



Department of
Education

Dennis M. Walcott, Chancellor

Kindergarten: An Orientation Guide for Families of Students with Disabilities 2011-2012



November 2011

Dear Families,

Moving from preschool to Kindergarten marks the start of an exciting new chapter in your child's life. We know that you may have questions about this transition and our staff will do everything possible to make it a seamless and successful experience for you and for your child. This Orientation Guide is designed to inform you about this important process and to answer your questions.

This guide offers practical information you can use throughout the school year. Your ongoing participation in your child's education will have a tremendous influence on how well your child does in school. We look forward to forming a partnership that will provide your child with a rigorous and enriching educational experience.

Sincerely,

Laura Rodriguez

Laura Rodriguez

Deputy Chancellor

Division of Students with Disabilities and English Language Learners

Table of Contents

Welcome Letter from Deputy Chancellor Laura Rodriguez	1
Table of Contents	2
Introduction	3
Timeline for Transitioning to School-Age Special Education Services.....	4
Your Rights During the Transition to School-Age Services.....	6
Categories of Disabilities.....	7

School-Age Services

Least Restrictive Environment (LRE).....	8
Declassification Support Services.....	8
General Education with Supplementary Aids and Services.....	9
Related Services	9
Special Education Teacher Support Services (SETSS).....	10
Integrated Co-Teaching (ICT).....	11
Special Class Services.....	11
State-Supported Schools.....	13
Home and Hospital Instruction.....	13
Additional Special Education Services.....	14
Kindergarten Placement.....	15

Contact Information

Early Childhood Direction Centers (ECDCs).....	16
Special Education Parent Centers	16
Parent Training Information Centers (PTICs).....	16
Committees on Special Education (CSEs).....	17

Cover art by: Odalys Rodriquez
Title: My School: Medium: Watercolor
2010 Submission to NYC DOE *Celebrating Inclusion* Event

Introduction

Two years ago, the NYC Department of Education (DOE) began a reform focusing on including more students with disabilities in the schools they would attend if they did not have an Individualized Education Program (IEP) and on increasing their interactions with non-disabled peers in order to improve student achievement.

For too long, educating students with disabilities often meant placing them in separate (“self-contained”) special education classes away from their peers in general education. As a result, students with disabilities would spend the full day in a small special education class where they would do work in a curriculum that would not prepare them to graduate from high school or to succeed in college and the workplace because the curriculum and standards were not the same as for their non-disabled peers.

The reform reminds us that special education is not a “class” or a “place,” but is a wide range of supports and services. Your child’s IEP for Kindergarten may include different types of classes and services for different parts of the day. For example, a student who needs extra support for reading may receive reading instruction in a small class setting and spend the rest of the day in a general education class.

As a result of the reform, beginning with the 2012-2013 school year, *all community schools* will be expected to serve the vast majority of children with disabilities. Therefore, the process of transitioning your child from preschool to Kindergarten will involve two very important components:

Kindergarten IEP Development: If your child currently receives preschool special education services, a DOE representative will be assigned to work on your child’s transition to Kindergarten. In most cases, the DOE representative will be a school psychologist or social worker who works at a local school or at the Committee on Special Education (CSE). The DOE representative will review your child’s file, including progress reports from your child’s preschool special education teacher and providers, and will determine whether or not to conduct additional assessments (including classroom observations). The DOE representative will then schedule an IEP meeting to develop your child’s Kindergarten IEP. For more information about the types of Kindergarten (School-age) services offered, see pages 8-14.

Kindergarten Placement: *All* students entering Kindergarten, including students with disabilities, should participate in the Kindergarten Admissions Process. You start this process by completing an application at your zoned school and any other schools of interest. In the vast majority of cases, your child will attend the school that accepts him/her through the Kindergarten Admissions Process, and that school will provide your child with the services on his or her Kindergarten IEP.

In cases where the school that accepted your child can not provide the appropriate services, the DOE will send you a placement offer for a different school. For example, students needing a specialized program or one at an accessible site, will receive placement offers from the DOE to a school that can accommodate their IEP.

For more information on Kindergarten Placement, see page 15.

Timeline for Transitioning to School-Age Special Education Services

What Will Happen re: Kindergarten IEP Development	What Will Happen re: Kindergarten Placement	When
<p>1. The New York City Department of Education (DOE) will hold meetings in each borough for parents of preschoolers with disabilities to explain the process that will occur as your child transitions to a school-age program. During these meetings, local DOE staff will also give an overview of special education services and answer questions. These meetings will take place in November/December and also in February/March.</p> <p>2. Specialized (District 75) schools will have open houses so that you can see the different types of school-age services that these schools provide. (District 75 offers specialized programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired, and/or multiply disabled.)</p> <p>Lists of orientation meetings and District 75 open houses become available on the DOE website: http://schools.nyc.gov/Academics/Special Education/ParentResources/Enrollment or from your regional Committee on Special Education (CSE), or your child's preschool special education program.</p>		<p>November/ December and again in February/Ma rch</p>
<p>3. The Committee on Preschool Special Education (CPSE) will refer your child to the Committee on Special Education (CSE). You will receive a written notice that your child has been referred. A school psychologist or social worker from a local school or from the CSE will be in charge of your child's transition.</p>	<p>1. All students preparing to enter Kindergarten in September 2012, including students with disabilities, should participate in the Kindergarten Admissions Process. This means you should apply to your zoned school as well as other schools of interest. The application period begins in January. When you attend open houses at zoned/community schools, ask to see the different types of classes and services available to students receiving special education services.</p>	<p>Winter</p>

4. The DOE will review existing information (e.g., progress reports from teachers and related service providers, evaluations) to determine what, if any, assessments (including classroom observations) are necessary.

5. You will be notified if it is determined that new assessments are needed. The DOE may choose to do a classroom observation only or to do any other additional assessments that require your consent. You may also request that the DOE conduct specific assessments.

6. You will be invited to an IEP meeting to determine if your child continues to require special education services and, if so, to develop a school-age IEP. You should bring a copy of your child's Kindergarten acceptance letter (if you have one). If you disagree with the IEP recommendation, you have the right to request another IEP meeting, mediation, impartial hearing, or file a State complaint.

2. Community schools you applied to through the Kindergarten Admissions Process will begin notifying families of their Kindergarten offers in mid-March.

Winter/
Spring

3. By mid-April, you should register your child for Kindergarten at a school that accepted your child through the Kindergarten Admissions Process.

Spring

4. You will receive a Notice of Recommendation indicating the special education services recommended and the school where they will be provided. In the vast majority of cases, this will be the school that has accepted your child through the Kindergarten Admissions Process. If your child is recommended for a specialized (District 75) school or if the school that accepted your child can not provide the appropriate services for your child, you will receive a different placement. If you disagree with the placement, you should contact the IEP team district representative and see if you can reach an agreement. If you can not reach agreement, you have the right to request another IEP meeting, engage in formal resolution, mediation, Impartial Hearing, or file a State complaint.

Spring/
Summer

Throughout the year, as additional information becomes available, it will be posted on the Department of Education website. Please check the following link routinely for updates:

<http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/Enrollment>

Your Rights During the Transition to School-Age Services

During the transition process to school-age services, you have the right to:

- consent to any new assessments that the IEP team determines are required. However, if there are documented efforts to obtain your consent and you do not respond, the assessments may be conducted without your consent. You also have the right to request that specific assessments be conducted.
- be an equal member of the IEP team and to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process.
- receive copies of your child's evaluations and progress reports before the IEP meeting and receive copies of your child's IEP at the IEP meeting.
- request a new IEP team meeting, mediation, impartial hearing, or State complaint, if you disagree with any decision made about your child.
- revoke (withdraw) your consent to all special education programs and services at any time by writing a letter to the CSE or your child's school.
- place your child in a State Education Department approved non-public school that has a spot in an appropriate program for your child, if the New York City Department of Education recommended a special class and the DOE did not offer an appropriate special-class placement within the required timeframe (unless there is documented parental delay). If you have the right to an approved non-public school, you will receive a letter to that effect and you must find an appropriate school that has a spot for your child in order to use it. The DOE will continue to look for an appropriate public school spot for your child.

All students who have been identified by the CPSE as a preschool student with a disability, who will be 5 years old prior to December 31, 2012 and who are entering school in September 2012, for whom:

The referral is received:	must be sent a Notice of Recommendation by:
Prior to March 1	June 15
After March 1, but prior to April 1	July 15
after April 1, but prior to May 10	August 15
After May 11	within the compliance timelines for a regular referral (i.e., 60 schools days from referral).

This means that, if your child has been receiving preschool special education services since February or before, the DOE should send you a Notice of Recommendation by June 15. This notice will specify the services that will be provided to your child and will name the school where your child will receive these services. In the vast majority of cases, this will be the school that admitted your child through the Kindergarten Admissions Process.

Additionally, if you request a reevaluation of your child, you have the right to obtain an independent evaluation paid for by the New York City Department of Education if the DOE does not complete the evaluation of your child within the following timelines (unless there has been documented parental delay):

If the request for a reevaluation was received:	the evaluation must be completed by:
Prior to March 1	June 1
After March 1, but prior to April 1	July 1
after April 1, but prior to May 10	August 1
After May 11	60 school days from the referral

Even if the DOE completes the reevaluation on time, you have the right to obtain an independent evaluation if you do not agree with the evaluation conducted by the DOE. You must notify the DOE of this request in writing. Either the DOE will agree to pay for an independent evaluation or will initiate an impartial hearing to show that the evaluations are appropriate.

Finally, you have the right to maintain your child's placement in his or her current program while you pursue mediation or an impartial hearing. This means that a preschool student may remain in his or her current education placement and receive his or her current services until the dispute is resolved. If you challenge the recommendation of the IEP team and your child's preschool program is not part of an approved school-age program, you and the DOE will discuss options that are appropriate for your child. If you and DOE do not reach an agreement, the hearing officer will decide on your child's placement while the hearing moves forward.

These rights and others are described in greater detail in the *Parent's Guide to Special Education*, available at

<http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/default.htm>,

and the *Procedural Safeguards Notice*, available at

<http://www.p12.nysed.gov/specialed/publications/policy/coverpsqn109.htm>.

Categories of Disability in New York State Special Education Law

School-age students requiring special services must be identified with one of the following disabilities that impacts the student's school performance, based on the student's evaluations and progress reports.

Disability	Description
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3.
Deaf-Blindness	A simultaneous significant hearing loss and significant vision loss.
Deafness	A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.
Emotional Disturbance	Significant problems in the social-emotional area over a long period of time to a degree that learning is negatively affected.
Hearing Impairment	A partial or complete loss of hearing.
Intellectual Disability	Significant limitations in intellectual ability and adaptive behavior.
Learning Disability	A disorder related to processing information that leads to difficulties in listening, thinking, reading, writing, and/or mathematical computing.

Multiple Disabilities	The simultaneous presence of two or more disabilities such that the child has severe educational needs that cannot be met by a program for one of the impairments.
Orthopedic Impairment	A significant physical limitation that impairs the ability to move or complete motor activities.
Other Health Impairment	A disease or health disorder so significant that it negatively affects learning.
Speech or Language Impairment	A disorder related to accurately producing the sounds of language or meaningfully using language to communicate.
Traumatic Brain Injury	A medical condition denoting a serious brain injury that occurs as a result of accident or injury; the impact of this disability varies widely but may affect learning, behavior, social skills, and language.
Visual Impairment, including Blindness	A partial or complete loss of vision.

School-Age Services

Least Restrictive Environment (LRE)

Our goal is to educate children with disabilities in their zoned schools alongside their more typically developing peers whenever possible. Therefore, the IEP team must first consider whether your child's needs can be met in a general education class. Other settings, such as small special classes or special schools, are considered only if your child would not be able to make meaningful progress in a general education class, even with the help of supports and services.

The continuum of services that we offer to students with disabilities is described below. In order to meet the unique needs of individual students, the services may be used in combination and may be used for the full day or only for certain subjects. For example, your child may need the support of a special education teacher in a small group for one or two subject areas, but may be able to participate in a general education class for the rest of the day. The special educator can also work with your child's general education teacher to help meet your child's needs in the general education classroom.

Schools must also provide students with the opportunity to participate in extracurricular and non-academic activities (e.g., physical education, recess, after-school) with non-disabled students.

1- Declassification Support Services

Some children no longer need special education services when they enter Kindergarten. These children are "declassified" and will enter a general education class without special education services. However, the DOE may provide services to the child directly or to his/her teacher to support a child who is making the transition to general education during his or her first year in a full-time general education environment. These services can include, but are not limited to, instructional support, remediation, instructional accommodations and modifications, and individual and/or group related services, such as speech or counseling.

When an IEP team recommends that a child be declassified because the child is no longer eligible for special education services, the team must also define what services, if any, the child will require.

2- General Education with Supplementary Aids and Services

Before recommending special class services, the IEP team must first consider the full range of supplementary aids and services that can be provided to your child to support his/her participation in the general education classroom and be educated with non-disabled students to the maximum extent.

Supplementary aids and services may include, but are not limited to, the following materials, devices, and adaptations:

➤ **Behavior Interventions or Support Plans:** Children whose behavior interferes with learning require that a functional behavioral assessment be conducted to determine which behaviors are problematic in school and to address those behaviors. A functional behavioral assessment (FBA) is used to develop a behavior intervention plan (BIP), which describes the specific strategies that will be used to help the student increase his/her positive behaviors.

➤ **Accommodations** are designed to provide a student with access to the same curriculum that is presented to his/her peers. Examples of accommodations include the use of audiotapes, large-print books, Braille materials, calculator, text-to-speech technology, or word processor. Accommodations are used for both instruction and testing.

➤ **Modifications** change the curriculum that is delivered to students by altering what a student is taught or by changing the complexity level of what is taught. Examples of modifications include redesigning the planned outcomes or the content of an assignment.

Supplementary aids and services may also include, but are not limited to, the services of various personnel such as related service providers, special education teachers, and paraprofessionals. Supplementary aids and services may be combined in different ways depending on the student's individual needs. See page 14 for information about additional special education services that may help a child participate in a general education class.

3- Related Services

Related services are instructional, developmental, corrective, and other supportive services required to assist a child with a disability to benefit from instruction. A child's related services may change from pre-school to school-age as his or her needs change. Related services may be the only special education services given to your child, or they may be provided along with other special education services such as special class services. Related services include:

Counseling is designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution, withdrawal or acting out, low self-esteem, or poor coping skills which significantly interfere with learning. If a student requires services from a particular provider (e.g., guidance counselor, school psychologist, or social worker), the IEP must indicate this.

Hearing Education Services provide instruction in speech, reading, auditory training, and language development to enhance the growth of receptive/expressive communication skills.

Occupational Therapy provides a program of purposeful activities designed to maintain, improve, or restore adaptive and functional skills including fine motor skills and oral motor skills in all educationally related activities.

Orientation and Mobility Services improve the student's understanding of spatial and environmental concepts and use of information the student receives through the senses (i.e., sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. This service is provided to students with visual impairments.

Parent Counseling and Training assists parents in understanding the special needs of their children, provides parents with information about child development, and helps parents acquire the necessary skills that will allow them to support the implementation of their child's IEP. It is typically provided as part of the program to the parents of children in special classes with staffing ratios of 8:1:1, 6:1:1 and 12:1:4. These are not adult counseling services and are not intended to meet parents' personal or educational needs.

Physical Therapy includes activities to maintain, improve, or restore function such as gross motor development, ambulation, balance, and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase, and transitions between classes.

School Health Services are provided by a school nurse or paraprofessional who addresses the specific health needs of a student as documented by the child's physician to ensure a safe educational environment.

Speech/Language Therapy addresses a student's auditory processing (i.e., the way they understand sounds and language), articulation/phonological skills, comprehension, and use of syntax, pragmatics, voice production, and fluency.

Vision Education Services are services designed to provide instruction in utilizing Braille, Nemeth Code, large print, optical and non-optical low vision devices, and other skills necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual and auditory strategies.

Any recommended Related Services are indicated in your child's IEP. The number of times per week or month your child should receive the service (frequency), the length of the session (duration), the maximum group size (if your child can be provided services in a group), the language the service must be provided in, and whether the service will be provided in your child's classroom or in a separate room (location) are also indicated in the IEP.

4- Special Education Teacher Support Services (SETSS)

Special Education Teacher Support Services (often called "SETSS") refers to specially designed and/or supplemental instruction provided by a special education teacher. Special Education Teacher Support Services are designed to help a child stay in the general education classroom while still receiving part-time services from a special education teacher. The special education teacher may work directly with your child to support participation in a general education classroom, or in a separate location, and provide specially designed and/or supplemental instruction to your child. This may include accommodating or modifying the content being taught or using different instructional methods, such as visual aids, highlighted work sheets, and/or simplified directions. The special education teacher may also work indirectly with your child's general education teacher to adjust the learning environment and/or adapt instructional techniques and methods to meet your child's individual needs.

- Special Education Teacher Support Services may be provided in the general education classroom, in a separate location outside of the general education classroom, or in any combination of locations.
- When provided in a group, Special Education Teacher Support Services can include no more than eight students at one time.
- Special Education Teacher Support Services may be provided for as few as two hours a week and as much as 50% of each day.
- Your child's IEP must state the number of periods each day that the services will be provided, whether those services will be provided directly to your child and/or indirectly through his/her general education teacher, and where the services will be provided.
- SETSS services in some of our schools maybe provided by District 75 providers. These are usually provided to students who were previously receiving special education services in a special class from a specialized District 75 school.

5- Integrated Co-Teaching (ICT)

In Integrated Co-Teaching (previously known as CTT for Collaborative Team Teaching) classrooms, students with disabilities and non-disabled students are educated together with two teachers: a general education teacher and a special education teacher. Together, the teachers work to accommodate and modify instruction for the students and make sure the entire class has access to the general education curriculum. Children receiving Integrated Co-Teaching may also receive related services, assistive technology, paraprofessional services, or other supplementary aids and services.

Integrated Co-Teaching may be provided full-time or for specific subject areas. If it is provided part-time, this must be indicated specifically in your child's IEP, stating clearly the number of periods each day she/he will receive the services.

6- Special Class

A Special Class is a class made up entirely of students with disabilities. Special classes offer different levels of staffing intensity depending upon the students' academic and/or management needs. Special classes' maximum sizes may range from six to twelve students for students in elementary school. Staffing for special classes will include one special education teacher and may have anywhere from one to four paraprofessionals. If your child requires more intensive and constant adult supervision in order to learn, she/he will be recommended for a more intensive staff to student ratio. The staffing ratio that your child's IEP team determines is most appropriate for your child must be identified in your child's IEP.

Special Class in a Community school (i.e., a zoned school) may be provided full-time or for specific subject areas. If it is provided part-time, this must be indicated specifically in your child's IEP, stating clearly the number of periods each day she/he will receive the services.

Each of these settings differs in the opportunity it provides for your child to be educated with non-disabled children.

Community schools provide the most opportunity for your child to spend time with his/her general education peers.

Specialized Public School Programs for Students with Disabilities (District 75)

In NYC, specialized public schools for students with disabilities provide specialized instructional services and specialized environments for students who have autism, significant cognitive delays, emotional disturbances, sensory impairments, and/or multiple disabilities. These specialized public schools are within the organizational structure known as District 75.

Specialized District 75 public school classes are housed either in self-contained school buildings or in various community schools throughout the city. For example, when you see a District 75 class located at "P4@P15," P4 is the District 75 program located in P15, which is the community school. Specialized District 75 schools offer special class services full-time. Specialized public schools generally provide fewer opportunities for integration with non-disabled peers. Integration and inclusion opportunities with non-disabled peers do exist based upon the child's IEP with support from staff from District 75.

Below are descriptions of the different student/staff ratios for special classes that are found in community schools and/or D 75 classes:

Special Class Ratio 12:1

- No more than twelve (12) students per class
- One full-time special education teacher

This is a placement for students with academic and/or behavior management needs who require specialized instruction in a self-contained setting.

Special Class Ratio 12:1:1

- No more than twelve (12) students per class
- One full-time special education teacher
- One full-time paraprofessional

This is a placement for students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction that can best be accomplished in a self-contained setting.

Special Class Ratio 8:1:1

- No more than eight (8) students per class
- One full-time special education teacher
- One full-time paraprofessional

This is a placement for students who require intensive constant supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.

Special Class Ratio 6:1:1

- No more than six (6) students per class
- One full-time special education teacher
- One full-time paraprofessional

These classes serve students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Students' behavior is characterized as aggressive, self-abusive or extremely withdrawn with significant

difficulties in the acquisition and generalization of language and social skill development. These students require very intense individual programming, continual adult supervision, usually a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).

Special Class Ratio 12:1:4

- No more than twelve (12) students per class
- One full-time special education teacher
- One additional staff person (paraprofessional) for every three students

This is a class serving students with significant and multiple disabilities with limited language, academic and independent functioning. These students require a program primarily of habilitation and treatment including training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.

7- State-Supported Schools

State-supported schools (also known as 4201 schools) provide intensive special education services to children who are deaf, blind, severely emotionally disturbed, or physically disabled and who have been classified by the CSE as eligible for this type of program. Some State-supported schools provide five-day residential care for children who require 24-hour programming five days a week.

New York State Education Department Approved Non-Public Schools (Day)

New York State Approved Non-Public Schools provide programs for children whose intensive educational needs cannot be met in a public school program. State Education Department schools are only attended by students with disabilities and therefore provide no opportunity to be educated with non-disabled children. A State Education Department (SED) non-public school can only accept a child if it is able to provide the services recommended in the IEP.

New York State Education Department Approved Non-Public Schools (Residential)

Residential schools are settings that provide intensive programming in the classroom and a structured living environment on school grounds on a 24-hour-a-day basis. This program is for children whose educational needs are so intensive that they require 24-hour intervention. Residential schools that are approved by the New York State Education Department are located in New York State and in nearby states.

8- Home and Hospital Instruction

These are educational services provided to children with disabilities unable to attend school for an extended period of time. They are typically temporary and only provided until the student is able to return to school or in the case of hospital instruction, until the child is discharged from the hospital. These services might be recommended for a child with significant medical or emotional problems that prevent him/her from attending school until they are resolved. Additionally, they may be recommended for a student waiting for a specialized setting that is not yet available.

If your child is recommended for home and hospital instruction, he or she is entitled to a minimum of 1 hour per day of instruction during elementary school. The number of hours, length of session, and number of times per week the service will be provided must be determined by the IEP team based on your child's individual needs.

Additional Special Education Services

Paraprofessional Services

Some children with disabilities may require the support service of an individual paraprofessional for all or a portion of the school day to address their individual needs and to allow them to benefit from instruction. Among other things, a paraprofessional can be assigned as a:

- health paraprofessional
- behavior management paraprofessional
- special transportation paraprofessional (if your child's behavior, physical, or medical condition on the bus to and from school presents a danger to himself/herself or others.)

Paraprofessionals can also be assigned as sign language interpreters, oral interpreters, or cued speech translators for orientation and mobility.

Support from a paraprofessional assigned to the general education classroom may be necessary for your child to help adapt to tasks and assignments and to provide reinforcement and small group instruction. The same level of support may not be necessary in all situations for your child. A child may need support in math but no additional support during the rest of the day. Paraprofessional support as a supplementary aid and service in the general education classroom must be indicated in your child's IEP and the IEP must specify the number of periods per day or week the support is required.

Assistive Technology Devices And Services

Assistive Technology is any piece of equipment, product, or system that is used to increase, maintain, or improve the functional capabilities of a child with a disability (e.g., a communication device, FM unit, computer access). Assistive technology service is any service that directly helps a child with a disability select, acquire, or use an assistive technology device. Any assistive technology or services your child requires must be listed in his/her IEP. If you think your child needs assistive technology, you may request an assistive technology evaluation.

Adapted Physical Education

Adapted Physical Education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of individual children with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. A student may be recommended for adapted physical education when his/her disabilities interfere with his/her ability to perform activities involved in the regular physical education program.

Twelve-Month School Year Services

Twelve-Month School Year Services may be provided for students with disabilities educated in any setting who have disabilities that require special education services to continue in order to prevent substantial regression during the summer.

Special Education Transportation

The IEP team will need to see documentation from your child's doctor explaining the need for special transportation accommodations. The IEP team will consider all medical documentation you provide to determine if the nature of your child's disability requires any special transportation needs (e.g. time limits for the ride or a wheelchair lift bus).

Kindergarten Placement

Community School: Beginning with the 2012-2013 school year, all zoned/community schools will be expected to serve the vast majority of children with disabilities. Therefore, it is very important for you to participate in the Kindergarten Admissions Process just like parents of non-disabled students. If your child is recommended for classes and services in a "community school," your child will most likely attend the school that accepted him/her through the Kindergarten Admissions Process. The Office of Student Enrollment (OSE) will only offer a different school if the school that accepted him/her cannot offer an appropriate program.

You may begin applying to your zoned school and other schools of interest in January. It is important to remember that zoned schools give priority to students who live in that zone. Schools will make assignments according to the following priorities, listed from highest to lowest:

1. Zoned students with a sibling who will be in grades 1-5 at the school in 2012-2013;
2. All other zoned students;
3. Students residing in the school's district but outside the school's zone, with a sibling who will be in grades 1-5 at the school in 2012-2013;
4. Student residing outside of the school's district with a sibling who will be in grades 1-5 at the school in 2012-2013;
5. All other students residing in the school's district but outside the school's zone,
6. All other students.

Specialized District 75 School: If your child's Kindergarten IEP recommends a special class in a specialized (District 75) school, the Office of Student Enrollment (OSE) will determine which school your child will attend. You may state any school preferences at your IEP meeting, but there is no guarantee that OSE will be able to offer you one of your preferred schools.

State-Approved Non-Public School: If your child is recommended for a New York State-approved non-public school because your child's needs cannot be met in a public school placement, the DOE's Central Based Support Team (CBST) will apply to state-approved non-public schools on behalf of your child.

Charter School: Students with disabilities have the right to participate in the lottery for any charter school. If your child is accepted to a charter school, the charter school must ensure that your child receives the program and services on his/her IEP. If the charter school offers services that would be appropriate to meet your child's needs, but do not match your child's current IEP, the charter school should ask the Committee on Special Education (CSE) to hold a new IEP meeting.

Contact Information

EARLY CHILDHOOD DIRECTION CENTERS (ECDCs)

The ECDCs, funded by the New York State Education Department, provide free confidential information and referral for families and professionals about services for young children with diagnosed or suspected special needs. ECDC staff are available to assist families with the transition from preschool to school-age special education supports and services.

<p><u>BRONX ECDC</u> AHRC New York City 2488 Grand Concourse, #337 Bronx, New York 10458 718-584-0658</p>	<p><u>QUEENS ECDC</u> Queens Centers for Progress 82-25 164th Street Jamaica, NY 11432 718-374-0002 ext. 465</p>
<p><u>BROOKLYN ECDC</u> United Cerebral Palsy of NYC, Inc. 160 Lawrence Avenue Brooklyn, New York 11239 718-437-3794</p>	<p><u>STATEN ISLAND ECDC</u> Staten Island University Hospital 242 Mason Avenue, 1st Floor Staten Island, NY 10305 718-226-6670</p>
<p><u>MANHATTAN ECDC</u> New York Presbyterian Hospital 435 East 70th Street, #2A New York, NY 10021 212-746-6175</p>	

SPECIAL EDUCATION PARENT CENTERS

The Special Education Parent Centers, funded by the New York State Education Department, provide information and resources to parents of children with disabilities.

<p><u>BRONX & MANHATTAN</u> Resources for Children with Special Needs, Inc 116 E. 16th Street, 5th floor New York, New York 10003 212-677-4650 http://www.resourcesnyc.org/ (Also serves as citywide PTIC)</p>	<p><u>QUEENS</u> United We Stand of New York Mail to: 91 Harrison Ave Location: 98 Moore Street Brooklyn NY 11206 718-302-4313 http://www.uwsofny.org/</p>
<p><u>BROOKLYN</u> Brooklyn Center for Independence of the Disabled 27 Smith Street, Suite 200, Brooklyn, NY 11201 718-998-3000 http://www.bcid.org/</p>	<p><u>STATEN ISLAND</u> Parent to Parent of NY 1050 Forest Hill Road Staten Island, NY 10314 718-494-4872 http://www.parenttoparentnys.org/</p>

PARENT TRAINING AND INFORMATION CENTERS (PTICs)

PTICs are funded by the U.S. Department of Education's Office of Special Education Programs to meet the needs of parents of children with disabilities. The PTICs include:

<p>Advocates for Children of New York 151 West 30th Street, 5th Floor New York, NY 10001 866-427-6033/ 212-947-9779 http://www.advocatesforchildren.org/</p>	<p>Sinergia/Metropolitan Parent Center 2082 Lexington Avenue, 4th Floor New York, NY 10035 212-643-2840 http://www.sinergiany.org/</p>
---	--

COMMITTEES ON SPECIAL EDUCATION (CSEs)

CSE	DISTRICTS	ADDRESS	PHONE/FAX	CSE CHAIRPERSON
1	7,9,10	One Fordham Plaza Bronx, New York, 10458	Phone: 718-329-8001 Fax: 718-741-7928	Rosetta BrownLee
2	8,11,12	3450 East Tremont Ave., 2 nd fl Bronx, New York, 10465	Phone: 718-794-7429 Español: 718-794-7490 Fax: 718-794-7445	Michele Beatty
3	25, 26	30-48 Linden Place Flushing, New York, 11354	Phone: 718-281-3461 Fax: 718-281-3478	Esther Morell
	28, 29	90-27 Sutphin Boulevard Jamaica, New York 11435	Phone: 718-557-2553 Fax: 718-557-2620	Esther Morell
4	24, 30	28-11 Queens Plaza North, 5 th fl Long Island City, New York 11101	Phone: 718-391-8405 Fax: 718-391-8556	Elissa Finkelstein (acting Chairperson)
	27	Satellite Office 82-01 Rockaway Blvd. 2 nd fl Ozone Park, New York, 11416	Phone: 718-642-5715 Fax: 718-642-5891	Elissa Finkelstein (acting Chairperson)
5	19,23,32	1655 St. Marks Avenue Brooklyn, New York 11233	Phone: 718-240-3558 Fax: 718-240-3555	Mariama Sandi
6	17,18,22	5619 Flatlands Avenue Brooklyn, New York 11234	Phone: 718-968-6200 Fax: 718-968-6253	Arlene Rosenstock
7	20,21	415 89 th Street Brooklyn, New York, 11209	Phone: 718-759-4983 Fax: 718-759-3905	Claire Donnellan
	31	715 Ocean Terrace, Building A Staten Island, New York 10301	Phone: 718-420-5790 Fax: 718-420-5758	Claire Donnellan
8	13,14,15,16	131 Livingston Street, 4 th fl Brooklyn, New York, 11201	Phone: 718-935-4900 Fax: 718-935-5167	Deborah Cuffey- Jackson
9	1,2,4	333 7 th Avenue, 4 th fl New York, New York 10001	Phone: 917-339-1600 Fax: 917-339-1450	Gerard Donegan
10	3,5,6	388 West 125 th Street New York, New York 10027	Phone: 212-342-8300 Fax: 212-342-8427	Mark Jacoby

Throughout the year, as additional information becomes available, it will be posted on the Department of Education (DOE) website. Please check the following link routinely for updates:

<http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/Enrollment>



**Department of
Education**

Dennis M. Walcott, Chancellor

**Division of Students with Disabilities and English Language Learners
52 Chambers Street, NY, NY 10007**