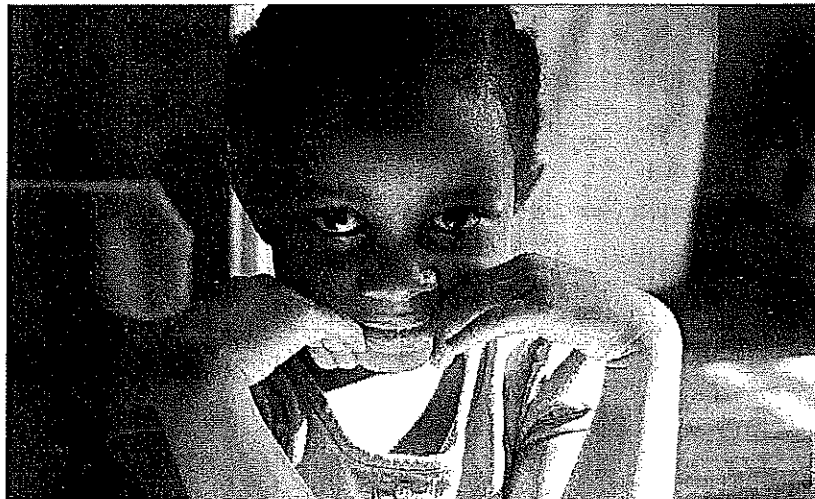


WELCOME TO KINDERGARTEN!
Information For Families
of Children with Disabilities
November & December 2017



Introductions

Special Education in New York City's Public Schools

- Students with **Individualized Education Programs (IEPs)** should have the same access to schools as they would if they did not have IEPs. For the vast majority of students with IEPs, this means learning at their zoned schools or schools of interest while receiving the supports they need to succeed.
- Students with IEPs are taught in the **least restrictive environment** that is appropriate, alongside students without disabilities to the maximum extent possible.
- Students with IEPs should have access to a rigorous academic curriculum and are held to high academic standards, enabling them to realize their potential.

Preparing for Kindergarten: Two Processes

Applying to Schools

All families
of children born in 2013

and

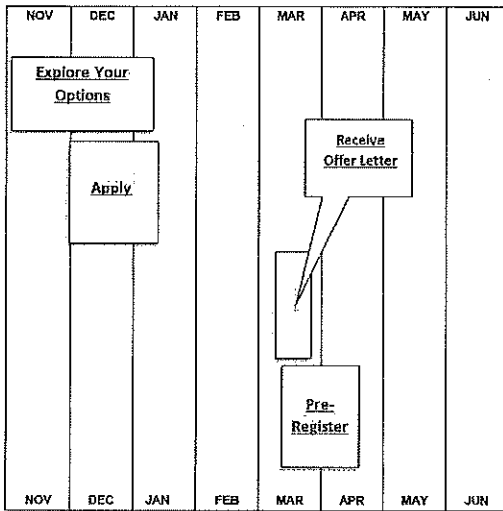
**Developing a
Kindergarten
Individualized
Education Program
(IEP)**

Families of children with
disabilities born in 2013

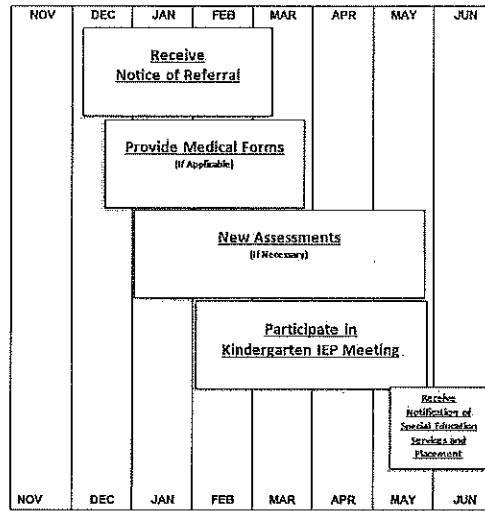
Preparing for Kindergarten: Two Processes

The timelines for these processes are on pages 2 & 3 in the Kindergarten Guide.

Applying to Kindergarten

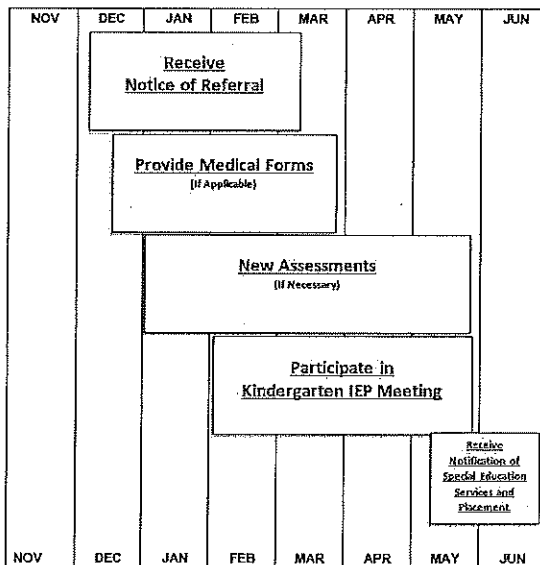


Developing a Kindergarten IEP

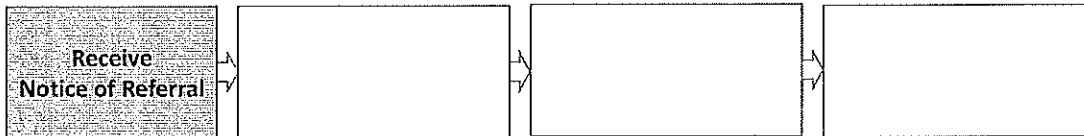


We will start by taking a closer look at the process of developing a kindergarten IEP

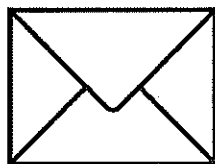
Developing a Kindergarten IEP



Developing a Kindergarten Individualized Education Program (IEP)



You will receive a blue "Notice of Referral" ("Notice of Recommendation") in the mail this winter.



NYC Department of Education

Prize Williams Notice (Notice of recommendation)

Date of Birth: _____
 ID Number: _____
 Date: _____

Dear Parent or Guardian:

The purpose of this notice is to inform you, in writing, of the school district's recommendation(s) regarding the identification, evaluation, placement and/or program of special education services for your child.

SUBJECT OF THIS NOTICE: Request for Recommendation for a Prerequisite Student with a Disability Eligible for Actual Education in September.

DESCRIPTION OF ACTION PROPOSED OR REFUSED:
 The New York City Department of Education (DOE) proposes to conduct a reevaluation to determine if your child will continue to receive special education services in the 2018-2019 school year, to develop an Individualized Education Program (IEP) describing the special education services recommended for September 2018.

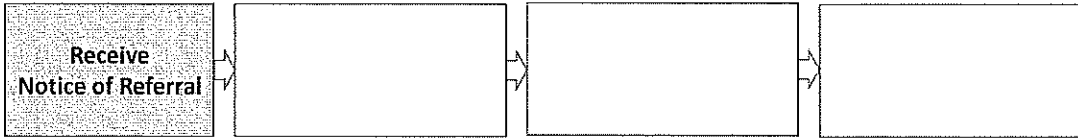
DESCRIPTION OF WHY THE ACTION IS PROPOSED OR REFUSED:
 The Committee on Special Education (CSE) has referred your child to the Committee on Special Education (CSE). The CSE serves school-age children with disabilities. The CSE will conduct a reevaluation to determine the appropriate special education services your child will need in a school year starting in part in September. Your child's records will be reviewed and a decision regarding the need for special education services will be made.

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORDS, OR REPORT USED IN THE DECISION TO PROPOSE OR REFUSE THE ACTION:
 Our records indicate that your child has been identified as receiving special education services and will be eligible to attend kindergarten in September.

FOR AN INITIAL OR RE-EVALUATION: DESCRIPTION OF THE PROPOSED NOTICE OR RECOMMENDATION AND THE BASIS FOR THE RECOMMENDATION:
 The Committee on Special Education believes your child's existing evaluation and/or records, including any information provided by your child's preschool program and/or previous records and any information you provide. Based on this information, the Committee will determine what special education services, if any, are necessary. You will be notified in writing of the Committee's proposed special education services. If it is determined that no special education services are required, then you will be asked for written consent.

DESCRIPTION OF ANY OTHER SPECIAL EDUCATION AND THE REASONS WHY OTHER OPTIONS WERE REJECTED:
 Not applicable.





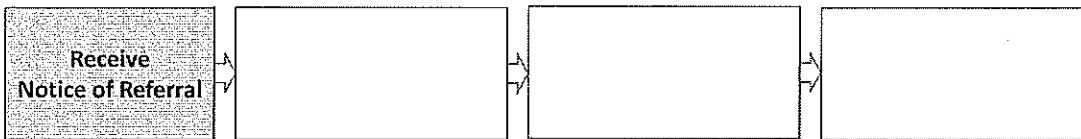
The Notice of Referral (blue notice) marks the start of the kindergarten IEP process.

Translations of the notice will be available on our website below.

<p>الحصول على نسخة باللغة العربية من ذلك الوثيقة. يرجى زيارة الموقع الإلكتروني التالي:</p>	<p>Pour obtenir la traduction de ce document, merci de visiter le site internet cité ci-dessous.</p>	<p>Перевод данного документа на русский язык находится на вебсайте, указанном ниже.</p>
<p>এই নথির বাংলা পত্রবাদের জন্য অনুরোধ করে নিচের ওয়েবসাইট দেখুন।</p>	<p>Pour la version you kopi dokiman sa a an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.</p>	<p>Para obtener una versión en español de este documento, por favor visite el sitio de Internet a continuación.</p>
<p>如需取得本文件的中文譯本，請瀏覽下面的網站。</p>	<p>본 문서의 한국어판을 받으려면 다음 웹사이트를 방문해 주십시오.</p>	<p>اس ستاوری که اردو ترجمہ کے لیے برائے یہی اس سائٹ سے رجوع کریں۔</p>



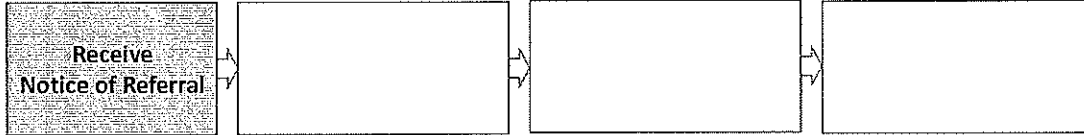
Website: schools.nyc.gov/Academics/SpecialEducation/AcrossGrades/Kindergarten



The contact information for the DOE representative who will assist you with the kindergarten IEP process is listed in the Notice of Referral (blue notice).

Your contact will be based at a district Committee on Special Education (CSE) office or at a public school.



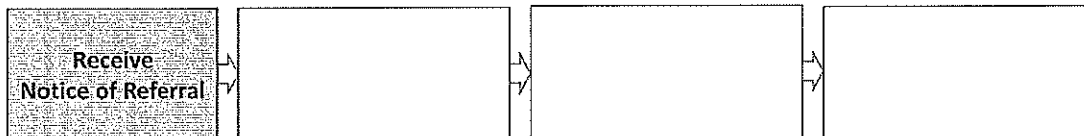


The process of developing your child’s IEP for kindergarten is different and separate from the preschool IEP process.

If your child is receiving preschool services, you will have a ***preschool annual review IEP meeting*** this school year to discuss your child’s preschool services (if you have not had it already),

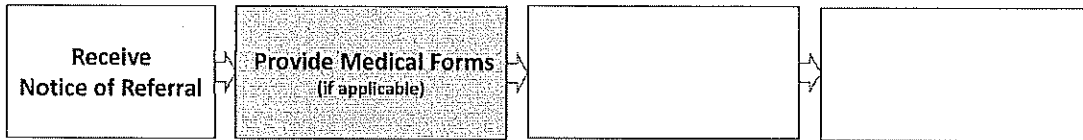
and

you will *also* have a ***kindergarten IEP meeting*** to determine eligibility for special education services in *kindergarten* and to plan for any services your child will need. If your child is eligible for a kindergarten IEP, services will begin in September, 2018.



If your child is receiving preschool services, your child will continue to receive preschool services as mandated by the preschool IEP.

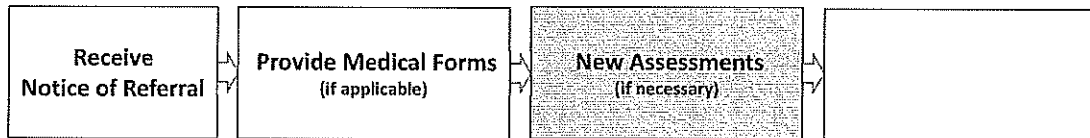
- 10-month preschool services go through end of June, 2018.
- 12-month preschool services provide 6 additional weeks, through mid-August, 2018.



If your child has any medical needs, you will need to provide your DOE representative with medical forms before the IEP meeting.

Medical forms and translations are available on this website:
Schools.nyc.gov/Offices/Health/SchoolHealthForms

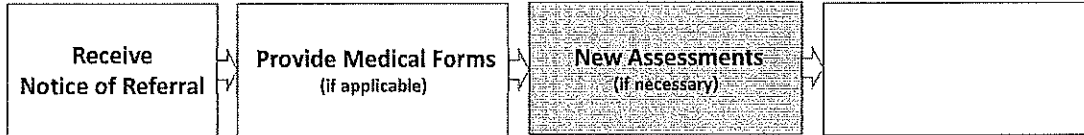
We will talk about the medical forms later in the presentation.



All preschool students with IEPs who will enter kindergarten next fall will go through the *reevaluation* process. New assessments may be part of this process.

What is the purpose of the reevaluation?

To determine whether your child will continue to need special education services in kindergarten and, if so, to determine the appropriate special education services for your child in a school-age setting.

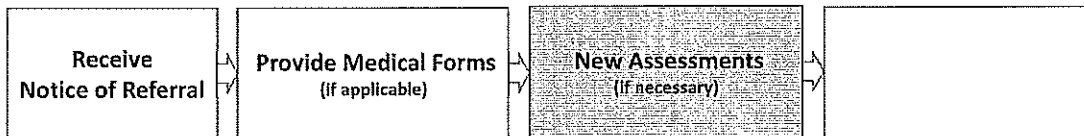


Your child's reevaluation will be specific to your child's needs.

IEP teams start by reviewing:

- your child's preschool IEP
- preschool assessments
- any assessments you previously provided

After reviewing current information about your child, the IEP team may decide that they need more information and may plan new assessments.



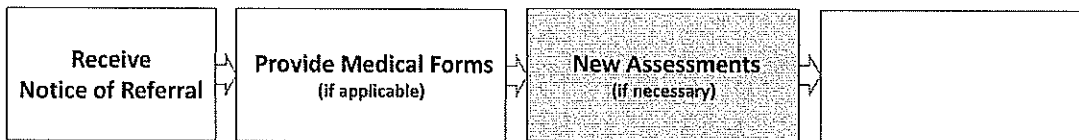
New assessments may be *formal* or *informal*.

Examples of *formal* assessments:

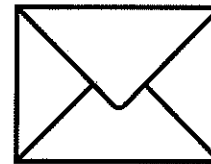
- psychoeducational assessment (including standardized tests)
- full occupational therapy assessment

Examples of *informal* assessments:

- classroom observation
- teacher interview

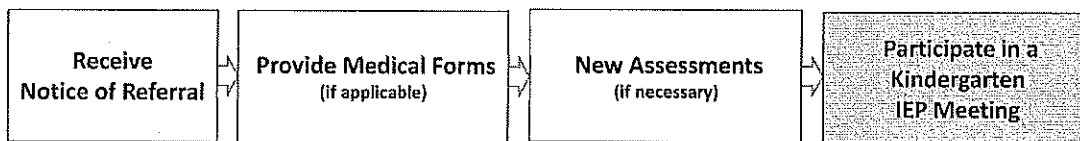


If new assessments are planned, the IEP team will send you a letter requesting your consent. To consent, please sign and return the letter to your Department of Education representative.

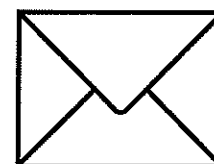


If no new assessments are planned, the IEP team will also inform you by mail.

In **both** situations, you have the right to request additional assessments. To ask for additional assessments, write a letter to your DOE Representative, stating the type of assessment(s) requested.

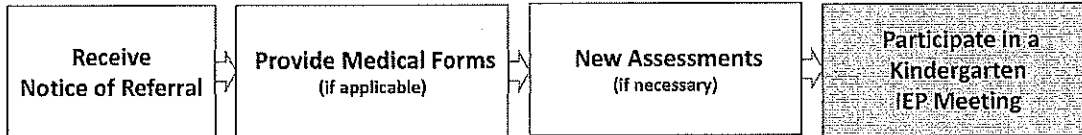


When assessments (if any) are complete, the IEP team will schedule an IEP meeting.



The IEP team will send you a letter informing you of the date, time and place of the meeting, and listing the participants who have been invited.

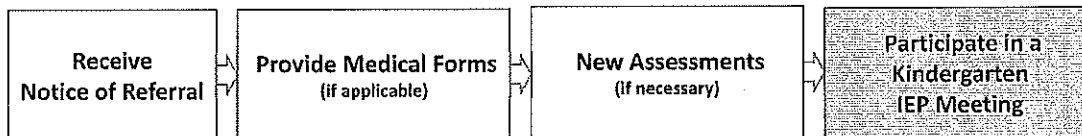
You may invite participants as well.



Your child's IEP meeting will take place at a district CSE office or at a public school.

You should know that having an IEP meeting at a particular school does not guarantee that your child will be admitted there. If you are interested in your child attending the school where the IEP meeting takes place, you should be sure to list the school on your kindergarten application.

We will discuss the kindergarten application later in the presentation.

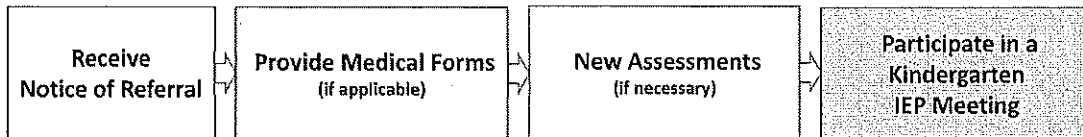


Who will be invited to the IEP meeting?

- You (of course!)
- School Psychologist
- Special education teacher/related service provider*
(your child's teacher/service provider if your child is receiving services)
- General education teacher
(your child's general education teacher if your child is in a pre-K class)
- Others, invited by you
- District representative
- Language interpreter, if needed



*related services include speech-language therapy, occupational therapy (OT), physical therapy (PT), and counseling.

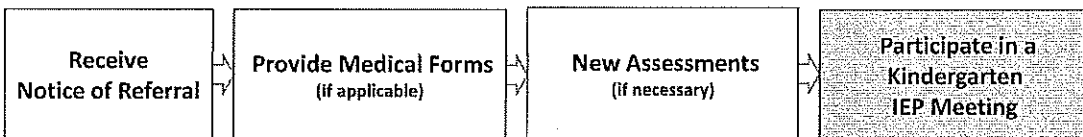


Every preschool student with an IEP is classified as a “preschool student with a disability.”

At the Kindergarten IEP meeting, the IEP team - of which you are a member - will first decide whether your child is *eligible for school-age* special education services.

To be eligible, your child must be found to have a disability and require special education services and programs.

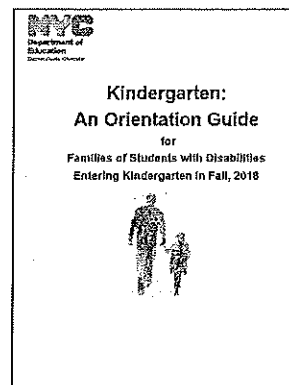
If the IEP team finds that your child is not eligible to receive special education services in kindergarten, your child will be “declassified.” Your child will enter a general education class and will not receive special education services.

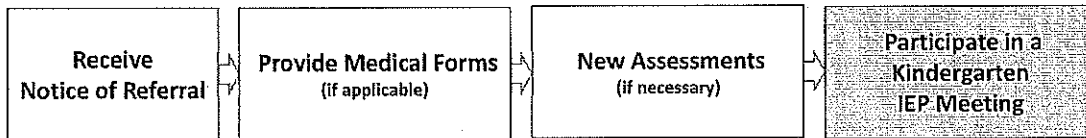


If your child is eligible for school-age special education services, he or she will receive a specific disability classification.

The classifications are listed below and in the Kindergarten Guide:

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- learning disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- speech and language impairment
- traumatic brain injury
- visual impairment, including blindness



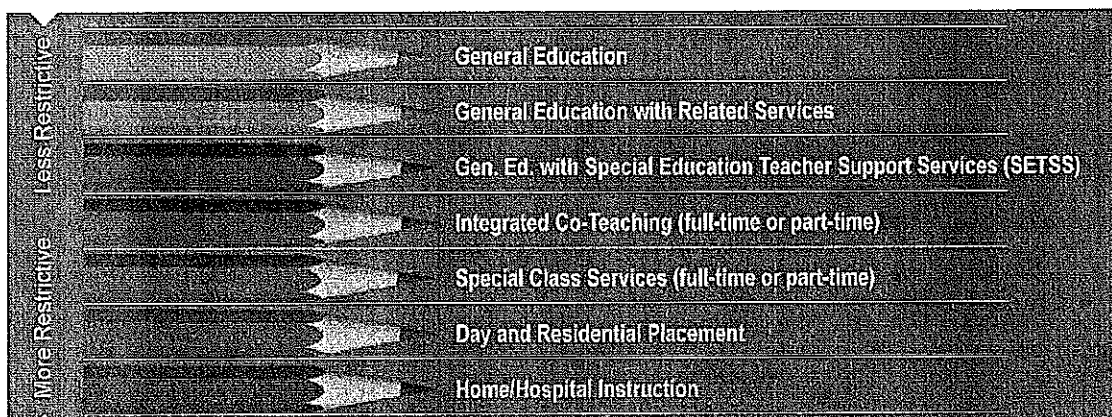


Then, the IEP team will develop annual goals for your child and determine what supports and services your child will need in order to meet these goals.

Goals, supports and services will be designed to support academic learning.

The annual goals and special education supports and services will be described in your child's IEP.

Now we will talk about some of the special education supports and services provided to school-age children. Your child will be educated with the combination of services best suited to meet their needs.



General Education with Related Services

Related services are provided *to help students with disabilities achieve their educational goals*. Related service providers often come into classrooms and collaborate with teachers, aides and other adults to support students. At times, they work with students individually or in small groups in other locations. Related services include:

- counseling
- hearing education services
- occupational therapy (OT)
- orientation and mobility services
- physical therapy (PT)
- school nurse services
- speech/language therapy
- vision education services

For many students, related services are the only special education services recommended. For others, related services are recommended in combination with other services and programs.

Services in District 1-32 (Zoned, Non-Zoned, and Choice District Schools)

In most cases, school-age students receive the program(s) and service(s) on their IEPs at District 1-32 (neighborhood) schools. Students in neighborhood schools may receive these services:

- Special Education Teacher Support Services (SETSS)
- Integrated Co-Teaching (ICT)
- Special Class (SC) Services

We will describe them now.

Special Education Teacher Support Services (SETSS)

- Part-time services provided by a special education teacher.
- The special education teacher may work with one student or a small group of students, within a general education classroom or in a separate location.

Integrated Co-Teaching (ICT)

- In ICT classrooms, students with and without disabilities learn together with two teachers; a general education teacher and a special education teacher plan and teach together.
- There are 25 total students in a kindergarten ICT class, with no more than 10 students with IEPs.
- ICT can be provided part-time, for any part of the school day, or full-time, depending on your child's needs.

Special Class Services (SC)

- Instruction for children with disabilities only.
- Students are taught by special education teachers who provide specialized instruction tailored to the needs of the students in the class.
- Special classes in District 1-32 schools have 12 students whose ages are within a three-year range and who have similar educational needs.
- Special class services can be provided part-time, for any part of the school day, or full-time.

Specialized Programs

Specialized Programs are programs that do not exist in every District 1-32 school. Specialized Programs that are provided in some District 1-32 schools are:

- Autism Spectrum Disorder (ASD) Nest Program and ASD Horizon Program
- Academics, Career, and Essential Skills (ACES) Program
- Bilingual Special Education (BSE)

We will describe them now.

Specialized Programs – ASD Nest and ASD Horizon

ASD Nest Program

- Reduced class-size Integrated Co-Teaching (ICT) class (a class with two teachers) that includes students with autism and students without disabilities.
- Focus is primarily on developing communication and social skills in students with autism who meet or exceed grade level academic standards and developmental level cognition (intelligence).

ASD Horizon Program

- Smaller Special Class (SC) with one teacher, one paraprofessional and up to eight (8) students.
- Focus is primarily on supporting communication, social skills, and progress toward meeting grade level standards for students with autism who fall below grade- and age-level standards in academics and development. Students may also need some individualized support at times during the school day.

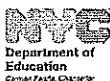


Website: <http://schools.nyc.gov/Academics/SpecialEducation/SupportsServices/specializedprograms>
Email: ASDPrograms@schools.nyc.gov

36

Specialized Programs - Academics, Career, and Essential Skills (ACES) Program

- ACES Programs provide a Small Class (15:1 or 12:1+1) for some students who have an intellectual disability (ID) or multiple disability (MD).
- They provide academic instruction as well as a highly specialized educational program that facilitates the acquisition, application and transfer of skills across environments such as home, school, and community.



Website: <http://schools.nyc.gov/Academics/SpecialEducation/SupportsServices/specializedprograms>
Email: SpecializedPrograms@schools.nyc.gov

36

Specialized Programs - Bilingual Special Education

- Bilingual Special Education Programs provide an Integrated Co-Teaching (ICT) or Special Class (SC), using a Dual Language (DL) or Transitional Bilingual Education (TBE) model for students whose IEPs recommend special education instruction in their home language.
- If your child is recommended for a BSE Program, you may receive a different school placement in late spring. It is important that you register your child at the school with the BSE Program so that your child can receive the special education supports and services s/he is recommended for.
- At minimum, if your child is identified as an English Language Learner, s/he will receive English as a New Language (ENL) to support learning English.



Website: <http://schools.nyc.gov/Academics/SpecialEducation/SupportsServices/specializedprograms>

Email: BSEPrograms@schools.nyc.gov

37

Accessible Schools

Some school buildings are accessible to students who have accessibility needs. These schools are designated "accessible."

Schools provide different levels of accessibility. If your child will need an accessible school, you should be sure to visit schools and apply to those that would be appropriate for your child.

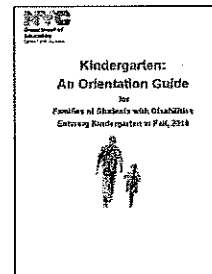
For a list of accessible schools, call 311 or visit schools.nyc.gov/Offices/OSP/Accessibility.



38

District 75 Citywide Programs

- District 75 provides highly specialized instructional support for students with significant challenges, including students who are on the autism spectrum or have significant cognitive delays, emotional disturbances, sensory impairments, and/or multiple disabilities.
- A District 75 program will be considered if your child's educational, social, and/or emotional needs cannot be met in a District 1-32 school program.
- More information about District 75 programs is in the Kindergarten Guide and online: schools.nyc.gov/Academics/SpecialEducation/D75



District 75 Citywide Programs

If your child receives an IEP recommending District 75, or if you think a District 75 recommendation is a possibility, please visit:

Schools.nyc.gov/Academics/SpecialEducation/D75

District 75 brochures are available here today and are also on our website:

Schools.nyc.gov/KindergartenSpecialEducation

NYC
Department of
Education
Carmen Fariña, Chancellor

**District 75
Citywide Programs**

Specialized Programs for
Students with
Significant Challenges

Information for Families of
Students Entering
Kindergarten

Corinne Rello-Anselmi, Deputy Chancellor
*Division of Specialized Instruction and
Student Support*

Keller Louissaint, Superintendent
District 75

Other Placement Recommendations

State-Supported Schools

- Provide intensive special education services to children who are deaf, blind, or who have severe disabilities.
- If a state-supported school may be appropriate for your child, we will assist you with the referral process.

State-Approved Non-Public Schools

- Provide programs for children whose intensive educational needs cannot be met in a public school program.
- If the IEP team determines that it may not be possible to meet your child's needs in a public school program, the IEP team may recommend that a state-approved non-public school be considered.

'Parentally Placed' Students - IESPs

- **Some families prefer to send their children to private or parochial schools.** If your child will attend a private or religious school in New York City, he/she may be eligible to receive special education services and/or related services provided by the DOE.
- If you have decided to send your child to a private or religious school (not at the DOE's expense), you should inform your DOE representative that you are not seeking special education in a public school.
- If your child is eligible for special education and you make this request, the IEP team will develop an Individualized Education Services Program (IESP) instead of an IEP.
- The IESP will describe the special education services and/or related services to be provided while your child attends the private or religious school.
- If your plans change at any time after an IESP is developed and you would like to ask for an IEP and a public school placement, contact your DOE representative or the CSE serving your district of residence and ask for a new IEP meeting.
- If you plan to send your child to a private or parochial school outside of NYC, you may request equitable special education services from the school district in which the school is located.

Revoking Consent for Special Education Services

At any time, you may choose to end all special education services for your child by writing a letter to your DOE representative.

- Your child will enter a general education class and will not receive any special education supports or services.
- Your child's special education records will remain in your child's file.
- If you are considering this option for a child entering kindergarten, the IEP team will assist you with this process.
- At any time after you revoke consent, you have the right to request an evaluation for special education services.

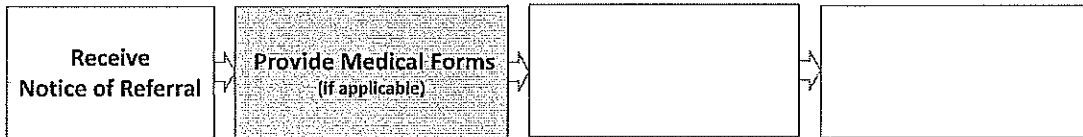
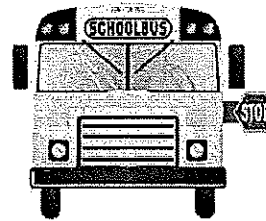
Transportation

- Right now, if your child is enrolled in a preschool special education program, he or she is eligible for special education bus service with an attendant on the bus.
- In kindergarten, most students with disabilities travel to school in the same ways as students without disabilities. Many walk!
- Based on his or her age and the walking distance from home to school, if your child attends a school in your district, he or she may be eligible for **general education bus service** (service to and from a bus stop where a group of children wait).
- If your child attends a public elementary school in another district, general education bus service will not be provided.

Specialized Transportation (or “Special Education Bus Service”)

The IEP team will recommend special education bus service if your child’s disability prevents your child from using the same transportation as children without disabilities. The recommendation will be made at the IEP meeting.

The need may be related to a medical condition or orthopedic, emotional, behavioral, or cognitive disability.

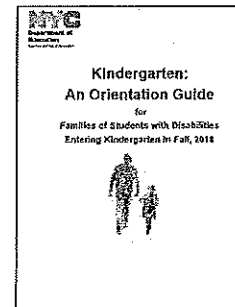


Eligibility for Specialized Transportation Accommodations

If your child needs special accommodations on the bus, such as a nurse or medical equipment, the accommodations will need to be approved in advance.

If the child has a medical condition or limited mobility, and you would like the IEP team to consider recommending specialized transportation for that reason, please provide these two forms well in advance of the IEP meeting:

- *Authorization for Release of Medical Information*
- *Request for Medical Accommodations to be completed by Treating Physician*





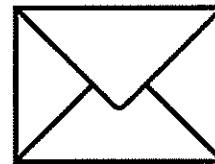
Eligibility for Services Related to Medical Needs

If you think your child needs health services, provide completed medical forms to your DOE representative before the IEP meeting.

Medical forms are available from your DOE representative and online: <http://schools.nyc.gov/Offices/Health/SchoolHealthForms>

Receive Notification of Special Education Services and Placement

In late spring, you will be notified by mail about the special education services and the school placement that have been recommended in your child's IEP.



These are two separate letters.

The first letter is white and will list all of the program recommendations that have been made for your child by the IEP team ("Prior Written Notice").

The second letter is green. This School Location Letter will list the school that will be offering your child the services that have been recommended. This letter also includes the program recommendation(s) for your child.

Prior Written Notice and School Location Letter

NYC Department of Education
 PRIOR WRITTEN NOTICE (NOTICE OF RECOMMENDATION)

Date: 07/17/2018

Dear Parent or Guardian of JCYN DOE
 Date of Birth: 09/09/2013 Local ID: 12345678

The purpose of this notice is to inform you in writing of the school district's recommendation(s) regarding the identification, evaluation, educational placement, and/or provision of special education services to JCYN DOE.

SUBJECT OF THIS NOTICE: Continued Eligibility for Special Education Services and Recommendation for Special Education Services

DESCRIPTION OF ACTION PROPOSED OR REFUSED:
 The Committee on Special Education recommends that your child be identified as having an educational disability, specifically, Speech or Language Impairment.
 The Committee recommends that your child receive the following educational program:

18 Month School Year
 Placement: NY State School Non-Specialist (District 1-12)
 Special Education Services: Integrated Co-Teaching Services
 Related Services / Supplementary Aids and Services / Assistive Technology: Occupational Therapy (Individual), Physical Therapy (Individual), Speech/Language Therapy (Group)

EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:
 At the IEP meeting held on 07/17/2018, when you were invited, the assessments and records identified below were reviewed and discussed and it was determined that your child meets the eligibility criteria for an educational disability as defined in Part 200 of the regulations of the Commissioner of Education. In addition, an Individualized Educational Program was developed recommending the special education services that will meet the child's educational needs.

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT USED IN THE DECISION TO PROPOSE OR REFUSE THE ACTION:

Evaluation Procedure/Assessment/Record/Report	Date
Behavioral Observations	07/17/2018
Social History Update	07/17/2018
Psychological Update	03/07/2018

DESCRIPTION OF ANY OTHER OPTIONS CONSIDERED AND THE REASONS WHY THOSE OPTIONS WERE REJECTED:
 Options Considered:
 - General Education
 - Related Services Only



NYC Department of Education
 PRIOR WRITTEN NOTICE (NOTICE OF RECOMMENDATION)

Date: 06/15/2018

Dear Parent or Guardian of JCYN DOE
 Student's DOB: 09/09/2013 Local ID: 12345678

The purpose of this notice is to inform you in writing of the school district's recommendation(s) regarding the identification, evaluation, educational placement, and/or provision of special education services to JCYN DOE.

SUBJECT OF THIS NOTICE: School Location

DESCRIPTION OF ACTION PROPOSED OR REFUSED:
 The Committee on Special Education recommends that your child be identified as having an educational disability, specifically, Speech or Language Impairment.
 The Committee recommends that your child receive the following educational program:

18 Month School Year
 Placement: NY State School Non-Specialist (District 1-12)
 Special Education Services: Integrated Co-Teaching Services
 Related Services / Supplementary Aids and Services / Assistive Technology: Occupational Therapy (Individual), Physical Therapy (Individual), Speech/Language Therapy (Group)

You may bring your child to the following school on 09/04/2018 where he/she will receive these services:
 Name: P.S. 117 J. Mark Taper School
 Address: 35-15 143 STREET QUEENS NY, 11435
 Telephone Number: 718-526-4783

You may also bring this child by contacting the people listed below for assistance in arranging a visit:
 Before 07/17/2018, Contact: District Office Telephone Number: 718-526-4100
 Address: 25-15 143 STREET QUEENS NY, 11435
 On or after 07/17/2018, Contact: Fabiana Cramerfield Telephone Number: 718-527-2353
 Address: 10-37 34th Street, Jamaica NY, 11435

EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:
 At the meeting held on 07/17/2018, to which you were invited, the assessments and records identified below were reviewed and discussed and it was determined that your child meets the eligibility criteria for an educational disability as defined in Part 200 of the regulations of the Commissioner of Education. In addition, an Individualized Educational Program (IEP) was developed recommending the special education and related services that will meet the child's educational needs. The school listed above was chosen because it can provide the program and services on your child's IEP.

DESCRIPTION OF EACH EVALUATION PROCEDURE, ASSESSMENT, RECORD, OR REPORT USED IN THE DECISION TO PROPOSE OR REFUSE THE ACTION:

Receive Notification of Special Education Services and Placement

If your child's IEP recommends a **District 1-32 school placement**, your child's special education services will most likely be provided at the school where your child was accepted through the kindergarten admissions process.

- Please note: If your child is accepted to an **ASD Nest Program**, an **ASD Horizon Program**, or an **ACES Program** or is recommended for a **Bilingual Special Education Program**, you may receive a different school placement in late spring than the school offered through the kindergarten admissions process.
- If you do receive a different school placement in late spring, please **register your child at the school mentioned in the School Location Letter**; not the school listed in your offer through kindergarten admissions.



Preparing for Kindergarten: Two Processes

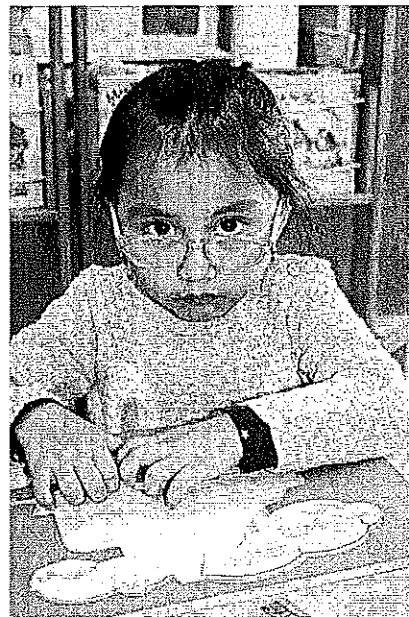
Developing a
Kindergarten
Individualized Education
Program (IEP)

Families of children with
disabilities born in 2013

and

Applying to Schools
All families
of children born in 2013

We will talk about the kindergarten admissions process now.



2018 Admissions Kindergarten and Gifted & Talented

This year, all NYC students born in 2013, including students with disabilities:

- should apply to kindergarten
- can request Gifted & Talented testing

Understand Your Choices

There are nearly 800 elementary schools throughout NYC.

Zoned District School

- A school that has specific home addresses assigned to it.
- Most often, these addresses are in the area around the school.

Non-Zoned District School

- A school that does not have home addresses assigned to it.

Gifted & Talented

- There are Citywide and District G&T programs.
- Eligibility to apply is based on your child's G&T exam score.

Narrow Down Your Choices

Find out what district you live in—there are 32 school districts in NYC.

Find out what your zoned school is.

- Most schools have an area called their zone.
- All addresses in this zone are assigned to the school.
- If you live in this zone, the school is your “zoned school.”

Your zoned school is the school where your child is most likely to attend Kindergarten.

Kindergarten Admissions: Basics

Fall

Explore your options. Use **School Search** (schools.nyc.gov/SchoolSearch) to find your zoned school.

Winter

Submit your application online, by phone, or in person. List up to 12 programs on your application.

Spring

Get your offer letter. All families that apply by the deadline get one offer. Pre-register at a school to accept your offer.

Summer

Receive waitlist offer from schools, if applicable.

All children—including current pre-K students—should apply.

Kindergarten Directory

School pages have a lot of helpful information as you make decisions.

P.S. 172 Beacon School Of Excellence | 15K172

Zoned School

Address: 825 4th Avenue, Brooklyn NY 11232 | Shared Space: No
 Subway: **Q** to 25th St; **D**, **N** to 36th St - **Q** Ave
 Bus: B35, B37, B63, B70, X12, X14, X17, X17A, X19, X27, X28, X3, X31, X37, X38, X42, X5, X8, X9

Glacomo Spatola, Principal | jspatol@schools.nyc.gov
schools.nyc.gov/schoolportals/15/K172 | 718-965-4200

Grades: PK-5 | Students: 594

Accessibility: Not Accessible

Special Education Programs | English Language Learner Programs

PROGRAMS OFFERED

P.S. 172 Beacon School Of Excellence

Code: 15K172KG

Who Got Offers In 2016?	All	Some	None
Zoned Siblings	★		
Other Zoned Students	★		
Siblings Living Outside the Zone	★		
Pre-K Students Living Outside the Zone	★		
Other In-District Students			★
Out of District Students			★

PERFORMANCE

89% of students were proficient on the State English Test

98% of students were proficient on the State Math Test

99% of parents are satisfied with their child's education

98% of parents feel their child is safe at the school

Search 15K172 at schools.nyc.gov/accountability for more about this school.

TIP: Look at a school's page to find out which groups of students a school made offers to last year. It's likely they'll accept the same groups this year.



57

Gifted & Talented Admissions

Fall

Submit a Request for Testing (RFT) form. All NYC residents in pre-K, Kindergarten, first grade, and second grade can test for Gifted & Talented, including students with IEPs and English Language Learners (ELLs).

Winter

Take the Gifted & Talented test in January.

Spring

Receive your score. If your child scores 90 or above on the Gifted & Talented test, you can apply to a Gifted & Talented program.

Spring

Apply for placement. If your child is eligible, your child's Gifted & Talented test score report will list all the programs you can put on your child's application.



56

But My Child has an IEP...

- That's ok! Families of students with disabilities should submit an application just like their general education peers.
- The process **doesn't take IEP status into account** when we make offers. That means your child has an equal chance to get into your zoned school as a child without an IEP.
- All schools serve students with disabilities, and are expected to provide the special education programs and services listed on students' IEPs.
- If your child receives a school-age IEP, you will receive an additional letter later on in the spring. In almost all cases, it will say the same school as your admissions offer.
 - Exceptions: Bilingual Special Education, ASD Nest or Horizon, ACES, accessibility need, District 75, or non-public schools.

Frequently Asked Questions

What if I choose not to apply to kindergarten?

- Every 5 year old will have a place to go to school in September.
- If you don't apply, and your child receives a school-age IEP, then he/she will be assigned a placement in your district of residence.

Do I have to apply if I believe my child will be in a specialized school next year?

- There's no downside to applying – you just reject the offer. But if you don't want to, you don't have to.

TIP: Apply and take the opportunity to express a preference! Even if you just apply to your zoned school, you're at least giving your child an equal shot at a seat there.

Will my child get busing?

- Is it on your child's IEP? Then yes.

If not...

- Is the school less than half a mile away? Is the school in a different district? Then no. Otherwise, yes! See optnyc.org for more details.

Contact Information

EEnrollment@schools.nyc.gov

718-935-2009 (P311)

Family Welcome Centers: schools.nyc.gov/WelcomeCenters

Resources

Find your zoned school and district: schools.nyc.gov/SchoolSearch

Learn more about Kindergarten: schools.nyc.gov/Kindergarten

Subscribe to receive updates: schools.nyc.gov/Subscribe

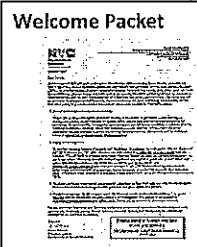
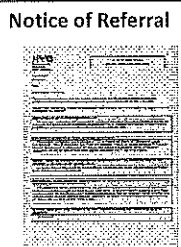


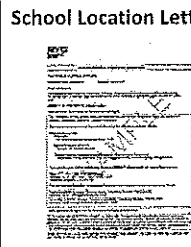
More Information



All children eligible for NYC kindergarten, including those with IEPs, are eligible for admission to NYC charter schools

- Families should complete an application for each charter school of interest.
- If the number of applicants exceeds the number of available seats, schools will select students through a random process, such as a lottery. Most (deadlines for) lotteries are held in April.
- Charter schools give preference to siblings of students already enrolled in the charter school and students living in the charter school's district.
- If a student is accepted to a charter school, the charter school will work to ensure that the student receives the program and services on his/her IEP.
- For more information, visit: schools.nyc.gov/community/charters

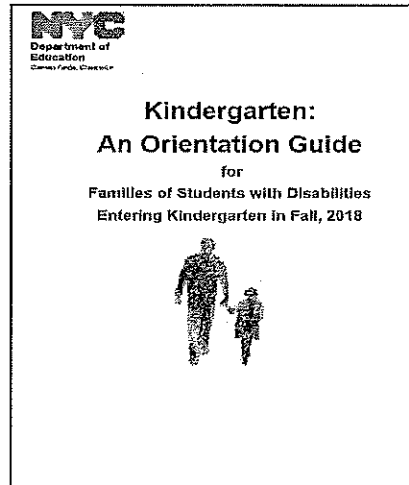
Reminder – Communication to Families

Welcome Packet	Notice of Referral	Notice of Case Reassignment	PWN (Notice of Recommendation)	School Location Letter
				
Timing: October 2017	Timing: December 2017 - onward	Timing: January 2018 - onward <i>(If case is reassigned)</i>	Timing: After IEP has been finalized (typically starts at the end of February/early March)	Timing: April – August 2018
Purpose: Introduces the kindergarten admissions process to families and provides information regarding kindergarten orientation sessions.	Purpose: Informs the family that their case was assigned to an IEP team.	Purpose: Informs the family that case was reassigned to new IEP team. <i>(In some cases only)</i>	Purpose: Summarizes the results of the IEP Meeting.	Purpose: School Placement Information; includes student program recommendation.

If Your Address Has Changed

If you did not receive a mailing about these meetings, or if your address has changed, please contact your Committee on Preschool Special Education (CPSE) administrator at the Committee on Special Education (CSE) office to make sure we have your correct address.

The CSE offices are listed in this guide.

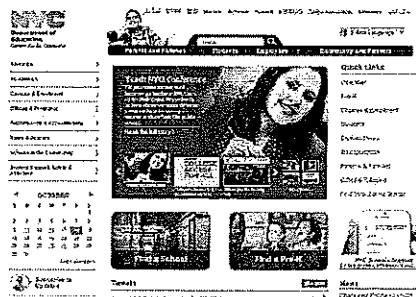


Our Website is schools.nyc.gov

For more information about:

- *Developing a kindergarten IEP, visit schools.nyc.gov/KindergartenSpecialEducation*
- *The kindergarten admissions process, visit schools.nyc.gov/kindergarten*

You can also email Turning5@schools.nyc.gov if you would like a copy of this presentation.



Online Resources for Families

Special Education Homepage

- <http://schools.nyc.gov/Academics/SpecialEducation>

D75

- <http://schools.nyc.gov/academics/specialEducation/D75>

Specialized Programs

- <http://schools.nyc.gov/Academics/SpecialEducation/SupportsServices/specializedprograms>

Medical Forms - Office of School Health

- <http://schools.nyc.gov/Offices/Health/SchoolHealthForms>

Questions or Concerns?

Developing a Kindergarten IEP

- If you have questions or need assistance, please contact the Department of Education (DOE) representative listed on your blue Notice of Referral.
- You can also contact us at a Committee on Special Education (CSE) office. Contact information is in the guide.
- If you experience a problem that cannot be resolved by your DOE representative or CSE, you can ask for additional assistance by calling 718-935-2007 or emailing Turning5@schools.nyc.gov.

Kindergarten Admissions and Gifted & Talented Admissions

- If you have questions or need assistance, please call 718-935-2009 or email ESenrollment@schools.nyc.gov.

Thank you for coming today!

We are here to help throughout this process.

We are looking forward to working with you so that you and your child will be prepared for a great year in kindergarten!



Before you go . . .

Please take a few minutes to complete our survey about the presentation and return it at the table on your way out.

We value your feedback.

Thank you!

NYC
Department of
Education
Common People. Greater.

Meeting Date: _____
Meeting Time: _____

Your feedback is important to us. Please complete this survey and return it to us as you leave today.

1. The information about developing a Kindergarten IEP was clear (circle one).
strongly disagree disagree agree strongly agree
X X X ✓ ✓✓

2. The information about applying to kindergarten was clear (circle one).
strongly disagree disagree agree strongly agree
X X X ✓ ✓✓

3. Overall, I found the information useful and I am glad I came today (circle one).
strongly disagree disagree agree strongly agree
X X X ✓ ✓✓

4. How did you find out about this meeting? Please check all that apply.
_____ A letter in the mail from the NYC Department of Education
_____ The NYC Department of Education's website
_____ My child's school or service provider _____
_____ Another organization _____
_____ 311 _____
_____ A friend _____
_____ Other _____

5. Please provide additional comments below or on the back of this page (particularly if you've indicated "strongly disagree X X" or "strongly agree ✓✓" for any question above):

Questions?

We'll now answer any questions you've submitted on your Comment Cards.

We will stay after the meeting to answer individual questions.

