most likely accrue 44 credits to graduate in 4 years (including summer sessions). The expectation is that they will receive a diploma.**

Example Question: Evaluate the different causes and effects of Nixon's decision to withhold information during the Watergate investigation.

Modification 2: Curricular elements at this level demand thinking processes such as applying, analyzing and evaluating information. At this level, students should be able to explain processes and support these explanations with evidence. Students in Modification Level 2 participate in New York State Testing with testing accommodations as per each individual student's IEP.

These students will most likely take four-five years (including summer sessions) to accrue 44 credits to graduate. They may be eligible for either a Regents or a local diploma.

Example Question: Delineate your understanding of the causes and effects of the Watergate investigation in a web diagram.

Modification 3: Curricular elements at this level demand thinking processes in which students show an understanding of ideas or concepts learned by interpreting and explaining the information in their own words. At this level, students should be able to compare and contrast people, places, events and concepts, convert information from one form to another, and classify information into meaningful categories. Students in Modification Level 3 participate in New York State Testing with testing accommodations as per each individual student's IEP. **Students at this level may achieve impressive grades due to intensive modifications implemented by the teaching staff. At the end of programming, they will receive a Career Development and Occupational Studies Commencement Credential.**

Example Question: Identify one cause and one effect of the Watergate investigation.

Modification 4: Students with a Level 4 Modification participate in New York State Alternate Assessment in which they demonstrate their performance toward achieving New York State and Common Core Learning Standards. Curricular elements at this level demand thinking processes such as recalling and reproducing information. Students at this level will participate in learning tasks such as matching, identifying, copying and labeling. **These students will most likely take six years (including summer sessions) to graduate. Moreover, at this level, programming will emphasize vocational training and life skills development. Students at this level may achieve impressive grades due to intensive modifications implemented by the teaching staff. At the end of high school, they will receive The Skills and Achievement Commencement Credential.**

Example Question: What was the Watergate investigation?

Portfolios

Tiegerman's comprehensive portfolio system is an assessment system established to evaluate individual progress over the course of the Tiegerman year. This system requires teachers to compile worksheets, graphic organizers, projects, quizzes, and tests for each marking period. Additionally, the work contained in these portfolios is based on New York State Learning Standards and CDOS learning standards.

Homework Policy for Students in Grades K-8

Students are given assignments to complete at home on a regular basis that reinforce information presented in class. We expect homework assignments to be completed. Homework not only fosters greater student learning but also gives parents an insight into the curriculum.

Parents are encouraged to take an active interest in their child's homework by:

- Checking backpacks/student binders for daily homework assignments
- Checking student's Google Classroom
- Setting a regular homework time
- Providing a quiet environment with adequate lighting and workspace
- Limiting time spent on the telephone and computer, watching television, and playing video games
- Assisting the student in understanding the requirements (i.e., directions) of each assignment
- Checking assignments once completed
- Providing feedback to teachers as necessary

Homework Policy for Students in Grades 9-12

Students are typically given homework in each core subject to complete at least three days a week. This homework reinforces the information presented in class. We expect homework assignments to be completed. Research (Cooper & Nye, 1994, Rosenberg, 1989) has indicated that homework is beneficial for students with learning challenges. Parents need to check student planners for daily homework assignments and important school messages. In addition, homework assignments are posted on every class's individual Google Classroom webpage for each class every week. Students with incomplete homework assignments will report to homework club on Friday afternoon to complete their work. Parents will be called to participate in a collaborative team meeting with the student and teachers to resolve homework and/or other school-related issues that interfere with student achievement/performance.

Parents should provide a quiet environment for the completion of homework assignments. Desks or tables with good lighting are essential. Setting a regular homework time is an effective way to help your child develop good work habits. It is our hope that parents will prioritize homework and encourage activities such as reading, while limiting time spent on the telephone, watching television, playing video games, and navigating the internet. If your child is absent, you need to check Google Classroom tiles for ongoing assignments.

Certification and Development of Faculty

Individuals responsible for the education and care of students with language disorders and other impairments need to understand and apply language facilitation methods when interacting with our students. At Tiegerman, our teachers and specialists are actively engaged in continuing education activities and staff development seminars. Tiegerman offers an annual Professional Development Program in which experts in education provide instruction and training for our faculty/staff. This process ensures that your child is educated by knowledgeable staff at every level of our organization. We require that all of our staff be properly certified.

Mentor Teachers/Teaching Assistants

Senior faculty who have specific areas of teaching expertise are designated as Mentor Teachers/Teaching Assistants. This is Tiegerman's recognition of excellence for a teacher/teaching assistant. The Mentor Teacher/Teaching Assistant serves as a teacher/teaching assistant trainer for new staff. We believe at Tiegerman that education is a lifelong process for children and staff. We have high expectations for our staff, as well as for our students.

Lunch

Tiegerman does not provide lunch; therefore, students are expected to bring their own lunch to school. We ask that parents not send in any lunches containing peanut butter and/or other tree nuts since many children are allergic to this food. **Tiegerman is a “nut free” school.**

Student Records

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Tiegerman receives a request for access. Parents or eligible students who wish to inspect their child's or their own education records should submit to the Principal of the building a written request that identifies the records they wish to inspect. Tiegerman will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask Tiegerman to amend their child's or their own education record should write the Principal of the building, clearly identify the part of the record they want changed, and specify why it should be changed. If Tiegerman decides not to amend the record as requested by the parent or eligible student, Tiegerman will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before Tiegerman discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from students' education records without consent if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to "school officials", disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires Tiegerman to record the disclosure. Parents and eligible students have the right to inspect and review the record of disclosures.

A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student if the disclosure is:

- To other school officials, including teachers, within the educational agency or institution whom Tiegerman has determined to have "legitimate educational interests". This includes contractors, consultants, volunteers, or other parties to whom Tiegerman has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(Z))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside.

A "school official" typically includes a person employed by Tiegerman or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on Tiegerman board. A school official also may include a volunteer, contractor, or consultant who, while not employed by Tiegerman, performs an institutional service or function for which Tiegerman would otherwise use its own employees and who is under the direct control of Tiegerman with respect to the use and maintenance of PH from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility.

Entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35).

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a. State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, Tiegerman, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information Tiegerman has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11)). Please see Tiegerman's Notice for Directory Information, which is included herein as Exhibit 1.
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K)).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Tiegerman to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

FERPA Directory Information Notice

The Family Educational Rights and Privacy Act ("FERPA") requires that Tiegerman, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Tiegerman may disclose appropriately designated "directory information" without written consent, unless you have advised Tiegerman to the contrary in accordance with Tiegerman's procedures. The primary purpose of directory information is to allow Tiegerman to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965, as amended ("ESEA"), to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Tiegerman to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Tiegerman in writing by 30 days following provision of this notice. Tiegerman has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PJN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the, identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PJN, password, or other factor known or possessed only by the authorized user.

Requests for Additional Copies of Student Records

From time to time, we receive requests for additional copies of a student's IEP, reports, attendance, and other documents in a student's file. There will be a 50 cent per page charge for this service. Please put this request in writing to your building Principal.

Age of Majority

Age of Majority is a term that refers to adulthood in the eyes of the law. After reaching the age of majority, a person is permitted to vote, make a valid will, enter into binding contracts and enlist in the armed forces. In most states, the age of majority is 18, but this varies depending on the activity. For example, in some states people are allowed to vote when they reach the age of 18 but cannot purchase alcohol until they are 21.

As part of the transition process, when students approach the Age of Majority, meetings will be scheduled for the student and his or her parents to inform them of their rights and options they can exercise at that time.

CSE Meeting Documentation

CSE meetings are often complicated and overwhelming for parents. Frequently, after such a meeting, it is difficult for parents to recall the details of the discussion that led to the team decision. It is important that parents understand the IEP process, the IEP document and their rights. If you feel that you would like to record your CSE meeting, you must speak to your district. Please speak to an administrator regarding this option.

Tiegerman Data Privacy and Security Policy

Information concerning the Parent's Bill of Rights for Data Privacy and Security is on Tiegerman's website and/or will be mailed upon request.

Tiegerman is committed to protecting the privacy and security of each and every student's data. Pursuant to NY State Education Law 2-d, parents, legal guardians and persons in parental relation to a student are entitled to certain rights with regard to their child's personally identifiable information, as defined by Education Law.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes.
2. Parents/Guardians/Eligible Students 18 years or older have the right to inspect and review the complete contents of their educational records as maintained by Tiegerman.
3. State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.
4. A complete list of all student data elements collected by the State is available for public review at <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx>, or by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234.

To comply with applicable requirements of New York State Education Law §2-d and the accompanying regulations (collectively, the "NYSED Data Privacy and Security Law"), Tiegerman (the "School") has adopted this Data Privacy and Security Policy (the "Policy"). Unless otherwise indicated, capitalized terms in the Policy have the meanings set forth in the NYSED Data Privacy and Security Law.

Pursuant to the Policy:

- Tiegerman has designated a Data Protection Officer with responsibility for implementing the policies and procedures required by the NYSED Data Privacy and Security Law, and to serve as the point of contact for data privacy and security for Tiegerman. Tiegerman's Data Protection Officer shall annually report to its Chief Operating Officer, Chief Compliance Officer, and Board of Directors on data privacy and security activities, the number and disposition of reported Breaches or Unauthorized Releases, if any, and a summary of any complaints submitted pursuant to Education Law §2-d.

- Tiegerman does not sell any Personally Identifiable Information ("PII"), nor does it use or disclose such information for any Commercial or Marketing Purpose or facilitate its use or disclosure by any other party for any Commercial or Marketing Purpose or permit another party to do so
- Tiegerman takes appropriate steps to minimize its collection, processing, and transmission of PII.
- Tiegerman ensures that it includes provisions in its contracts with third-party contractors, or in separate data sharing confidentiality agreements, that require such third-party contractors to maintain the confidentiality of any student, teacher, and/or principal data they receive from or on behalf of Tiegerman in accordance with federal and state law and this Policy.
- Tiegerman publishes on its website a Parents Bill of Rights for Data Privacy and Security (the "Bill of Rights") that complies with the provisions of NYSED Data Privacy and Security Law.
- Tiegerman includes the Bill of Rights in every contract it enters into with a third-party contractor that processes PII on its behalf, along with the following supplemental information required by the NYSED Data Privacy and Security Law:
 - the exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract;
 - how the third-party contractor will ensure that its subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable state and federal laws and regulations (e.g., FERPA; Education Law §2-d);
 - the duration of the contract, including the contract's expiration date and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to the educational agency, and/or whether, when, and how the data will be destroyed);
 - if and how a parent, student, eligible student, teacher or principal may challenge the accuracy of the student data or teacher or principal data that is collected;
 - where the student data or teacher or principal data will be stored, described in such a manner as to protect data security, and the security protections taken to ensure such data will be protected and data security and privacy risks mitigated; and
 - how the data will be protected using encryption while in motion and at rest.

Tiegerman publishes the foregoing supplemental information on its website.

- Tiegerman established and communicates to parents, eligible students, teachers, principals or other staff Tiegerman's procedure for filing complaints about Breaches or Unauthorized Releases of student, teacher, or principal data.
- Tiegerman safeguards data in accordance with the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity Version 1. 1.
- Every use and disclosure of PII by Tiegerman benefits students and Tiegerman (e.g., improving academic achievement, empowering parents and students with information, and/or advancing efficient

and effective school operations).

- Tiegerman does not include PII in public reports or other documents.
- Tiegerman ensures that it affords to parents or eligible students all applicable protections under FERPA and the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), as well as the accompanying regulations.
- Tiegerman ensures that its contracts with third-party contractors include the third-party contractors' data security and privacy plans, which must be accepted by Tiegerman and must comply with the requirements set forth in the NYSED Data Privacy and Security Law.
- Tiegerman annually provides data privacy and security awareness training to its officers and employees with access to PII. This training includes, without limitation, training on state and federal laws that protect PII, and how employees can comply with such laws.
- Tiegerman will report every discovery or report of a Breach or Unauthorized Release of student, teacher or principal data, including those reported to Tiegerman by its third-party contractors, to the New York State Education Department's Chief Privacy Officer without unreasonable delay, but no later than 10 calendar days after such discovery or receipt of report.
- Tiegerman will notify affected parents, eligible students, teachers and/or principals in the most expedient way possible and without unreasonable delay, but no later than 60 calendar days after its discovery of a Breach or Unauthorized Release, or its receipt of a notification of a Breach or Unauthorized Release from a third-party contractor, unless that notification would interfere with an ongoing investigation by law enforcement or cause further disclosure of PII by disclosing an unfixed security vulnerability.
- Tiegerman will ensure that the notifications it provides in the event of a Breach or Unauthorized Release are clear, concise, use language that is plain and easy to understand, and, to the extent available, include: a brief description of the Breach or Unauthorized Release; the dates of the incident and the date of discovery, if known; a description of the types of PII affected; an estimate of the number of records affected; a brief description of Tiegerman's investigation or plan to investigate; and contact information for representatives who can assist parents or eligible students that have additional questions.
- Parents and eligible students have the right to inspect and review a student's education record maintained by Tiegerman. All requests to inspect and review must be made by an individual or their representative in writing to Tiegerman in accordance with Tiegerman's access request procedure. Tiegerman will notify parents annually of their right to request to inspect and review their child's education record including any student data stored or maintained by Tiegerman.

Parents' Bill of Rights for Data Privacy and Security

*Tiegerman School is committed to protecting the privacy and security of each and every student's data.
Parents should be aware of the following rights they have concerning their child's data:*

1. A student's personally identifiable information cannot be sold or released for any commercial purposes.

2. Parents have the right to inspect and review the complete contents of their child's education record.
3. The confidentiality of a student's personally identifiable information is protected by existing state and federal laws and safeguards such as encryption, firewalls and password protection must be in place when data is stored or transferred. Third party contractors are required to employ technology, safeguards and practices that align with the National Institute of Standards and Technology Cybersecurity Framework.
4. A complete list of all student data elements collected by the State Education Department is available for review at: http://www.nysed.gov/common/nysed/files/programs/data-privacy-security/inventory-of-data-elements-collected-by-nysed_0.pdf or by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany NY 12234.
5. Parents have the right to file complaints about possible breaches of student data. Parents may submit a complaint regarding a potential breach to the Data protection Officer at 100 Glen Cove Avenue Glen Cove, New York 11542. The DPO shall promptly acknowledge any complaints received and commence an investigation into the complaint while taking the necessary precautions to protect personally identifiable information. Tiegerman School shall provide a response detailing its findings from the investigation no more than sixty (60) days after receipt of the complaint. Complaints pertaining to the State Education Department or one of its third party vendors should be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue Albany, NY 12234 or email to privacy@nysed.gov or by phone at 518-474-0937.
6. In the event of a data breach or unauthorized disclosure of students' personally identifiable information, third party contractors are required by law to notify Tiegerman within seven (7) days of discovery of the breach or unauthorized disclosure.
7. If the Agency enters into a contract with a third party in which student, teacher or principal data is shared with a third party supplemental information for each such contract will be appended to this Parents' Bill of Rights.

Parents may access the State Education Department's Parents' Bill of Rights at:
<https://www.nysed.gov/data-privacy-security/bill-rights-data-privacy-and-security-parents-bill-rights>

School-Based Services and Resources

Counseling

Comprehensive counseling services are available in order to meet the social and emotional needs of students and their families. At Tiegerman Schools, every student is assigned to a counselor. Working with teachers, specialists, and teacher assistants, the counselors develop and implement effective strategies to address noncompliance, poor attending, low frustration tolerance, and other behaviors that interfere with learning. In addition, the counseling staff helps students develop age-appropriate social skills. Counseling services are provided when specified on a student's Individualized Education Program (IEP). Parents are encouraged to meet with their child's counselor about any issues at school or at home that may be impacting on their social, emotional, or academic development.

Services for Families

Our counselors serve as a valuable resource not only to our students, but to the family as well. We encourage you to contact your child's counselor to discuss issues of concern such as discipline, social skills, sibling rivalry, etc. Our staff is always available for consultation and support, particularly in the event of major changes in family constellation (such as serious illness, death, separation, divorce, birth of a new sibling) or any other issues that may impact your child's development and emotional well-being. Counselors are also available to consult with outside specialists (medical personnel, therapists, etc.) and are available to speak with parents should you have any questions or concerns.

Guidance Services

Guidance counselors provide additional support at Tiegerman in areas relating to academic achievement, personal/social development and career development. Guidance counselors at Tiegerman are assigned to each student and are available to provide students and their families with information on grade-required coursework. Other related responsibilities include development of report cards and transcripts, portfolio assessment, career counseling, assisting students navigate the college application process, and communication/coordination with outside agencies necessary in successful post-secondary outcomes. We encourage you to contact your child's guidance counselor with questions or concerns you may have regarding their progress at Tiegerman.

Related Services

Your child's educational experience may include a number of related services provided by a staff of certified and licensed professionals. As specified on your child's IEP, Tiegerman is staffed by professionals who provide the following related services:

- Speech-Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling
- Parent Training
- Auditory Training

Policies and Procedures

Non-Discrimination Policy

Tiegerman admits students of any race, religion, nationality, and ethnic origin. It does not discriminate on the basis of race, religion, nationality and ethnic origin, or sexual orientation in the administration of its educational admissions policies.

Building Security

Part of Tiegerman's building security involves photo identification for staff. All staff members have been instructed to stop anyone in the building who does not have a visitor's pass.

Tiegerman's Board of Directors authorizes the use of electronic surveillance equipment to promote the safety and security of students and staff, the protection of Program-owned or contracted property, the deterrence and prevention of criminal activities, and the enforcement of Program-wide policies and school rules. Our facilities are equipped with internal and external video security cameras recording activities at the entrance 24 hours a day.

Attendance

Regular attendance by students is very important. Students risk not achieving course credit if they exceed the maximum allowed absences for Tiegerman year. The maximum number of unexcused absences permitted is 10% of the total number of school days for the academic year. Please schedule doctor and dentist appointments outside of school hours or when school is not in session. If students are absent, it is their responsibility to make up the work they have missed. Students attending Tiegerman have 12-month IEPs because of their intensive learning needs. Summer programming is not recreational, but a continuation of the academic program during Tiegerman year. If students require less rigorous 10-month IEPs, their academic needs can be met in less restrictive settings. Please be advised that if a student has more than five consecutive unexcused absences and/or excessive unexcused absences, Tiegerman district will be notified. The CSE then has the option of reconsidering your child's educational placement.

Absences

Regular attendance by students is important. Students risk not achieving course credit if they exceed the maximum of allowed absences for Tiegerman year. The maximum number of unexcused absences permitted is 10% of the total number of school days for the academic year.

Please call your building's school nurse by 8:00 a.m. to inform Tiegerman if your child is going to be absent. The New York State Education Department requires the documentation for all absences. Please provide Tiegerman with a note explaining the reason for your child's absence when they return to school. If a student has a record of excessive absences, Tiegerman is obligated to notify Tiegerman district. Tiegerman district has the right to reconsider a student's placement and reconvene a CSE based on excessive absences. In addition, Tiegerman is not reimbursed for educational programming when students are illegally absent.

If a child has surgery, or is hospitalized, a doctor's note is required for the child to return to school and continue all activities.

Attendance information is collected and forwarded to your school district on an annual basis.

Lateness

Students are expected to arrive at school on time. Students who arrive to school late will not be admitted to class until they have reported to the Main Office. Students who enter class late disrupt the learning process for the entire class. Should a student arrive to first period more than 15 minutes late (8:32AM), they are to be marked absent for that period. If a student is 15 minutes late more than four times over the course of a marking period, there may be a risk of a loss of credit if not rectified.

Excused Absences

Excused absences are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassible roads or weather, religious observance, quarantine, required court appearance, medical or dental appointments, approved college visits, military obligations, or such other reasons as may be approved by the principal. All other absences are considered unexcused absences.

Attendance Incentive

School success begins with attendance. Every child in every seat, everyday counts! Attendance boosts student achievement, improves the quality of your child's educational experience, and it prepares them for college, careers and successful adulthood. Tiegerman wants to reward and recognize individual students for their attendance. Small, inexpensive prizes can be a good incentive, even for high school students.

Summer Policy

Several years ago, the New York State Education Department issued a memorandum to school districts and non-public schools concerning the development of 12-month IEPs for students with disabilities. Students with Extended School Year IEPs covering 12 months must satisfy two primary characteristics:

1. They must present with severe developmental disabilities.
2. Their disabilities must be severe enough that any interruption in educational services will result in regression.

Students attending Tiegerman have 12-month IEPs and therefore satisfy the criteria indicated above. There are some families, however, who remove their children over the summer to go on vacation or to summer camp for several weeks. We do not believe that this is appropriate for the population of students served at Tiegerman. Unexcused absences must be reported to Committees on Special Education. It is then the decision of each CSE to determine whether a child's placement is going to be changed as a function of unexcused absences. The policy of Tiegerman is that summer camp and vacations must be scheduled **around** educational programming and not in place of the mandated services on a child's IEP. We expect that every student will be present during the summer for his/her educational services, and that no student will have more than three unexcused absences unless there are extraordinary medical circumstances.

Policy on Psychiatric Evaluations

The health and safety of our students are of paramount importance at Tiegerman. It is imperative that students with suspected mental health issues be identified. Once identified, intervention can be planned and facilitated so that social/emotional development is enhanced and more serious problems do not develop. When there are concerns regarding the health and safety of students, Tiegerman will require a psychiatric evaluation. This recommendation will be discussed with the family so that they can arrange for the evaluation privately or through their CSE. In those instances when a family refuses to have the evaluation performed, Tiegerman may contact the CSE and request a change of placement for the student.

Arrival and Dismissal

Teachers at Tiegerman Preschool/Elementary School are ready to receive elementary school children at 8:15 and preschool children at 9:00. Teachers at Tiegerman Middle School, Tiegerman High School, and Tiegerman School at Woodside are ready to receive school age students at 8:00. Teachers at Tiegerman School at Woodside, Tiegerman Preschool at Far Rockaway, and Tiegerman Preschool at Saint Catherine's are ready to receive preschool students at 8:30. Children should not report to school before that time.

Arrival Procedures

Parents/guardians who decide to drop their child off at school, must pull up to the main entrance, and alert the building receptionist by calling the main office. Inform the receptionist that you have arrived. Parents/guardians, please do not get out of your car. The building receptionist will alert a staff member and they will come outside and help escort your child into Tiegerman building.

Dismissal Procedures

Parents/guardians who decide to pick their child up at school, must pull up to the main entrance, and alert the building receptionist by calling the main office. Inform the receptionist that you have arrived. Parents/guardians, please do not get out of your car. The building receptionist will alert a staff member and they will come outside and help escort your child to your car. Photo identification is required to be presented prior to any child being released to an adult.

If you have any questions, please do not hesitate to call the main office.

Early Dismissal in the Event of Illness

If a student becomes ill during Tiegerman day, he or she will be escorted to the Nurse's Office. If it is determined that early dismissal is warranted, a parent will be contacted. In order to be released, a parent or authorized adult must come to pick up the student. Families should have a plan in place in the event a student gets ill at school and a parent is unable to pick up the student.

Release of Students to Appropriate Parties

Tiegerman will release a student **only** to an individual listed on the student's **Emergency Phone List**. No student will be released to an authorized adult until picture identification has been provided.

Family Moving From One District to Another

When a family moves from one district to another, it is important to do the following:

1. Notify Tiegerman immediately regarding the change of address and the effective date of residency in the new district.
2. Notify the former district of the change of address and the effective date of residency in the new district.
3. Notify the new district of the effective date of residency.

To register your child, it is usually necessary for the family to provide evidence of residency for the new district. This evidence may be in the form of a utility bill, lease agreement, etc. showing the effective date of residency. Please be advised that failure to register in the new district can jeopardize your child's placement and may result in the family assuming tuition responsibility.

Student Behavior and Responsibility

A student's primary responsibility in school is to prepare for the future. All students should be aware of and take advantage of the opportunities offered to them at Tiegerman. Students are expected to conduct themselves in a manner conducive to learning. The Tiegerman Code of Conduct sets specific guidelines and procedures on matters of behavior. Copies of the Code of Conduct will be given to parents/guardians on an annual basis. Additional copies can be obtained upon request.

Internet Use

Tiegerman is committed to optimizing instruction and student learning by providing students access to the internet. We believe, with proper supervision, the internet serves as a valuable resource for faculty and students. Our goal in providing this service is to promote learning, communication and creativity.

The internet provides instant access to information from around the world. Our server provides access to:

- Information and news from universities, government agencies, museums, and private organizations
- Newsgroups on a variety of topics including history, science, math, and literature
- ERIC and other databases
- Library of Congress and other libraries
- Public domain software and shareware

With access to so much information, comes the responsibility of evaluating the credibility, content and appropriateness of each site visited. Tiegerman has taken precautions to restrict access to certain sites that contain inappropriate or controversial information.

All students who plan to take advantage of Tiegerman's internet access, must read and accept the conditions of Tiegerman's Internet Use Contract. The contract must be signed by a parent or guardian. Only students who have completed this contract will be granted internet access at Tiegerman. Students will receive instruction with regard to proper and ethical use of the internet as a tool for learning. Issues such as evaluating the content provided on internet sites and plagiarism will be discussed.

Internet Safety

We encourage parents to closely monitor their child's use of the internet and other electronic devices. Given that many of our students have cell phones and/or other electronic devices capable of accessing the internet, e-mailing, texting, and taking pictures/videotaping, it is important that parents supervise the use of these devices. Please reinforce with your child the importance of not giving out personal information (i.e., internet/e-mail user names and passwords, cell phone numbers, etc.).

Also, please monitor the content of any profiles your child may have on social networking websites such as Facebook, Twitter, Snapchat and Instagram. While it is vital that Tiegerman and our families work together to promote appropriate and safe use of such technology in order to prevent a breach of someone's privacy and/or cyberbullying, please be advised of the following:

When students engage in inappropriate communications on social media outside of school, it is the responsibility of parents/guardians to supervise, educate and intervene. Tiegerman is NOT responsible for these communications.

We want to make it very clear to everyone; students may not take photographs of their peers or instructors and post them on social networks.

Tiegerman Generative AI Policy

Artificial Intelligence (AI) and Technology Use Policy

2026–2027 School Year

Tiegerman recognizes that artificial intelligence (AI), including generative AI, can offer educational benefits but may also raise concerns about student development, academic integrity, privacy, accuracy, and appropriate use of technology. Tiegerman will use technology intentionally to support learning, communication, collaboration, and individual student needs.

Student Use of Generative AI

For the 2026–2027 school year, Tiegerman will comply with the applicable New York City Public Schools requirements on student-facing generative AI and screen use.

- Grades 2K–8: Student-facing generative AI is not permitted unless it is an approved accessibility or assistive technology necessary to support a student's individual educational needs.
- Grades 9–12: Generative AI may be used only through approved or vetted programs and, when specifically authorized by Tiegerman staff, for instructional purposes.
- Students must follow all teachers and school directives on AI use. If an assignment or course does not clearly address AI use, students must obtain permission before using AI.
- Unauthorized use of generative AI for assignments, examinations, projects, or other academic work may constitute unauthorized assistance or plagiarism and may result in disciplinary or administrative action under the Tiegerman Code of Conduct.
- When AI use is permitted, students will be required to disclose and/or cite the AI tool and explain how it was used.

Screen-Time Expectations

Tiegerman will limit routine 1:1 student screen time and ensure that technology serves a clear instructional purpose and receives appropriate staff supervision. Recommended guidelines include:

- **Grades 2K–2:** No routine 1:1 screen time.
- **Grades 3–5:** Recommended no more than 30 minutes of daily 1:1 screen time.
- **Grades 6–8:** Recommended no more than 45 minutes of daily 1:1 screen time.
- **Grades 9–12:** Screen use will be determined by course and instructional needs.

These guidelines do not restrict teachers' use of technology for whole- or small-group instruction.

Accessibility and Individual Student Needs

Technology restrictions do not apply to necessary assistive or accessibility technology that a student needs to access instruction, communicate, participate, or demonstrate learning. Technology required by a student's Individualized Education Program (IEP) will continue to be provided and used as appropriate.

Staff Use of AI

Tiegerman staff may use approved AI tools for instructional planning and administrative purposes in accordance with applicable privacy, confidentiality, and security requirements. Staff remain responsible for reviewing AI-generated information to ensure accuracy, appropriateness, and relevance.

AI will not replace qualified professionals or professional judgment in areas such as student grading, behavior monitoring, educational placement, promotion or graduation decisions, special education decision-making, counseling, crisis intervention, or therapeutic services.

Privacy and Confidentiality

Students, families, and staff must not enter confidential, personally identifiable, or protected student information into public or unapproved AI platforms.

Tiegerman will continue to monitor developments in AI and applicable requirements and may update this policy as needed. Families with questions should contact their building administration.

Tiegerman Video Policy

Use of Video Monitoring Policy

TIEGERMAN recognizes that a secure video monitoring system is the best solution for maintaining the health, safety, welfare, and security of students, staff, and school property. Video monitoring is permitted in public areas of Tiegerman and Tiegerman classrooms.

1. **Public Areas:** Public areas include but are not limited to building entrances, hallways,

parking lots, and the front office reception areas. Video surveillance equipment may be in operation 24 hours per day, year-round, at any time, whether or not the school is in session and whether or not the facilities or buildings are in use. Video monitoring in public areas is live footage, which can be archived for up to 48 hours. After that time, video footage is taped over with new footage.

2. **Classrooms**: Tiegerman Preschool/Elementary, Tiegerman Middle School, Tiegerman High School, Tiegerman at Woodside, and Tiegerman Preschool at Far Rockaway have video cameras in the classrooms. These cameras are used for live parent viewing appointments and occasional virtual classroom viewing by building administration to ensure health and safety within the classrooms. **Video monitoring is live footage only. There is no taping or recording at any time.**
3. Tiegerman shall notify students, staff, and the public that Video surveillance systems are present. Such information will be included in staff and parent handbooks.

Behavior Management Strategies

Tiegerman holds paramount a student's right to a safe and secure environment in which to learn. Students will show respect for school procedures and rules, property, and safety. If the behavior of a student interferes with their learning and the learning of others, interventions may be necessary to modify the student's learning environment.

A school-wide Behavior Management Plan which takes the form of a token economy/point system is implemented in order to promote optimum learning. The targeted behaviors include following directions, being prepared and paying attention to the speaker, focusing on one's work, participating in classroom lessons and activities, respecting others, and respecting school property. Students earn points for exhibiting targeted behaviors and then have the opportunity every week to purchase a prize/reward from the Tiegerman Store. Additionally, counselors and teachers often develop and implement positive behavioral support plans based on the individual needs of a student.

If a student's behavior is interfering with instruction in the classroom, the educational team, after CSE approval, will conduct a *Functional Behavioral Assessment (FBA)*, and develop a Behavior Intervention Plan (BIP) if warranted. The BIP is forwarded to Tiegerman district and becomes part of the student's IEP and educational record upon approval at a CSE. The efficacy of the BIP is evaluated by the team on a regular basis and modifications are made if necessary.

1. **Positive Behavioral Support (PBS)** is defined as: "...a broad range of systemic and individualized strategies for achieving important social and learning results while preventing problem behavior." (Sugai 2001, p. 2)

Tiegerman uses components of PBS approach and has established a full continuum of behavior supports characterized by the following:

- Emphasis on prevention
- A provision of proactive programming (primary prevention) for all students by all staff in all settings (Sugai 2001)

Positive behavioral interventions and supports are frameworks spreading through schools within the United States because of support by the Education Department's Office of Special Education Programs. State agencies also are providing additional funding for their use. These frameworks emphasize data-

based assessment of the climate of Tiegerman and individual student progress. They utilize such measures as disciplinary referrals, attendance rates and suspension rates.

2. **Response Cost Procedure** - As part of Tiegerman-wide behavior management plan, a response cost procedure is implemented when appropriate. Students will lose privileges for misconduct, such as physical and verbal aggression. Consequences may include lunch detention, club detention, social detention and/or suspension from school.

Disciplinary Action

At certain times, Tiegerman administrators may consider disciplinary action in the form of lunch detention, club detention, social detention and/or suspension. These disciplinary actions are **only** used in situations that are considered necessary and are employed in a consistent fashion (See Code of Conduct). **Please be advised that we abide by regulations as per the Procedural Safeguards Notice when related to disciplinary actions.**

Classroom Interruptions: CIT / Behavior Response Team

If a student's behavior is such that it threatens the safety of the student or others, a staff member will alert the Crisis Intervention Team (CIT). The CIT will intervene immediately to manage and diffuse the crisis situation. The CIT will keep an ongoing log of each student's crisis disruptions. All behavioral incidents are documented and become part of the student's educational file.

In order to ensure the safety and well-being of students and faculty, the following procedures will be followed should any student exhibit a significant behavioral and/or emotional episode (i.e., aggressive behaviors towards self or others, threats to hurt self or others):

1. Staff will notify Administration/Counselor immediately.
2. Faculty will attempt to de-escalate the situation through positive behavioral supports, redirection, emotional support, and/or use of our Crisis Intervention Team.
3. Parents/guardians will be notified about the crisis. Please be advised that Tiegerman staff will comply with the following NYS Education Department Regulation: **Any time a student is physically redirected during a crisis, the parent /guardian of the student must be notified on the same day of the incident.**
4. If Tiegerman determines that the student's behavior/emotional state places either the student's safety or the safety of others at risk, parents/guardians/emergency contacts will be required to pick the student up from school. The student will not be placed on the bus when safety is a concern.
5. If the student's behavior/emotional state places either the student's safety or the safety of others at immediate risk and the student cannot be picked up within a reasonable amount of time, Tiegerman staff will call 911 and accompany the student to the closest emergency room.
6. Administration/counselors will discuss with the parents the necessary follow-up procedures for the student (i.e., medical examination and medical statement indicating that the student is able to return to school, etc.).
7. If Tiegerman determines that the student's behavior/emotional state places either the student's safety or the safety of others at risk, parents/guardians/ emergency contacts will be required to pick the student up from school. The student will not be placed on the bus when safety is a concern.

8. If the student's behavior/emotional state places either the student's safety or the safety of others at immediate risk and the student cannot be picked up within a reasonable amount of time, Tiegerman staff will call 911 and accompany the student to the closest emergency room.
9. Administration/Counselor will discuss with the parents the necessary follow-up procedures for the student (i.e., medical examination and medical statement indicating that the student is able to return to school, etc.).

Timeout Procedures

Our school is committed to providing a safe, supportive, and positive learning environment for all students. We use proactive strategies, positive behavior supports, and de-escalation techniques whenever possible to help students regulate their emotions and behavior.

What is a timeout?

A timeout is a short, supervised separation from the classroom or activity in a safe, non-locked setting. Its purpose is to help a student calm down, regain self-control, and prepare to return successfully to learning.

Timeout is **not** used as punishment or discipline. It does not include:

- A student requesting or choosing to take a break.
- The use of calming spaces, sensory rooms, or self-regulation activities.
- In-school suspension or teacher removal from class.

When may a timeout be used?

Timeout is only used:

- When a student's behavior presents an immediate safety concern for themselves or others; or
- When it is specifically included in a student's Individualized Education Program (IEP) and Behavioral Intervention Plan (BIP) as part of teaching and reinforcing appropriate replacement behaviors.

How is student safety protected?

If a student is experiencing a behavioral crisis:

- Trained staff respond immediately to assess the situation and use the least restrictive interventions appropriate to maintain safety.
- Staff first attempt supportive strategies such as providing space, reassurance, redirection, and calming techniques.
- Students always remain under continuous supervision during a timeout.
- Students return to class as soon as they have regained control and are ready to participate safely.

After a behavioral incident

Following a significant behavioral incident:

- Staff meet with the student to help them understand what happened, identify triggers, practice alternative strategies, and prepare for future success.
- Parents/guardians are notified whenever a timeout or other emergency intervention is used.

- The incident is documented in accordance with New York State regulations, and parents/guardians receive a copy of the required documentation within the required timeframe.

Staff Training

All staff receive annual training in positive behavior supports, crisis prevention, de-escalation techniques, and the school's procedures for emergency interventions. Staff members who may implement timeouts or other emergency safety interventions receive additional specialized training in Crisis Prevention Intervention (CPI) to ensure these procedures are carried out safely and appropriately.

Crisis Management

If a student demonstrates oppositional and violent behaviors, it can be traumatic for teachers and classmates. Selected staff are Crisis Prevention Intervention (CPI) trained to effectively diffuse these situations. If a student with the assistance of the educational team cannot successfully regulate disruptive outbursts, alternative strategies will be considered such as an FBA/BIP. If Tiegerman believes that a neurological or psychiatric evaluation might be necessary, parents and CSEs will be contacted. In the eventuality that multiple suspensions occur, the CSE will be contacted in order to conduct a placement review.

Injury to Student(s) or Staff

Tiegerman maintains a zero tolerance policy for aggressive behaviors, which are potentially injurious to others. Students with disabilities often experience social, emotional and behavioral difficulties. Tiegerman's Crisis Intervention Team (CIT) is Crisis Prevention Intervention (CPI) trained, which is called on to protect students and staff member from physical harm. If a staff member or peer is physically injured by a student, the CSE will be notified by an administrator. If the student's behavior cannot be managed by the professional staff, Tiegerman may request a manifestation determination hearing, a transitional placement and/or a change of placement.

Bullying

Bullying in school can be described simply as when a student is exposed repeatedly to negative actions from other students (Olweus, 2003). This can occur on the internet as well. Tiegerman's teachers use the following prevention principles in class:

1. Provide supportive and positive feedback to students
2. Provide consistent feedback about unacceptable behaviors or violation of rules
3. Establish firm but clear limits on unacceptable behaviors
4. Act as authorities and appropriate social role models
5. Reinforce appropriate use of technology

Cell Phones and Electronic Devices

In order to be respectful of classroom learning, and Tiegerman environment, **students are not permitted to use cell phones or any electronic device during Tiegerman day. Each day, students at Tiegerman Middle School, Tiegerman High School and Tiegerman School at Woodside must put**

these devices in their electronic lock boxes upon arriving to school and fill out Tiegerman's Electronic Tracker Form. Any cell phones or electronic devices utilized at any point during Tiegerman day will be confiscated and sent to the Principal's office. A first offense will result in the student being able to retrieve the phone and/or electronic device at the end of Tiegerman day. A second offense will require the parent or guardian to reclaim it at their earliest convenience from the Principal's office.

If students participate in off-site activities like field trips or work-based learning, they may be allowed to carry their phones for emergency situations only.

We are dedicated to creating a learning environment free of digital distractions; one that encourages face-to-face interactions, sustained focus, and overall mental health. We appreciate your ongoing support in helping us maintain a focused and respectful learning space.

***TIEGERMAN IS NOT RESPONSIBLE FOR YOUR CHILD'S LOST, STOLEN, OR DAMAGED ELECTRONIC DEVICES.**

Behavior of Students on School Buses

Good behavior is essential to the safety of all who ride Tiegerman bus. Sitting quietly and obeying the rules helps prevent injuries and enables the driver to function effectively without distractions. Behavioral infractions on Tiegerman bus will result in disciplinary responses as outlined in Tiegerman's Code of Conduct.

I. Rules for Good Behavior

It is the duty of the bus driver and/or escort to establish discipline and caution students when misbehavior occurs. If the misbehavior is repeated, the procedure below is to be followed.

II. The Procedure Regarding Misbehavior of Children on School Buses is as follows:

- A. The driver and/or escort shall first speak with a school representative about the child's misbehavior. The representative shall discuss the problem with Administration and the proper parties will be notified.
- B. If the driver and/or escort is unable to speak to the teacher or if the child's behavior does not improve after intervention by the teacher, the driver or the bus company shall notify the Principal of Tiegerman and/or their designee by letter with a copy to the Office of Pupil Transportation (OPT).
- C. The Office of Pupil Transportation shall determine the precipitating causes for misbehavior and whether the driver or escort contributed to the difficulty. If the driver or escort is at fault, the Office of Pupil Transportation shall contact the bus company to take appropriate actions; i.e., warning, transfer, suspension.
- D. If the causes are other than the above and the child's behavior threatens the physical safety of self or others, the Principal or their designee shall arrange for a conference with the parent and discuss methods for resolution, such as the parent independently taking the child to school.
- E. If an emergency threatens the safety of the child or others on the ride home in the afternoon and the Principal or their designee cannot be reached, the Director of the Office of Pupil Transportation can decide that the bus company is not to pick up the child the following day and shall so notify the parent. The Principal or their designee will then be contacted the next day to make a final decision on excluding the child from bus service for a longer period of time and shall so advise the parent.

- F. Only the Principal or their designee may temporarily bar a child from transportation if all else fails. The bus driver and/or escort have no authority to take disciplinary action. Drivers and/or escorts may caution pupils, and if this is not effective, they are instructed to report the matter to Tiegerman principal or their designee.
- G. The Principal or their designee shall arrange a conference with the parent, teacher, and other appropriate personnel to help resolve the problem and to arrange other means, if necessary, of getting the child to school. Exclusion from bus service does not mean suspension from school.
- H. A Principal or their designee should not exclude a pupil from bus service for any more than five consecutive days.

Please be advised that should these procedures not succeed in resolving the behavior/issue, Tiegerman will notify the CSE and request that it reconvene to discuss student placement. It will be recommended that an appropriate program be sought that does not require contracted bus transportation.

Student Request to Speak with a Counselor or Staff Member

From time to time, students may have an issue or a question that requires the attention of a counselor or of another staff member. Students will have the opportunity to meet and address issues of relevance with their counselor/staff member of choice. However, based on conflicts with schedules, the staff member with the student must first call the counselor/staff member to clarify if they are available and then determine whether it is an appropriate time. If deemed an appropriate time, the staff member with the student will provide the student an opportunity to meet with the counselor/staff member.

Tiegerman Dress Code Policy

Tiegerman recognizes the importance of preparing our students for the rigorous world of work and post-secondary opportunities. The New York State Education Department has set forth the Career and Development Occupational Studies (CDOS) credential requiring work related activities in school and the community. All schools in New York City will be competing to obtain job training opportunities for their students. How our students appear and present themselves will be critical to the ultimate success at acquiring placement opportunities to meet their work based learning hours for this credential. We want to give our students the best chance: Dress for Success!

Student Dress Code

Navy/Khaki Pants
Navy/Khaki/Plaid Skirts
White/Light Blue/Royal Blue Polo Shirt or Button Down
Navy Blue Blazer with School Emblem
Navy/Black Shoes

Clothing can be purchased by mail, fax, or phone or online through Flynn & O'Hara or you may purchase them independently.

Flynn & O'Hara Uniforms

The Shops at Atlas Park (next to Forever 21)
8000 Cooper Avenue Lower Level (Accessible from the North Garage)

Dress Code Guidelines

- Students are expected to arrive at school and to remain in dress code throughout the day (except when engaged in physical education activities).
- Alternate attire is permissible when specifically requested by your child's teacher for a class trip or special occasion. Parents will be notified of such changes.
- Students must present a note to their teacher when a legitimate reason exists for arriving at school out of dress code.
- All clothing and belongings should be clearly marked with the student's name.
- Weather conditions may dictate a change from dress code policy. Parents will be notified of such changes.
- Jeans, cargo pants, mini-skirts, and low cut/revealing clothing are not permitted.
- In each school, the Principal and/or his/her designee shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.

Physical Education

Students are expected to wear gym clothes and sneakers while engaging in physical education activities. These clothes can be brought to school daily or can be kept at Tiegerman. Students who are not wearing the required gym attire will not be permitted to participate in class that day.

If a student wears glasses and needs them during physical education, they may be required to wear a pair of safety goggles over the glasses. This will be at the discretion of the physical education teacher or to the building nurse.

A note from a physician is required if a student is to be excused from physical education or athletic activities. This note should be presented to the student's classroom teacher.

Field Trips

At the discretion of classroom teachers and administration, field trips may be scheduled to augment and enrich classroom instruction. Permission slips for each trip are sent home with a letter describing the trip and additional costs, if any.

Recognition of Holidays in School

Religious, national, and international holidays are acknowledged throughout Tiegerman year as determined by the curriculum. Through the study of holidays, students are educated about history as well as about cultural events and traditions. This study, included in activities such as classroom instruction and assemblies serves an academic purpose. Content is presented in an objective and sensitive manner that neither promotes nor discourages religious beliefs. Although discussions and activities relating to various holidays are academic in nature, requests from families to be excused on the basis of religious or cultural beliefs may be granted.

Lost and Found

Unidentified student items that are lost will be brought to the Main Office. Lost items are maintained in a bin. Valuable items will be locked up and can be recovered by a parent/guardian.

Health and Safety

Health Office Policy and Procedures

All the strategies, activities and services offered by school that are designed to promote students' physical, emotional and social development make up a school's health program. Tiegerman recognizes its responsibility to provide and maintain a continuous and satisfactory School Health Program. Our goal is to promote, maintain and improve the overall health of our children. With this goal in mind, Tiegerman employs a full time nurse in each school and a pediatrician who oversees our School Health Program.

Physical Examination and Immunization Requirements

Prior to entrance, all new students must submit a health appraisal, which may be dated anytime within the 12 months prior to the child's start date. Thereafter, health appraisals are required in PS 3, PS 4, grade K, 1,3, 5, 7, 9, and 11 and at any grade level determined by school administration to promote the educational interests of the student. It is strongly recommended that children receive a dental exam at least once a year. Therefore, we request a yearly dental certificate.

Parental permission for authorization for use or disclosure of protected health information (HIPPA) is also included with the physical form. While not mandatory, we strongly encourage you to complete this form to allow coordinated care and communication between your health care provider and Tiegerman nurse.

Each child has specific needs and we want to address each of them. Notify us if your child has allergies, asthma, seizures or other medical problems that we should be aware of. This will enable us to give your child the best possible attention. Also, if your child has had a neurological, psychological, ENT consult or any other evaluations, please have those reports forwarded to the health office.

All schools in the state of New York are required to adhere to state laws regarding immunizations for students between the ages of 2 months and 18 years. The goal is to have all students adequately immunized unless they have been exempted for medical reasons. Medical exemptions to immunizations must be issued annually. Requirements are based on age and grade. Children must be excluded from school if they do not meet these requirements. New students may enter school provisionally with documentation of at least the initial series of immunizations. If a child does not receive subsequent doses of vaccine at appropriate intervals, the child is no longer in process and must be excluded from school no later than 14 days after the minimum interval.

A chart summarizing requirements is available at the NYS Department of Health.

Health Emergency Contingencies

In the event of an emergency, Tiegerman nurse will call to inform you that we are calling 911 to take your child to the nearest hospital. Therefore, it is critical that Tiegerman receive updated and accurate contact information.

Medication Policy

Our Medication Policy is based on New York State Law. Only those medications that are necessary to maintain the student in school and which must be given during school hours should be administered. Such medication may only be given by school nursing personnel. Physician and parental authorization are necessary to administer medication at school, and orders must be renewed annually or when there is a change in medication or dosage. This refers to all medication including nonprescription *over-the-counter* medication. The parent must assume responsibility to have the medication delivered directly to the health office in a properly labeled original container. *Over-the-counter* medication must be in the original manufacturer's package with the student's name affixed to the package. Medications should not be transported daily to and from school.

Medications in the controlled substance category must be dispensed in blister packaging. If your pharmacy is not able to meet these requests, please speak with your school nurse who can suggest a pharmacy that is able to deliver medication right to our school building in blister packaging.

No medication should be brought into school without the knowledge of the health office.

The need for communication between parents and appropriate Tiegerman staff is a necessary component of IDEA. Many of our children are placed on various medications by neurologists and psychiatrists. When your child's medications or medication schedules are changed it may impact his/her behavior that results in classroom disruptions and may also impact his/her emotional well-being, and learning style. Tiegerman has established the following policy to benefit all children:

- Psychotropic medications are often used for treatment of neurological and psychiatric illnesses. It is our recommendation that students using psychotropic medications be under the care of a psychiatrist or neurologist.
- Communication between your health care provider and Tiegerman's nurse and/or physician is integral to managing the child within Tiegerman and, therefore, it is imperative that parents sign appropriate release forms for this communication to take place.
- Parents should notify Tiegerman as soon as a psychotropic medication is prescribed and/or dosage changes.

Nut/Peanut Allergy Policy

Based on the needs of our student population, Tiegerman requests that parents not send in any nut/peanut products. However, we will continue strict supervision of our nut/peanut allergic population.

- Staff are advised of which children are allergic/and their specific symptoms if known.
- Allergic children can only eat what is sent in from home. No sharing of food.
- Lastly, we are requesting that parents of the students with the nut/peanut allergy please send in their own food/snacks for both classroom parties and school wide celebrations. You will be notified by your child's teacher when such parties/celebrations will take place.

*Please refer to the Food Allergy Management Prevention Plan at www.Tiegerman.org

Attendance/Illness Policy

If you know that your child is going to be absent, you must notify the health office, preferably by 8:00 AM, and state the reason for the absence. We require a written note when the child returns and a doctor's note for an absence of five or more consecutive days. If your child exhibits any symptoms indicating an illness, please do not send your child to school. Children will not be readmitted into school unless they are fever free for 24 hours. Also, please be aware that all children who have had any contagious illness will not be readmitted to school without a doctor's note stating that they are under treatment and no longer contagious. Be considerate of the other children, as well as the staff.

Should your child contract a contagious illness contact the health office immediately. By having this information, we can alert the parents of other children, as well as the staff, that they have been exposed. Also, please be aware that all children who have had any contagious illness will not be readmitted to school without a doctor's note stating that they are under treatment and no longer contagious.

If your child has sustained an injury, has visited the emergency room, is having in hospital testing, or is scheduled for surgery, we must be notified. A doctor's note indicating medical clearance to resume full school activity, including gym, recess, OT, and PT is required upon returning to school. If your child has any physical condition limiting his/her ability to participate fully in all activities, we must be notified.

Emergencies

In the event of an emergency, Tiegerman nurse will call to inform you that we are calling 911 to take your child to the nearest hospital. Therefore, it is critical that Tiegerman receive updated and accurate contact information.

Emergency Procedures

Building Safety Procedures

The security of students and school personnel is a priority. Doors remain locked at all times. School personnel gain entry via picture ID. In order to gain access to the building, visitors must identify themselves at appropriate entrances monitored by camera and intercom. All visitors are required to enter Tiegerman's main entrance. Photo ID is required. Once admitted into the building, visitors must proceed directly to the Main Office, sign the visitor's log, and obtain a visitor's ID badge. Visitors should also proceed to the main office to sign out upon leaving the building. Any person who illegally enters the building will be required to leave and/or the police will be notified.

In the event of an emergency, staff will receive direction from the Administration or the designated Building Incident Coordinator. All staff are trained with regard to Building Safety and Emergency Procedures. Consequently, teachers and staff have the authority to quickly evaluate a situation, and take an appropriate action that promotes the safety of students and staff.

Emergency Drills and Procedures

Fire and Emergency Captains have been identified and have received instruction with regard to safety procedures in the event of an emergency.

Security in Tiegerman Schools

SECURITY IN (Updated May 18, 2022)- Given recent school tragedies and the New York State Red Flag mandate that requires decisive and immediate action to protect the public from this escalating, frequently occurring threat in the State of New York’s schools, the following school policies are to be followed :

A. Tiegerman schools should provide a safe and secure environment for students, staff, and parents. The maintenance of order and security in and around Tiegerman schools is essential to creating learning environments in which students can meet high academic standards, educators can teach to those standards, and parents can be assured that the children are guaranteed their right to learn.

B. The maintenance of safety and good order is the collective responsibility of all school staff, the local authorities, parents, and students.

C. The Principals shall consult regularly with local authorities and work cooperatively with each other on matters pertaining to school security. Toward that end, they shall promptly notify each other of incidents that occur on school property.

D. Compliance with the procedures set forth in this regulation is mandatory. Failure to comply with these procedures may result in disciplinary action including dismissal from employment.

NOTIFICATION AND REPORTING REQUIREMENTS FOR SCHOOL-RELATED CRIMES AND INCIDENTS The following sets forth the notification and reporting requirements that must be followed when a school-related crime or incident has been committed. School-related crimes and incidents are those which occur on or near school property.

Notification Requirements for School-Related Crimes

1. Crime Committed by Students In all cases where an allegation that a school-related crime which poses a danger to students, staff, or Tiegerman community has been committed or has allegedly been committed by a student, Principal/designee shall immediately take the following steps:

A. If the incident creates an immediate safety emergency, **any staff involved** must immediately notify the police and then advise the Principal/designee;

B. In all other situations that do not pose an immediate safety threat, the **staff must immediately** notify the Principal/designee of the incident. The Principal/designee must, in turn, notify the police.

C. In addition to (a) and (b) above, the Principal/designee **must also immediately** notify the Director of schools and make every attempt to notify the parents of the students involved by the end of Tiegerman day.

D. These procedures may eventually be changed going forward by Red Flag guidelines promulgated by the New York State Education Department and/or the Justice Center.

2. Crime Committed by Employee of Tiegerman Schools

In all cases where a staff member has been provided with information of an allegation that a school-related crime has been committed by a Tiegerman employee or person connected with school programs or services, such as volunteers, they shall immediately take the following steps:

- A. If the incident creates an immediate safety emergency, **ANY STAFF** involved must immediately notify the police and then advise the Principal/designee;
- B. In all other situations that do not pose an immediate safety threat, any **staff involved** must immediately notify the Principal/designee of the incident. The Principal/designee shall, in turn, notify the police (if necessary) and the Director of schools.
- C. If a student is the victim of the suspected criminal activity, the Principal/designee **must** also notify the parent.

INVESTIGATION BY POLICE OR OTHER AGENCIES

Questioning of Students and Staff

A. When the police or other investigatory agencies wish to investigate a school related crime committed by a student, the Principal/designee must permit them to interview school staff or other non-student witnesses and staff, or other non-student victims. These individuals, however, may not be compelled by the Principal/designee to submit to such questioning.

B. Where the police or other investigatory agencies wish to question a student in school regarding a school-related crime, the Principal/designee must be present during the interview. (Please be advised Administration will not need parental permission for the student to be interviewed should the police or investigatory agencies should believe it is appropriate to proceed).

C. The Principal/designee must make every attempt to notify the parents of the students involved by the end of the day.

D. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a parent, guardian, or custodian, the Principal/designee must permit the questioning to take place and must not contact the parent, guardian, or custodian. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a person continually or regularly found in the same household, the Principal, in consultation with the police or agency, shall determine whether the questioning should take place without contacting the parent. In either case, the Principal or an individual with whom the child indicates that they are comfortable with must be present during the interview. In this situation, the child's records may be released to the police or investigatory agencies without obtaining parental consent.

E. Where the police or other investigatory agencies wish to question students or staff regarding a crime committed by a student that is unrelated to Tiegerman, the Principal/designee must request that the police or other investigatory agencies conduct such interviews during non-school hours. In cases where the police or other investigatory agencies indicate that there are exigent circumstances warranting

proceeding with an interview, Tiegerman staff should contact the Director of Schools for further advice. If such questioning is permitted, it must be done in a manner, which is least disruptive to Tiegerman.

SEARCH AND SEIZURE

Students have a constitutional right to be free from unreasonable searches and seizures. A student's possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Searches should be conducted with a reasonable degree of privacy and consideration for the dignity of the individual. The following sets forth the procedures to be followed when students' possessions and/or their lockers are searched.

Search of Students and their Belongings (e.g., book bags, clothing)

- A. If there is **reasonable suspicion** to believe that a student has violated or is violating the law or school rules and regulations, the Principal/designee must be advised immediately. If it is determined that a search is warranted, the Principal/designee shall direct his/her designee to bring the student to a location designated by the Principal/designee.
- B. Once the student has been brought to that location, the Principal/designee shall advise the student that the Principal/designee has reasonable grounds to believe that the student has violated or is violating the law or school rules and regulations.
- C. The Principal/designee must be present while the search of the student is conducted.
- D. Prior to conducting a search, the Principal/designee shall ask the student whether the student has anything in his/her possession that they are not permitted to have in school. If the student acknowledges that they are in possession of contraband, the Principal/designee shall ask the student to remove the object from the student's person or belongings.
- E. Under no circumstances shall a student ever be touched by an employee of Tiegerman schools during a search.

Search of Lockers

- A. School lockers are the property of Tiegerman Schools even when assigned to students. Lockers may be searched when there is **reasonable suspicion** to believe the lockers contain evidence that the student has violated or is violating the law and/or school rules and regulations.
- B. If there is reasonable suspicion to believe a student's locker contains contraband, the Principal/designee must be advised immediately. If the Principal/designee determines that a search is warranted, they or their designee shall search the locker.
- C. The Principal/designee must be present while the search of the locker is conducted.

Fire Drills

Each year, staff and students participate in approximately 14 randomly scheduled fire drills throughout Tiegerman day. Each fire drill is monitored by the Building Incident Coordinator, to ensure that students and staff are efficiently evacuated from Tiegerman. Fire Captains and Alternates have been identified and have received in-service training with regard to fire drills and building evacuation. Teachers review their daily attendance sheet at the evacuation area to ensure that all students are accounted for. No one returns to the building until an “all clear” signal is given.

The building will be evacuated in response to any of the following events: fire drill, fire, threat of explosion, bomb threat, hazardous material spill, flood, utility failure, gas leak, or building structure failure.

In-School Sheltering/Relocation in the Building

In the event of an emergency, the Administration or Building Incident Coordinator may decide that it is in the best interest of students and school personnel to relocate to a designated windowless area in the building. In such instances, an in-school sheltering announcement will be made and staff and students will proceed to their designated shelter areas. Teachers will take attendance upon arrival at the shelter area. Emergency Captains will walk through their designated building area to ensure that no persons remain, that lights are off, and that classroom and hallway doors are closed.

Bomb Threat

In the unlikely event of a bomb threat, staff will supervise the evacuation of the building. Teachers take attendance once relocated and fire captains perform their duties as they would for a fire drill. A decision to reoccupy the building will be made by Administration in consultation with the local authorities. When it is safe to return to the building, an “all clear” signal will be given. If necessary, counselors will be available to support students and staff.

Lockdown Procedure

In the event of an emergency outside or inside the building Administration or the Building Incident Coordinator may decide it is in the best interest of the students to lockdown the building. The police will be notified. No one will be allowed to enter or exit the building during this period until the “all clear” signal is given.

Elopement Policy

Necessary precautions through school-wide policies and protocols have been taken to prevent and respond to any incidents involving elopement. All staff members have received training in awareness, prevention and response to elopement and are required to closely monitor the students in the classroom and escort them throughout the building at all times. Tiegerman’s school buildings have external security cameras, which are recording activities at the entrances 24 hours a day, along with a buzzer system that signals an alert whenever someone enters or exits the building.

In the event of an elopement incident, all staff will be notified via walkie-talkies and/or the PA system, and will be instructed to remain in their current locations until further notice. Members of the Elopement

Response Team will immediately proceed to, and thoroughly search their designated areas as well as notify the proper authorities should it be determined necessary. Once all immediate response measures have been taken, administration will alert the parents and/or emergency contacts.

If you believe that your child is at risk for elopement, please contact your child's counselor or Administration to determine if a behavior intervention plan is necessary to ensure their safety in Tiegerman building.

Inclement Weather/Early School Closings /Delayed Opening Procedures

In the event of inclement weather or emergency, Tiegerman will contact all parents via automated message. If a parent cannot be contacted directly, a voicemail message will be left and attempts will be made to contact those individuals listed on students' Emergency Contact List. Parents can consult Tiegerman's website www.Tiegerman.org for updated information concerning school closings. Please keep Tiegerman informed with regard to any changes in contact information.

Early Dismissal Policy

Early dismissal is based on the conclusion that the safety of our students is in question given the serious weather conditions that prevail. Upon making a decision that early dismissal is necessary, students will only be released to their respective buses when every parent of a child on that specific bus has given assurance that someone will be home to receive his/her child.

Early Dismissal Procedures

1. Early dismissal due to inclement weather will be decided on a case-by-case basis.
2. The Tiegerman Administration and Staff will evaluate conditions and make recommendations as far in advance as possible in order to communicate with parents and the public.
3. An early dismissal decision will be based upon current surface conditions and the forecast for the local area.
4. All Tiegerman parents will be notified by phone, email, and text that an early dismissal is being implemented. Please note, all parents will be spoken to personally in order to give assurances to Tiegerman that someone will be at home.
5. In the event early dismissal is decided, school bus drivers will be notified. No bus will leave Tiegerman premises early until every parent of each child on the bus has been contacted and has provided assurance that someone will be home to receive their children.
6. Tiegerman will contact the news media of early dismissal.

PLEASE NOTE: Tiegerman does not control the busing routes or schedules and must rely on the discretion of the bus companies on their ability to accommodate for early dismissal.

Transportation

Your school district is required to arrange transportation for your child and this is discussed at your CSE meeting.

During warmer months when outside temperatures rise, we believe it is our responsibility to protect your child from situations that might pose a risk to their health and safety on the bus. Please be advised that should your child's bus not have air conditioning and be deemed too hot (above 85 degrees), a replacement bus will be requested. We recognize that this delay in transportation home affects you and your child's schedule; however, the safety/health of our students at Tiegerman is our number one priority.

2026-2027 BUSING

Dear Parents/Guardians,

Please utilize the customer service information below for OPT if you have any issues (i.e., late bus pick up, No air conditioning/heat, route issues) during fall busing the first week of school and thereafter.

OPT Customer Service Agents are available Monday-Friday from 5:30 A.M. to 7:30 P.M. and via e-mail to answer questions, take service complaints, and provide information for parents. Parents need to file a complaint in order for OPT to take necessary action against the bus company for lateness and/or non-working equipment on Tiegerman bus.

Staff is always available at OPT until bus companies report that all bus routes have been completed and children have arrived safely at home. OPT Customer Service Agents are also available on weekends during peak periods of the year to assist parents and schools with information concerning school opening in September and summer transportation in late June.

When you call OPT, customer service agents will ask you questions in order to direct your inquiry to the proper department. Each caller receives a reference number for follow up in case he or she needs additional information or assistance.

Please utilize the Change of After School Drop for Special Education Students if you need a different drop off location other than your home address on file with OPT.

Contact Information:

Office of Pupil Transportation
44-36 Vernon Boulevard
Long Island City, NY 11101

Customer Service: (718) 392-8855

E-mail: pupiltransportationteam@schools.nyc.gov

Website: <http://www.optnyc.org>