

# Assistive Technology

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A FAMILY GUIDE



**New York City Department of Education**

Division of Specialized Instruction and Student Support

Center for Assistive Technology and Tech Solutions

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## SECTION I: INTRODUCTION – THE PURPOSE OF THIS GUIDE

The Department of Education's goal is to ensure that all students have meaningful access to the curriculum. Depending upon the impact of a disability, your child may require Assistive Technology (AT) or Accessible Educational Materials (AEM) in order to participate in his or her educational program and achieve his or her academic goals. Both AT and AEM help students with disabilities meaningfully access their curriculum and meet their full academic potential. The purpose of this guide is to inform families about available AT and AEM resources that can be used to achieve the best possible educational outcomes for all students.

## SECTION II: DEFINITION OF ASSISTIVE TECHNOLOGY (AT)

AT refers to tools that are necessary to help students benefit from instructional materials and communicate effectively. AT is intended to provide the support a student with a disability needs in order to access their educational program. More specifically, the Individuals with Disabilities Education Act (IDEA), the federal special education law, provides the following legal definition of an AT device: "any item, piece of equipment, or product system... that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

AT items can be described as "low-tech", "mid-tech" or "high-tech". Some examples of each are provided below.

- Low-tech devices include slant boards, paper communication boards/cards and text highlighting.
- Mid-tech devices include calculators, single switches and word-processors.
- High-tech devices include dynamic-display augmentative-communication devices, speech-to-text programs or computers and eye-gaze devices.

The IDEA requires that school districts provide AT to all students with disabilities who need it to receive a free, appropriate public education (FAPE). The Individualized Education Program (IEP) team is charged with the responsibility for determining a student's individual need for AT in order to benefit from his or her education and have access to the curriculum.

For additional information, consult our [AT website](#) or the [AT Reference Guide for Students with Disabilities](#)



## SECTION III: EVALUATING THE NEED FOR AT

### DETERMINING WHAT AT EQUIPMENT AND/OR SERVICES ARE NEEDED

If you feel that AT may be required to help your child access his or her educational program and meet his or her individual educational, communication and/or environmental needs, then you should request that your child's school conduct an AT evaluation. You can request an AT evaluation for your child at any time (see the steps for doing so on the next page). If your school identifies your child as a candidate for an AT evaluation, the school will start the process and contact you for written consent for completing the evaluation.

As a parent or guardian, you have the right to request that your child's school conduct an evaluation to determine if your child has a disability and is eligible to receive AT services. This evaluation is free of charge and will be reviewed by your child's IEP team when considering the appropriateness of an AT recommendation. Your child does not need an IEP in order for AT to be considered. If he or she does not already have an IEP, your request for an AT evaluation will result in a special education or 504 referral. If the DOE refuses your request for an evaluation, you will be provided with a written notice explaining the reason for refusal.

Your child's school may also consider whether AT is appropriate for your child at any time. If your child's school thinks he or she may require AT, they will contact you to request your written permission to evaluate your child.



Your child will be evaluated by a qualified professional or a multi-disciplinary team of professionals. In some cases, depending upon the student's needs and available expertise, the AT evaluation may be performed by school staff. In other instances, the school may request completion of an evaluation by central DOE AT staff. AT evaluators can include qualified Classroom Teachers, Speech Teachers, Speech Language Pathologists, Occupational Therapists, and Physical Therapists, as well as other AT

professionals. You may choose to provide your input during your child's AT evaluation process at your option. However, your knowledge of your child's strengths and needs, as well as your insights and concerns, make you a valued and essential member of the IEP team.

## THE AT EVALUATION PROCESS – REQUESTING AN EVALUATION

To request an AT evaluation, follow these two steps:

1. Provide a handwritten or typed request for an AT evaluation. Prepare a letter stating that you are requesting an AT evaluation for your child, and be sure to include the following information:
  - The date of your request
  - Your child's name
  - Your child's date of birth
  - The school your child attends
  - Your child's nine digit student ID (OSIS #), if available
  - Your name and signature
  - Your concerns, and why you feel your child may require AT (optional)
2. Mail or hand-deliver this letter to any of the following school staff: the School Psychologist or the Principal of your child's school (Districts 1-32 & District 75), or your CSE Representative (Charter and Non-Public Schools).

You should expect to receive a Request to Consent letter. This letter will seek your formal permission to perform the evaluation (within 15 days after you have submitted your letter). In the unlikely event that you are not contacted for consent after 15 days of submitting your written request, here's how to follow up:

- For public school students (other than charter schools): Send an inquiry with a copy of the letter to the Superintendent for the district in which your student's school is located.
- For all other students: Send an inquiry with a copy of the letter to the CSE Chairperson for the district in which your student's school is located.
- You may also inquire sending an email to [relatedservices@schools.nyc.gov](mailto:relatedservices@schools.nyc.gov) or by calling 311.

## TIMELINE FOR PROCESSING AN AT EVALUATION REQUEST

The DOE strives to provide evaluations and services to students as quickly as possible. As described above, you will be contacted for formal consent within 15 days after a request for an AT evaluation is received. The DOE cannot begin the evaluation process until we receive your formal consent. Therefore, we encourage you to return the consent form that you receive from the DOE as soon as possible.

Once the DOE has received your consent, the Department has 60 calendar days to evaluate your child. However, if you delay the evaluation process, the timeline may be adjusted.

In the event that the DOE does not complete an evaluation after 60 calendar days, you will receive an Assessment Authorization Letter. The letter explains how you can select an appropriately licensed non-

Department of Education independent evaluator at no cost to you. It includes a list of names, addresses and telephone numbers of appropriate public and private agencies and other professional resources from which you may obtain an independent evaluation.

#### **SECTION IV: FORMALIZING THE AT RECOMMENDATION ON THE IEP**

Following completion of the evaluation, AT is recommended by the IEP team when appropriate to enable a student to access his/her instructional program and meet his/her individual educational needs. If the IEP team determines that AT devices and/or services are necessary, the IEP team must specify this on the IEP, formally obligating the DOE to supply the devices and services.

#### **AT CONSIDERATION AT THE IEP MEETING**

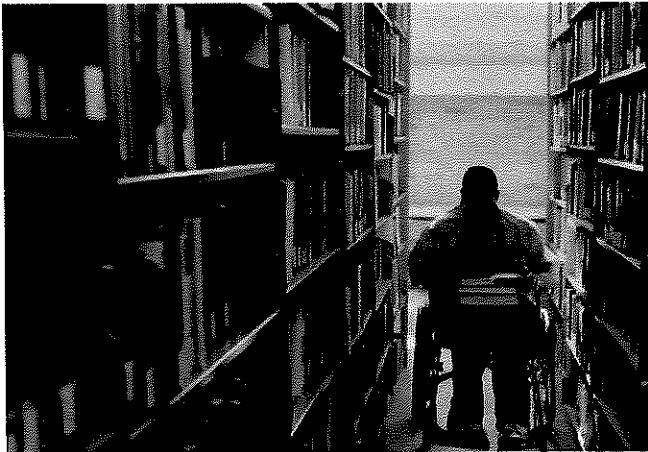
The IEP team is required to consider the AT needs of every student receiving special education services. The IEP team considers AT in a thoughtful way prior to establishing a student's educational goals. Consideration of AT need is based on the unique educational needs of your child. The team considers the student, the tasks they need to complete, the environment, the student's present levels of performance, current accommodations / technology as well as the student's strengths and disabilities to determine if AT is necessary to remove barriers to student performance.

#### **BEST PRACTICES IN ADDING AT TO THE IEP**

The IEP team considers a number of elements during the IEP decision-making process to create a student-centered AT plan that is focused on successful completion of tasks and the environment necessary to do so. According to this best practice guideline, the IEP team's process should include consideration of the student, environment, task and tools including:

- an analysis of the instructional and access areas relevant to the student;
- a review of the educationally relevant tasks with each of the appropriate instructional access areas;
- a review of the different environments in which the student is required to produce the relevant tasks referenced above;
- a review of the standard classroom tools, accommodations, modifications, and AT solutions that are currently in place and a determination as to whether these strategies are adequate to meet the student's needs;
- a review of the AT evaluation (if there is an evaluation); and
- a generation of potential solutions, including AT, if the student's needs are not being met.

IEP teams are encouraged to use the DOE's AT Consideration Checklist when considering AT. The Checklist provides a framework for considering AT that is appropriate for students of all ages and ability levels and serves as documentation of the procedure used to consider AT. It addresses all instructional areas in which AT may be required. It also addresses a continuum of AT solutions as well as standard classroom tools, modifications, and accommodations that are currently in place to address the student's needs.



IEP teams may also refer to the AT Resource Guide to identify potential modifications of current AT, accommodations, standard classroom tools, and AT solutions that may be in place or to identify modifications, accommodations, and technology solutions that may need to be implemented. This document is designed as a companion to the AT Consideration Checklist and is available at <http://tiny.cc/ATResourceGuide>.

#### HOW AT NEEDS ARE REFLECTED ON THE IEP

If the IEP team determines that a student has a need for AT, the student's IEP will include specific information about the recommended AT service and/or device(s). Documentation will include:

- a check mark in the AT boxes on the IEP to confirm that AT is recommended and whether it is recommended to be used at home; and
- a rationale and specific recommendations for AT.

AT may also be addressed in other sections of the IEP, including:

- the present levels of performance (PLOP),
- the recommended special education programs and services;
- the listing of testing accommodations, participation in State and district-wide assessments; and
- the measurable annual goals and benchmarks.



## SECTION V: PROVIDING MANDATED AT EQUIPMENT AND SERVICES

### OBTAINING MANDATED AT EQUIPMENT FOR YOUR CHILD

If your child is mandated for AT, the DOE will provide all AT equipment and/or services that are recommended on your child's IEP at the DOE's expense. AT equipment and services will typically be delivered to your child's school or CSE. Students who are on home instruction will receive their AT delivery and services at home or at their CSE.

### AT TRAINING

The DOE will provide training as needed to students, teachers, other school administration and families. Initial training is provided by the evaluation team for all staff and for family members who attend. School staff is responsible for supporting integration and use of the device and on-going support to the student to ensure effective utilization of the AT.

### AT EQUIPMENT OWNERSHIP AND USE

All AT devices provided by the DOE are purchased and owned by the DOE. Students who leave the DOE system upon graduation or by transfer to a district outside of the DOE must return their AT to the DOE.

Students may use their IEP-mandated AT in school. As indicated above, where specified on the IEP, the student may travel with their AT device for use at home in accessing their curriculum.

### BRINGING AN AT DEVICE HOME

The IEP team determines when an AT device is required for home use in order for a student to be provided a free appropriate public education (FAPE). This information should be listed on the student's Individualized Education Program (IEP) under Student Needs Relating to Special Factors. If the IEP team determines your child needs an AT device at home to access his or her curriculum, he or she will be allowed to travel to and from the school with the device provided.

### MAINTENANCE AND REPAIR OF AT DEVICES

It is the joint responsibility of school personnel, parents and guardians and students to take reasonable care of the AT device. Your child's school IEP team is responsible for arranging the repair or replacement of missing or defective AT devices, as well as for re-programming or other maintenance required in order for your child to use the device effectively in accordance with the IEP. If you believe that your child's AT device is in need of replacement or repair, please contact your school IEP team.



## SECTION VI: ACCESSIBLE EDUCATIONAL MATERIALS (AEM)

### DEFINITION OF AEM

Accessible Educational Materials (AEM) are textbooks and related instructional materials that have been converted into a format that is accessible to a student who is otherwise unable to use standard printed materials. These formats include braille, large print, audio, and digital text. (Note that these may also be referred to as Accessible Instructional Materials (AIM).)



If your child is blind, visually impaired, or otherwise unable to use printed materials, his/her school should assess whether he/she may require AEM. If AEM is found to be appropriate for your child, then your child's school will provide course materials in the alternative accessible format at the same time as your child's peers receive their textbooks or workbooks.

Your child may qualify for AEM if he/she requires the exact same content as the instructional materials used across the curriculum, but requires a specialized format in order to access that content.

### AEM THROUGH THE DOE

If you believe your child requires AEM, you should reach out to your school to ask that they determine your child's need for AEM and the specific format that would benefit your child (e.g. braille, large print, audio, digital text). Your child's school may also initiate this process, if appropriate. The determination of whether AEM is required is made during the development of your child's IEP or 504 plan. If AT is required in order for your child to access AEM (for example, a text-to-speech device), this need will also be considered.

If it is determined that your child requires AEM, the materials will be provided in school at the DOE's expense. Families may also want to explore Bookshare, which provide free accounts for home use to certain children. Please visit [Bookshare.org](http://Bookshare.org) to see if your child is eligible and for more information.

### TIMELINE FOR AEM

Students who require AEM should receive their specialized materials at the same time other students receive their instructional materials. Adapting instructional materials into accessible formats can take

time, so your child's school will be planning instruction in advance in order to ensure your child receives his/her AEM at the same time as the rest of his/her class.

## SECTION VII: TRANSITION PLANNING

If a student requires AT and AT is indicated on their IEP at the time of graduation, the transition planning team and family should meet in early spring of the student's graduation year to discuss supports. Details regarding student AT needs should be clearly indicated in a student's transition packet so any agency or school working with your child after graduation will have this information.

Students who receive Medicaid or a Medicaid waiver can apply to Medicaid to obtain necessary AT. Additionally, many AT vendors will assist with the process to obtain the devices that they sell.

Student AT equipment provided by the DOE is property of the DOE and should be returned to the DOE upon graduation or transfer to another school district.

## SECTION VIII: FAQs

### WHAT IS THE DIFFERENCE BETWEEN AT ON AN IEP AND AT ON A 504?

Not all students who have disabilities are eligible for IEPs under the IDEA. A student with a physical or mental impairment that substantially limits a major life function is eligible to receive accommodations under Section 504 of The Rehabilitation Act of 1973. The 504 team will meet to determine which accommodations are appropriate for each student based on the nature and severity of the student's impairment, in order for the student to participate in school on an equal basis with his/her non-disabled peers. Depending on the individual student's needs, 504 accommodations may include AT devices. For more information about 504 accommodations, please consult the 504 Accommodations Guidance for Families at <http://tiny.cc/504FAQs>

### WHAT IS THE DIFFERENCE BETWEEN ASSISTIVE TECHNOLOGY (AT) AND INSTRUCTIONAL TECHNOLOGY (IT)?

There are many technology options available to us today. We carry smartphones or tablets and use computers. These technologies can be "instructional technology" (IT) when we use them to support education and learning. These technologies can also be considered "Assistive Technology" when used to improve the functional capabilities of individuals with disabilities who cannot access their curricula through other means. All AT is listed on the student's IEP or 504 plan. In contrast, IT is equipment utilized as a resource for learning by students who are able to access their curriculum through other means.

## SECTION IX: DOE CONTACT INFORMATION

We recommend that you reach out to your child's school to discuss assistive technology needs. You may also reach out to:

- for public school students (other than charter schools): Send an inquiry with a copy of the letter to the Superintendent for the district in which your student's school is located.
- for all other students: Send an inquiry with a copy of the letter to the CSE Chairperson for the district in which your student's school is located.

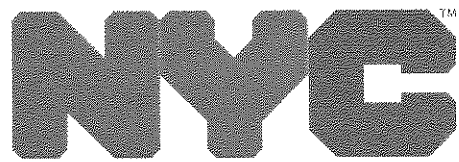
## SECTION X: FEDERAL LAWS RELATED TO AT

**Individuals with Disabilities Education Act:** <http://idea.ed.gov/>

**Americans with Disabilities Act:** <http://www.ada.gov/>

**Section 504 of the Rehabilitation Act:** <http://www.ed.gov/about/offices/list/ocr/504faq.html>





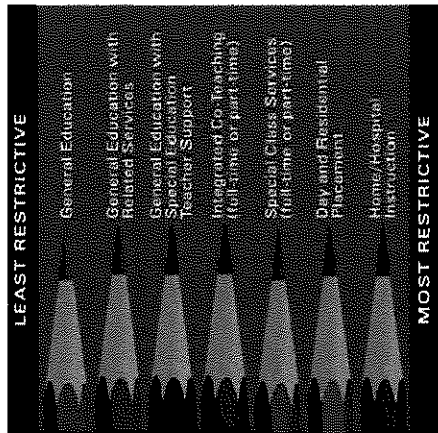
**Department of  
Education**

*Carmen Fariña, Chancellor*



What special education services may be recommended?

There is a range of services available to support your child in his or her least restrictive environment. These include services in the general education classroom as well as more intensive services provided in district schools, **specialized programs**, and **District 75**. The chart below shows some of the services available.



What are related services?

**Related services**, such as counseling, occupational therapy, physical therapy, and speech/language therapy, may also be recommended to support and advance your child's achievement. These services are provided individually or in a group, in the least restrictive environment, which may be in the classroom or in a separate location within the school. The related services are coordinated with your child's teachers to best support instruction in the classroom.

When will my child's IEP be reviewed?

After your child has been recommended for special education services, an IEP meeting is held annually to review your child's progress. This is called an **Annual Review**. A reevaluation must also be completed once every three years, unless you and the school agree in writing that it is not necessary. This is called a **Three-Year Reevaluation**. Parents and school staff may also request a reevaluation if services need to be reconsidered before the three years have passed.

Need more information or support?

Visit the special education website for the full Family Guide and other important documents:

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

Contact your child's teacher or other school staff member if your child attends a district school.

Contact the Committee on Special Education in your school district if your child attends a charter or non-public school:

<http://schools.nyc.gov/Academics/SpecialEducation/Help/Contacts>

Contact the Special Education Hotline: (718) 935-2007 or 311

E-mail the Special Education Office: [SpecialEducation@schools.nyc.gov](mailto:SpecialEducation@schools.nyc.gov)



Bill de Blasio  
Mayor

Carmen Fariña  
Chancellor

## Special Education: Questions and Answers for Families

Every child with a **disability** has the right to a **Free Appropriate Public Education (FAPE)** alongside their non-disabled peers to the greatest extent possible.

If your child has a disability, the NYC Department of Education (NYCDOE) will provide special education services specially designed to meet his or her individual needs, at no cost to you.

In this pamphlet you will find information about the **special education process**, the **Individualized Education Program (IEP)**, and **school-age special education services**.





*I believe my child needs more support. What should I do?*

First, talk to your child's teacher to find out if there are supports available within the general education setting, such as reading or math remediation programs and counseling. If these supports do not meet your child's needs, make an **initial referral** for a special education evaluation by submitting a written request to a professional staff member in your child's school (e.g., teacher or school psychologist). If your child does not attend a NYCDOE district school, contact the **Committee on Special Education (CSE) office** in your school district.

*What happens after the initial referral?*

Within 10 school days you will receive a **notice of referral**, which explains your rights, provides contact information for a person to call with questions, and requests that you meet with a social worker for a **social history interview**. At this interview you will share information about your child's development and sign the **consent for initial evaluation** form. Once your consent is received, the school IEP Team or district CSE has 60 calendar days to evaluate your child and hold an IEP meeting.

*What will the evaluation include?*

Your child will be assessed in all areas related to the suspected disability, including, where appropriate, social and emotional status, general intelligence, academic performance, vocational skills, language skills and motor abilities.

*How can I prepare for the IEP meeting?*

Once the evaluations are complete, you will receive copies and an invitation to the IEP meeting at least five days in advance. You may request that information be translated into your preferred language and that an interpreter attend the meeting. You may also request that a parent member, which is a trained parent of a student with a disability living in or near your school district, attend to assist you. You are an important member of the IEP Team, so come prepared with questions!

*What happens at the IEP meeting?*

The IEP meeting for an initial evaluation includes you, the special education teacher, general education teacher, district representative, school psychologist, school social worker, and, when appropriate, the student. At the meeting, the IEP Team reviews information from a variety of sources to determine if your child meets the criteria for one or more of the 13 disability classifications and demonstrates a need for special education services. If your child meets these eligibility criteria, then an **Individualized Education Program (IEP)** will be developed.

*What are the 13 disability classifications?*

Autism, Deafness, Deaf-Blindness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Learning Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

*What does the IEP include?*

The IEP is a written document that includes information about your child's current skills and abilities, academic goals, and the special education services that will be provided in his or her least restrictive environment. The "least restrictive environment" (LRE) means that your child will be educated alongside his or her non-disabled peers to the maximum extent possible.

*What happens after the IEP meeting?*

After the meeting, you will receive a copy of the IEP and a **Prior Written Notice** in your preferred language informing you of the special education services your child will receive if found to have a disability. When your child is to receive special education services for the first time, you must give your consent by signing the consent form, so special education services can be arranged for your child. A letter called the **Authorization to Attend** will then be sent to you with the date the services will begin. This must be completed within 60 school days from the date you provided consent to evaluate your child.



### AUTISM SPECTRUM DISORDER (ASD) PROGRAMS

The ASD Nest Program and the ASD Horizon Program are two different special education programs in District 1-32 schools that serve certain students with autism who have Individualized Education Programs (IEPs).<sup>1</sup> Each program is designed to strengthen academic and social skills, but have different service delivery models and eligibility criteria. The same application process applies to both ASD Nest and ASD Horizon Programs.

#### ASD PROGRAM OVERVIEW

ASD NEST	ASD HORIZON
The ASD Nest Program is a partnership between the NYCDOE and <u>New York University's (NYU) ASD Nest Support Project</u> <sup>2</sup> .	The ASD Horizon Program was developed by the NYCDOE in collaboration with the New England Center for Children (NECC).
CLASS STRUCTURE	
This program serves students with ASD and typically developing students in a reduced class-size Integrated Co-Teaching (ICT) model, with one special education teacher and one general education teacher. As students get older, the class size increases, as does the ratio of students with autism to typically developing students. There is no classroom paraprofessional in this model.	This program serves a maximum of eight students with ASD in a Special Class (SC), with one special education teacher and one classroom paraprofessional (8:1+1). As students get older and develop necessary academic and social skills, opportunities for inclusion with typically developing peers is encouraged.
SCHOOL-BASED STAFF	
Staff receive training in specialized teaching strategies for students with ASD, including Social Development Intervention (SDI) developed by NYU. SDI is an evidence-based program that supports the social/emotional development of ASD Nest students.	Staff receive training in specialized teaching strategies for students with ASD, including the <u>Autism Curriculum Encyclopedia</u> <sup>3</sup> (ACE), developed by NECC. ACE is an evidence-based program based on Applied Behavior Analysis (ABA), which supports the academic and social/emotional development of ASD Horizon students.
CURRICULUM AND INSTRUCTION	
As in all NYCDOE schools, ASD Nest Program classes use the Common Core Learning Standards (CCLS). ASD Nest Program classes combine CCLS and SDI to improve social understanding while also supporting academic success. SDI is taught in small groups and reinforced throughout the day.	As in all NYCDOE schools, ASD Horizon Program classes use the Common Core Learning Standards (CCLS). ASD Horizon Program classes provide a supportive classroom, combining CCLS and ACE instruction delivered individually, based on student need for academic and social support.
SOCIAL / EMOTIONAL SUPPORTS	
Related service providers use SDI to help students develop relationships and improve social functioning. This pragmatic (social) language curriculum is taught in small groups of ASD Nest students and reinforced by classroom teachers.	Related service providers work collaboratively with classroom teachers using individually customized ACE lessons to address specific communication and socialization challenges faced by students with ASD.

<sup>1</sup> More intensive supports for students with ASD are provided by District 75: <http://schools.nyc.gov/Offices/District75>

<sup>2</sup> <http://steinhardt.nyu.edu/asdnest/>

<sup>3</sup> The New England Center for Children: <http://www.acenec.org/>

**ASD STUDENT PROFILE**

ASD NEST	ASD HORIZON
Students accepted to the ASD Nest Program must meet the following criteria:	Students accepted to the ASD Horizon Program must meet the following criteria:
<b>CLASSIFICATION</b>	
Students must be eligible for an educational disability classification of Autism.	
<b>COGNITION / INTELLIGENCE</b>	
Average to above average intellectual functioning with consistent development across all cognitive areas including but not limited to, verbal and nonverbal reasoning abilities, working memory, language, and attention.	Low average to average intellectual functioning with uneven cognitive skills.
<b>ACHIEVEMENT</b>	
Academic skills on or above grade level. Students are able to work independently and in small groups, with minimal redirection. Students participate in standard assessments, including New York State (NYS) Math and English Language Arts (ELA) exams. <sup>4</sup> Accommodations are provided as written on the student's IEP.	Academic skills on or near grade level. Students benefit from instruction based on the principles of ABA and can work independently with some redirection and adult support. Students participate in standard assessments, including New York State (NYS) Math and English Language Arts (ELA) exams. Accommodations are provided as written on the student's IEP.
<b>LANGUAGE / COMMUNICATION</b>	
Language skills on or close to age level, except in pragmatic (social) language, including staying on topic, meaningful conversation, and socially appropriate nonverbal gestures, responses and facial expressions. For example, students may have challenges that include inappropriate responses and/or misinterpreting others' statements and/or behaviors.	Students may have mild to moderate expressive and receptive with pragmatic (social) language delays. Students entering kindergarten can speak in at least 2-3 word, meaningful sentences and older students are able to string words to express needs and wants, but need support to communicate effectively in the social arena. Echolalia may also be present.
<b>SOCIAL FUNCTIONING</b>	
Mild to moderate delays. Students demonstrate challenges in interacting and/or playing with peers or adults, rigidity, and difficulties with self-regulation.	Mild to moderate delays in initiating and sustaining peer interactions. Students may participate in social activities, but often prefer to engage in solitary activities.
<b>BEHAVIOR</b>	
Students may have mild behavior challenges, but are not physically aggressive, do not engage in self-injurious behaviors, and do not tend to show "escape behaviors," such as running away from staff or exiting the classroom or school building.	Students may have mild to moderate behavior challenges, but are not physically aggressive, do not engage in self-injurious behaviors, and do not tend to show "escape behaviors," such as running away from staff or exiting the classroom or school building.

<sup>4</sup> The school or district-based IEP Team is responsible for determining student eligibility to receive accommodations on state, local, and classroom tests: <http://schools.nyc.gov/Academics/SpecialEducation/Classroom/Instruction>

**ASD PROGRAM ADMISSIONS PROCESS**

1. **Submit an application:** If you think the ASD Nest Program or ASD Horizon Program may be appropriate for your child, work with your child’s IEP Team to complete and submit an application at any time during the school year. If your child is entering kindergarten next year, we recommend you let us know as soon as possible. All assessments must be completed within one year of the application in order for the admissions process to move forward.
  - Work directly with your child’s IEP Team to complete and submit the application.
  - You or your child’s current school can send the completed application by:
    - e-mail: [ASDPrograms@schools.nyc.gov](mailto:ASDPrograms@schools.nyc.gov) (*strongly preferred*),
    - fax: (718) 391-6887, or
    - mail: Central ASD Programs Team  
28-11 Queens Plaza North (3rd Floor)  
Long Island City, NY 11101

<b><i>If your child is transitioning to:</i></b>	<b><i>Submit an ASD Program application:</i></b>
Kindergarten	As early as possible in the school year during your child’s final year in preschool. <ul style="list-style-type: none"> <li>• Note: you should also apply to non-ASD kindergarten programs through the <a href="#">kindergarten admissions process</a> <sup>5</sup></li> </ul>
Any other grade (1 -12)	Anytime.

Visit the [Specialized Programs page](#)<sup>6</sup> on the DOE website to download and print the ASD Programs application.

2. **Confirmation of Application:** applications submitted by email will receive an acknowledgement via email within one to two business days. Applications submitted by facsimile (fax) or regular mail will receive an acknowledgement via regular mail to confirm receipt, which will be mailed out within one to two business days of receiving your application. When an application is submitted, we will also contact your child’s IEP Team to discuss the information provided on the application and ask any follow up questions.
  - If you do not hear from the Central ASD Programs Team within one week of submitting your application, please contact [ASDPrograms@schools.nyc.gov](mailto:ASDPrograms@schools.nyc.gov) or call (718) 391-6872.

<sup>5</sup> The Office of Student Enrollment coordinates the kindergarten admissions process:

<http://schools.nyc.gov/ChoicesEnrollment/Elementary/kindergarten.html>

<sup>6</sup> DOE Website for Specialized Programs: <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm>

**3. Initial Review for ASD Program Eligibility:** the Central ASD Programs Team reviews your child's special education record to determine whether assessments are up-to-date and provide sufficient information about your child's intellectual ability and social, language, behavior, academic, and adaptive skills. In addition, we make sure your child meets criteria for an educational classification of autism on his/her IEP.

- **Up-to-Date Assessments:** If the Central ASD Programs Team needs more information about your child or if the assessments are not current, we will ask your child's IEP Team to obtain your consent and conduct any additional assessments. You will receive a letter from the DOE asking for your consent.
- **Additional Information:** Families may also submit additional evaluation materials with their application for review by the Central ASD Programs Team. As with the clinical assessments, materials containing additional information should be no more than one year old for applicants in grades K-5 and no more than three years old for applicants in grades 6-12.

**4. ASD Program Admissions Process & Timeline:** If the information provided during the initial review indicates your child may be a candidate for either an ASD Nest Program or an ASD Horizon Program, a Central ASD Team member will work closely with you and your child's IEP Team to schedule an observation. The DOE may also conduct additional evaluations, as needed, and will seek your consent to do so. Specifically, the DOE uses the Autism Diagnostic Observation Schedule (ADOS) for children who may be eligible for the ASD Nest Program.

Following the initial review, the Central ASD Programs Team will contact you with next steps in your child's ASD Program admissions process. If your child's clinical information indicates that s/he:

- **May be a good candidate for an ASD Program:** You and your child's school will be contacted by a Central ASD Programs Team member to review the information and discuss the next steps in the process.
- **Does not meet admissions criteria:** Your child's IEP Team will work with you to determine an appropriate special education program and/or service recommendation to meet your child's needs. You can submit a new ASD Program application at a later date if new information about your child becomes available.

**5. ASD Program Admissions Observation:** If the initial review indicates that your child may meet at least some of the eligibility criteria, an observation will be scheduled either by an ASD Program School or by an ASD Central Team member, in most cases within four weeks from that initial review. Upon completion of the observation, results will be reviewed to determine if your child meets admissions criteria for and will be offered an ASD Program placement. You and your child's current school will receive a copy of the written observation report and you will be contacted by the Central ASD Team to discuss the results.

**6. Admissions Determination:** An admissions determination is based on the information and data gathered from your child's psychoeducational evaluation, autism diagnostic testing, observations, and any additional information submitted. The Central ASD Programs team will discuss whether your child meets the admissions criteria for an ASD Nest Program or an ASD Horizon Program with you and your child's IEP Team. Once a student is accepted to an ASD Program, his/her IEP will be written by the school's IEP Team with guidance from the Central ASD Programs Team.

**7. Visiting an ASD Program:** Families of students accepted to an ASD Program may visit the prospective ASD Program school offered. Please note, due to the specialized nature of this program and the limited number of seats, accepted students are assigned an ASD Program school- there is no application process for specific ASD Program schools. Families of accepted students will be contacted by the ASD Program school to arrange a school visit and to enroll at the school.



### **INFORMATION FOR STUDENTS ACCEPTED TO ASD PROGRAMS**

Families of newly accepted students will receive a Prior Written Notice (PWN) and School Location Letter (SLL) following the IEP meeting. The SLL will specify the assigned ASD Program school your child will attend. Upon receipt of the SLL, families of accepted students should bring the documentation needed to enroll their child at the ASD Program school as soon as possible<sup>7</sup>. It is important to register at the ASD Program school as quickly as possible so transportation, if included on the IEP, is not delayed.

- **Transportation:** Special education transportation is provided to/from the ASD Program school if your child's IEP Team determines that your child is eligible to receive special education transportation as an IEP service.<sup>8</sup> The need for special transportation accommodations such as limited travel time or a temperature controlled vehicle, must be supported by medical documentation, approved by the Office of School Health (OSH), and reviewed annually. You must complete and sign the Authorization for Release of Health Information (HIPAA)<sup>9</sup> to be submitted together with the medical accommodation form<sup>10</sup> filled out by your child's doctor. These forms must be signed and completed by you and your child's doctor and submitted annually to your child's IEP Team. Your child's IEP Team will submit signed and completed forms to OSH for review.
- **ASD Summer Program:** The ASD Nest Program and the ASD Horizon Program follow the ten-month Districts 1-32 school calendar from September through June.<sup>11</sup> The NYCDOE provides an optional summer program for ASD Program students in kindergarten through fifth grade, to promote continued social development. This optional summer program runs for a half day, four days per week for four weeks. Summer program schedules are set by the site that houses the ASD Summer Program, which may be different from the school that the student attends for the 10 month school year.

A Central ASD Programs Team member will work closely with your child's IEP Team and will also have ongoing contact with you regarding your child's application. For current preschool students who are applying for kindergarten ASD Programs, you should work with your child's Turning 5 Team or your child's preschool IEP Team.

**Visit the Specialized Programs page on the DOE website to download and print the ASD Programs application.**

<sup>7</sup> Enrollment documentation: <http://schools.nyc.gov/ChoicesEnrollment/NewStudents>

<sup>8</sup> DOE website for Specialized Transportation Information:

<http://schools.nyc.gov/Academics/SpecialEducation/programs/additionalservices/transportation.htm>

<sup>9</sup> HIPAA form: [http://schools.nyc.gov/NR/rdonlyres/2A444727-0597-4C92-84AE-D6CEF15E796B/0/hipaa\\_fillablecopy.pdf](http://schools.nyc.gov/NR/rdonlyres/2A444727-0597-4C92-84AE-D6CEF15E796B/0/hipaa_fillablecopy.pdf)

<sup>10</sup> Request for Medical Accommodations to be Completed by Treating Physician:

<http://schools.nyc.gov/NR/rdonlyres/98856A9E-517B-4198-8640-2B5BECFA10D4/0/MedicalAccommodationsRequest.pdf>

<sup>11</sup> Your child's school or district-based IEP Team is responsible for determining whether extended school year (ESY), also known as 12-month school year, services are needed. If your child is eligible for ESY, an appropriate summer program placement will be made. Visit the NYCDOE website on ESY: <http://schools.nyc.gov/Academics/SpecialEducation/programs/additionalservices/extended>

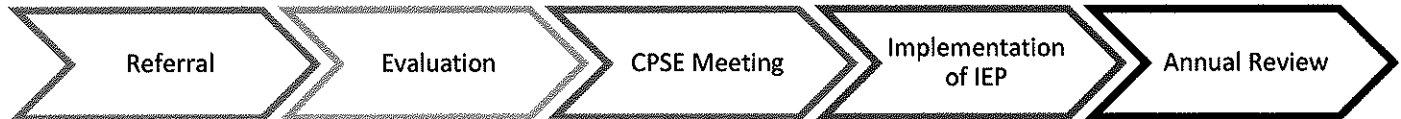
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## Preschool Special Education

### Overview:

Preschool special education services are available for children age 3 to 5 who have disabilities or developmental delays that impact their ability to learn. These services are provided to eligible children free of charge by the NYC Department of Education (DOE). The Committee on Preschool Special Education (CPSE) is responsible for coordinating special education evaluations for preschool children. Regional CPSE offices serve families in their **home** school districts, regardless of where their children attend school. For CPSE contact information, please visit the NYC DOE webpage <http://schools.nyc.gov/Academics/SpecialEducation/Help/Contacts/CSECPSE>.

### The CPSE Process:



### Referral:

Prior to making a referral to the CPSE, families and teachers should work together to implement a variety of developmental and academic interventions to support the child. A referral must:

- Be made **in writing** to the CPSE that serves the family's home district; and
- Come from a parent, principal of a DOE school, or CPSE administrator.

Upon receipt of the referral, the CPSE will mail the parent:

- Notice of Referral;
- New York State Education Department Procedural (NYSED) Safeguards Notice;
- Consent for Initial Preschool Evaluation; and
- Listing of NYSED approved evaluation sites.

### A referral should:

- Request a preschool special education evaluation;
- Describe any specific areas of concern and any services the child received in the past;
- Provide full contact information to reach the family; and
- State the family's preferred language, if it is not English.

Another way to start the referral process is for someone else to submit a request. A request for referral may lead to a referral. A request for referral must:

- Be made **in writing** to the CPSE that serves the family's home district;
- Come from a professional staff member of the school the child attends or is eligible to attend, physician, judicial officer, or professional staff member of a public agency with responsibility for welfare, health or education of children;
- State the reasons for the referral and include test results, records, or reports upon which the referral is based;
- Describe interventions used to remediate the child's performance prior to the referral; and
- Describe the extent of parental contact or involvement prior to the referral.

Upon receipt of the request for referral, the CPSE will, within 10 school days, agree to refer the child for evaluation, or provide the parent with a copy of the request for referral, inform the parent of his/her right to refer the child for an initial evaluation, and offer the parent an opportunity to meet.

### Evaluation:

The parent(s) will select an evaluation site. The CPSE administrator will assist the parent as necessary. The child will then undergo an evaluation that consists of: a psychological evaluation; a social history; a physical evaluation; an observation of the child; and other appropriate assessments as necessary to ascertain the physical, mental, behavioral and emotional factors which contribute to the child's suspected disability.

### The evaluation site will:

- Explain the evaluation process and due process rights to the parent;
- Actively seek the parent's concerns, observations and relevant information;
- **Obtain written consent** for evaluation;



- Notify the CPSE that consent has been obtained;
- Conduct the necessary evaluations (formal and informal);
- Complete the evaluation summary report in the parent's preferred language; and
- Provide copies of the evaluation reports, including the evaluation summary report, to the parent and CPSE prior to the CPSE meeting.

#### CPSE Meeting:

Upon receiving and reviewing the evaluation and summary reports, as well as documentation shared by the family, the CPSE will schedule a CPSE Meeting to assess whether the child is eligible for special education services. This meeting must take place with 60 calendar days of the date that the parent's consent was received, unless extended by mutual agreement. The parent(s) will be invited to attend the meeting. Other attendees include at least one of the child's special education teachers or providers (or a special education teacher or provider if the child does not yet have any special education teachers/providers), and may also include a representative of the evaluation site, additional teachers, and other individuals at the parent's discretion. **Preschool general education teachers are encouraged to attend** because at least one of the child's preschool general education teachers is required if the child attends a general education program.

The CPSE will determine that the child is eligible for services if the child's disability impacts his or her participation in age appropriate activities and there is a significant delay in cognitive, language and communication, adaptive, socio-emotional, or motor functional areas or the child meets the other criteria set forth in the regulations. If it is determined that the child is a Preschool Student with a Disability, an Individualized Education Program (IEP) will be developed. An IEP documents a student's current skills and abilities, establishes educational goals, and determines what special education supports and services will be provided to support the child's educational progress.

#### IEP Implementation:

The IEP will include, among other individualized elements about the child, the following:

- Present levels of performance;
- Measurable annual goals;
- Recommended special education programs and services;
- Least restrictive environment, which considers the special education services needed by the child, exposure to children without IEPs, and proximity to the family's home ; and
- Accommodations and modifications.

#### **Best Practices for IEP Implementation**

- Ensure the IEP is maintained in a secure, locked location.
- Develop daily lesson plans and strategies to address student IEP goals.
- Collect ongoing assessment data to measure student progress toward IEP goals and inform planning and implementation strategies as needed.
- Hold ongoing meetings with providers (e.g., speech therapists, occupational therapists, physical therapists, SEIT teachers) to discuss and plan for support of students' progress and ongoing needs.
- Have regularly scheduled time for classroom teacher(s) and paraprofessionals to discuss plans for the day and for individual students.

#### Annual Review:

The IEP must be reviewed at least once a year. The CPSE will schedule an Annual Review Meeting to assess the child's progress and decide whether the child's programs or services should be modified to reflect the child's least restrictive environment.

In addition, the CPSE will arrange for a reevaluation when requested by the parent(s), teacher, or service provider and when appropriate, as long as it does not occur more frequently than once a year, unless the parent and CPSE agree otherwise.



**Preschool Special Education Programs and Services:**

Before services are provided, the CPSE **must obtain parental consent**, and provide the parent(s) with prior written notice and a copy of the IEP.

There is an array of services available to support preschool students with disabilities. These services fall along a continuum from less restrictive to more restrictive. Less restrictive programs allow children to receive services alongside students without disabilities. More restrictive programs are available to children who require more specialized supports and services.

<b>Programs and Services</b>	<b>Description</b>
Related Services	Physical therapy, occupational therapy, speech/language therapy, counseling, orientation and mobility services, hearing, vision, and health services
Special Education Itinerant Teacher (SEIT)	Certified special educator to work closely with a student on academic, emotional and social skills; can be delivered in small groups or one-on-one
Special Class in an Integrated Setting (Half and Full Day)	Recommendation for a classroom in which students with and without disabilities are educated together with two teachers (a general education teacher and a special education teacher)
Special Class (Half and Full Day)	Recommendation for a classroom that only serves students with disabilities whose needs cannot be met within the general education setting or integrated classroom
Residential Placement	Provided for a minimum of five hours per day, five days per week by a state-approved program at a site where children receive care 24 hours per day

Additional supports and services include a one-on-one paraprofessional, assistive technology, bilingual services, and behavioral supports.





## Preschool Special Education Services: An Overview for Families

### GETTING STARTED

The Committee on Preschool Special Education (CPSE) is responsible for providing special education services for children ages 3 to 5 with disabilities or delays in development.

Children can begin receiving preschool special education services during the year in which they turn 3 years old. The exact date depends on the child's birth date.

Born January 1 –June 30	Born July 1 – December 31
Services can start on January 2 of year he or she turns 3.	Services can start on July 1 of year he or she turns 3.

### REFERRAL

If your child is showing delays or has a disability, you can contact your **Committee on Preschool Education (CPSE)** to request an evaluation to determine if your child needs special education services. This is called a referral.

What are the steps to refer a child to the CPSE?

#### STEP 1: LOCATE THE DISTRICT WHERE THE CHILD LIVES

- Call 311 or
- Go to the NYC Department of Education's website at <http://schools.nyc.gov/schoolsearch/>, enter your child's address under "location" and click "search." Click on the first "zoned" school in the search results. Your child's home district is the district of that zoned school.

#### STEP 2: FIND THE CPSE OFFICE FOR THE DISTRICT WHERE THE CHILD LIVES

- Call 311 or
- Go to the NYC Department of Education's website at <http://schools.nyc.gov/Academics/SpecialEducation/Help/Contacts/CSECPSE>

#### STEP 3: SEND A WRITTEN REFERRAL TO THE CPSE IN PERSON, BY FAX or BY MAIL

In the referral, you should:

- State that you are requesting a preschool special education evaluation.
- Describe your concerns about your child's development and any services your child has received in the past.
- Provide your full contact information, including an address and telephone number where the CPSE can reach you.
- State your preferred language, if it is not English.

The referral must be in writing.

## EVALUATION

After you submit a referral, the CPSE will send you a referral packet, which includes a list of approved evaluation sites. Once you receive the packet, you should choose an evaluation site and set up an appointment. If a child speaks a language other than English, make sure you choose a site that offers bilingual evaluations. You will be asked at the first appointment to provide your informed, written consent for your child to be evaluated. If you choose not to consent in writing to the evaluation, your child will not be evaluated.

## CPSE MEETING

After the evaluations are completed, a CPSE meeting will be held. At this meeting, the team will review evaluations and determine if your child is eligible for preschool special education services. If found eligible, the team will work with you to create an **Individualized Education Program (IEP)**. An IEP outlines your child's current skills and abilities, goals, and supports and services that will be provided.

After the meeting, your CPSE will arrange for the services and/or program to be provided, free of cost to you. Services will not begin unless you have consented in writing to the initiation of services.

## SERVICES

Preschool special education services may include:

- related services, such as speech, occupational, or physical therapy or counseling;
- Special Education Itinerant Teacher (SEIT) who provides specially designed instruction;
- full- or half-day integrated program, where children with and without disabilities are educated in the same class with a general education and special education teacher; or
- full- or half-day special class, where all the students are preschool students with disabilities.

Children recommended to receive SEIT and/or related services may receive these services at the preschool program or child care center they attend.

## CONTACTS

If at any time you need support throughout the CPSE process, you should contact:

- NYC Department of Education (DOE)
  - CPSE office in the district where the child lives
  - Email [specialeducation@schools.nyc.gov](mailto:specialeducation@schools.nyc.gov)
  - Special Education Hotline (718-935-2007)
  
- Early Childhood Direction Center (ECDC) in the borough where your child lives:
  - Bronx (347-271-8159)
  - Brooklyn (718-437-3794)
  - Manhattan (212-746-6175)
  - Queens (718-215-1299)
  - Staten Island (718-226-6670)



**Department of  
Education**

*Carmen Fariña, Chancellor*

May 16, 2016

Dear Parent or Guardian,

I am pleased to provide you with information about how the Department of Education (DOE) will arrange related services stated on your preschool child's Individualized Education Program (IEP) for the 2016-2017 school year.

Related services include speech therapy, occupational therapy, physical therapy, counseling, and vision and hearing education services. These services are important in helping your child make educational progress. The DOE will arrange for a provider to be assigned for each related service stated on your child's IEP; we are strongly committed to supporting you throughout this process.

Please take a few minutes to review the attached materials, which provide detailed information about the DOE's process for arranging preschool related services and answers questions that parents often ask. This information, along with links to other useful sites, is also available [online](#). Here are a few of the key points in the process for providing preschool related services:

- It is NOT your responsibility to find a related service provider. The DOE will arrange for any related services stated on your child's IEP to be provided at the DOE's expense.
- If your child attends a special education center-based program, that program will provide your child's related services.
- If your child does not attend a special education center-based program, the DOE will assign a qualified provider to serve your child by the date on which services are scheduled to begin.
  - A Committee on Preschool Special Education (CPSE) representative (who may or may not be the CPSE administrator who attended your child's IEP meeting) will be assigned to your child's case and will contact you directly, or authorize a related services agency to contact you, to make the necessary arrangements for your child's related services to begin.
  - Once these arrangements have been made, the representative will confirm the assignment with both you and the provider, and will follow up to make sure that services begin as planned.
- If your child will be enrolled in a Pre-K For All (Universal Pre-Kindergarten/UPK) program in the Fall, we will typically seek to provide ten-month school year services at that pre-school site, unless otherwise specified by the IEP. Your child will likely be assigned a new provider at that time. In the meantime, if your child's IEP requires 12 month services, we will seek to retain the therapist who worked with your child during the 2015 -2016 school year to continue to do so this summer at a location consistent with the IEP. For additional information on the Pre-K For All (UPK) program, including how to find a program near you, go to our website [here](#).

We are deeply committed to providing the services your child needs to meet his/her educational goals. After reviewing the enclosed materials, please do not hesitate to contact us if you have questions or concerns.







**Department of  
Education**

Carmen Fariña, Chancellor

**Overview of the Process: Arranging Related Services for Preschool Children**

The Department of Education (DOE) is responsible for providing any related services stated on a child's Individualized Education Program (IEP). The cost of these services is covered entirely by the DOE.

If your child attends a special education center-based program (a special class or a special class in an integrated setting), the center-based program will provide your child's related services.

If your child does not attend a special education center-based program, a representative of your local Committee on Preschool Special Education (CPSE) will assign a provider for each related service stated on your child's IEP. This representative might not be the same CPSE administrator who was at your child's IEP meeting, but will be your point of contact regarding provision of your child's services. To find out which CPSE is responsible for your child's services, click [here](#), and locate the listing for the district in which your child lives. If you do not know your child's home district, call 311, or type your child's home address into the "school search" box on our [homepage](#), enter your child's home address at the top and click "Search." The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district. Note that the CPSE that covers your home district is responsible for your child's services even if your child's preschool is located in a different district. However, it is extremely important that you keep us informed regarding where your child will attend preschool so that services can be provided in the correct location.

The CPSE representative will first work to find a DOE employee to provide related services for your child for the upcoming school year. If no DOE employee is available, the CPSE representative will look for a qualified service provider through an agency that has a contract with the DOE. If no contract agency is available, the CPSE representative will find a qualified independent provider (either an individual or an agency). *It is NOT your responsibility to find a provider for your child.*

The contract agency or independent provider assigned by the CPSE representative will contact you to make necessary arrangements. If you have questions or concerns during the process, please communicate directly with your CPSE representative. Once arrangements have been made, the representative will send a confirmation to you and the agency that identifies the provider, the location of services and the start date for services. (In the case of an independent provider only, the DOE will issue an Independent Agreement to the provider.) *Do not contact an agency or provider on your own, as this may cause confusion.*

Just after the scheduled start date for your child's services, the CPSE representative will confirm with the provider that services have begun. If services do not begin on the scheduled start date, please call your CPSE representative immediately. The DOE will then take action to make sure that services begin.

If you have questions regarding any part of this process, please read the attached list of Frequently Asked Questions. You may also find it helpful to read the DOE's Guiding Philosophy for provision of related services, and other information on our website concerning preschool special education. To find the Guiding Philosophy, click [here](#) or go to our [homepage](#) at <http://schools.nyc.gov> and type Guiding Philosophy: Related Services in the search. To visit our preschool special education web page, click [here](#).







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If these resources do not fully address your questions, please contact your CPSE. If you still have questions or concerns after contacting your CPSE, please send an email to [relatedservices@schools.nyc.gov](mailto:relatedservices@schools.nyc.gov). This email address is checked every business day by the DOE's Special Education Office, and we will work to provide you with a prompt and thorough response.

**Frequently Asked Questions: Related Services for Preschool Children**

**1. How do I know the name and contact information for my CPSE representative?**

To find your CPSE representative, call the CPSE for the district in which your child lives. To find the CPSE that serves your child, click [here](#) or go to our homepage at <http://schools.nyc.gov>, type *CPSE* in the search box at the top of the page, click the *Committees on Preschool Special Education* link, and locate the listing for the district in which your child lives. If you do not know your child's home district, call 311, or type your child's home address into the "school search" box on our [homepage](#), enter your child's home address at the top and click "Search." The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district.

**2. What is the DOE's philosophy in providing related services for my child?**

Related services are provided to support and advance the educational progress of a student with a disability. The main purpose of related services is to help maximize each student's ability to achieve his or her educational goals. To read more about the DOE's Guiding Philosophy for provision of related services, click [here](#), or go to our [homepage](#) at <http://schools.nyc.gov> and type *Guiding Philosophy: Related Services* in the search box at the top of the page.

**3. Can I choose a provider for my child?**

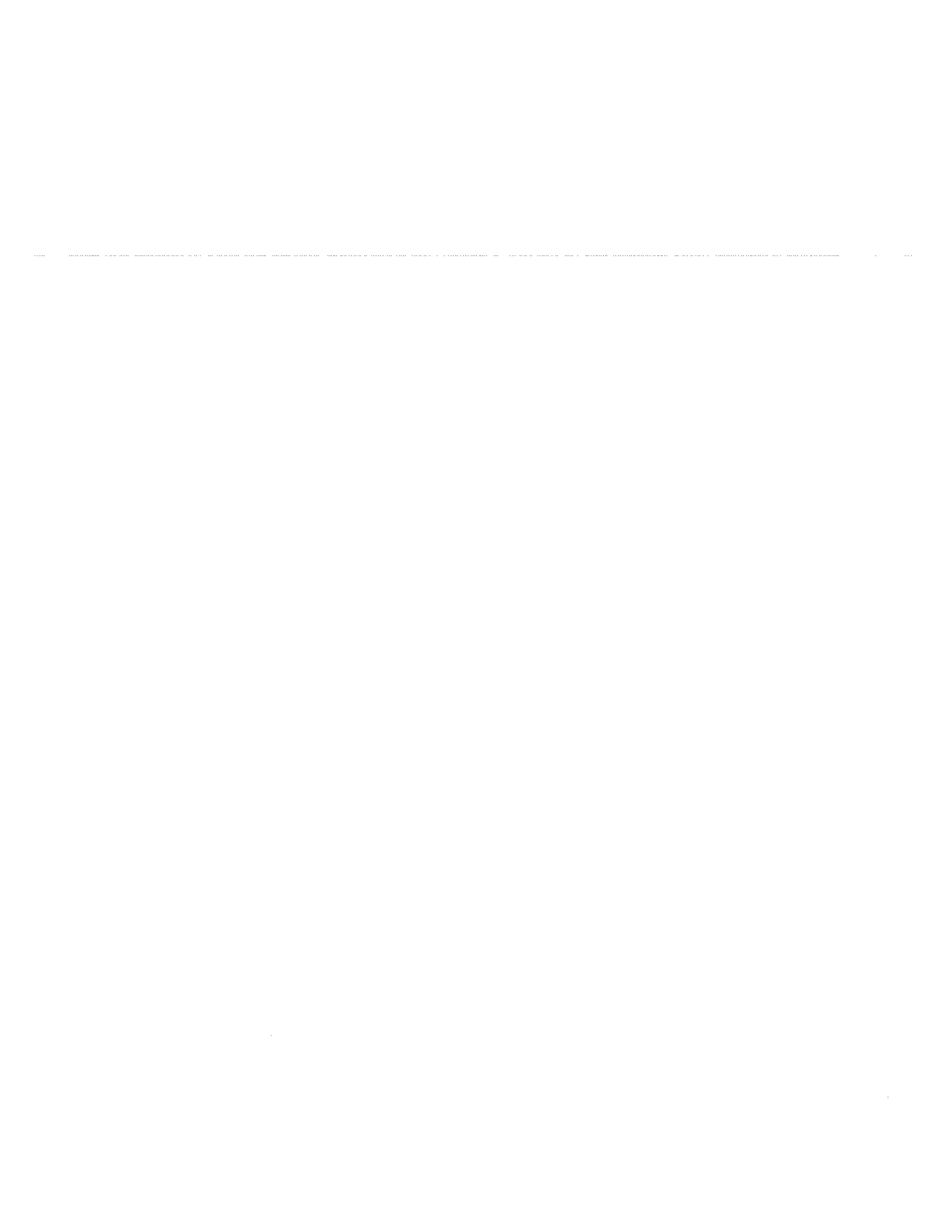
No. The DOE, through your CPSE representative, will assign a provider for your child. Contacting an agency or provider on your own may result in unnecessary confusion. The CPSE representative will direct a provider to contact you to make specific plans for serving your child. If you have questions or concerns at any point, please contact your CPSE representative.

**4. How can I help make sure that services are put in place quickly?**

The most important thing you can do is ensure the CPSE has your current contact information, and to communicate with your CPSE representative and respond quickly and fully to requests from the CPSE representative and from providers the DOE asks to contact you. Please tell your CPSE right away if your address or contact information changes, so that we know how to reach you.

**5. I am very happy with the therapist who served my child this year; can I keep the same provider next year?**

In some cases it may turn out that the same provider continues working with your child from one preschool year to the next. However, it is not possible to guarantee that this will happen, in much the same way that school-aged students cannot be assured of having the same classroom teacher from year to year. Where feasible, we will seek to retain a provider previously assigned to work with your child by the DOE under the following circumstances:





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- a) For summer services, where your child is entering Kindergarten in the Fall;
- b) For summer services, where your child will be attending a special education center-based program or a Pre-K For All (UPK) program in the Fall;
- c) For 12-month students who began working with a provider assigned by the DOE on or after February 1, 2016.

**6. Where will services be delivered?**

If services will be provided in your child's classroom, that will be stated on your child's IEP. Otherwise, the CPSE representative will work to identify a provider who can serve your child in an appropriate location specified by the DOE. To facilitate this process, the representative will share the latest information on file regarding your child's preschool or child care location with the contract agency or independent provider. In many cases, this may be in a separate room at your child's preschool or child care program, or in your home (e.g., if your child is not in preschool). Under certain circumstances, services may be provided at a related service agency. While some travel may be required, the CPSE representative will ensure that the provider serves your child at a time and place that are reasonable and appropriate. (See below for information about transportation to agency locations.) If your child can no longer receive services at the arranged time and place, you should contact your CPSE representative immediately.

**7. How does the DOE make sure that my child's providers are qualified?**

Before any provider can start work with your child, the DOE makes sure that the provider has the appropriate, current New York State license for the service to be provided. We also require that the provider be fingerprinted and background-checked. If we learn of any incident that might affect a provider's ability to continue serving your child safely, we will immediately assign a new provider.

**8. Why does the DOE use contract agencies? How were they selected? Why are some called "primary" agencies?**

The DOE uses contract agencies to make sure that qualified providers are available to serve students throughout the five boroughs. The contracts help the DOE find providers quickly and efficiently without placing a burden on parents. The DOE selected contract agencies through a competitive bidding process. The agencies were reviewed and selected for their ability to provide high quality services, and we carefully monitor their performance to ensure that students continue to be appropriately served at all times. "Primary" agencies have many providers and can serve an entire borough. In seeking a provider for your child, the CPSE representative will contact primary agencies first.

**9. How will the provider assigned by the CPSE to serve my child know where and when to begin working with my child?**

The CPSE will notify the provider in writing of the location and start date for services. In the case of a contract agency, the notification will typically be issued via e-mail to the provider. In the case of a qualified independent provider, the CPSE representative will execute an Independent Agreement (IA) directly with the provider. The CPSE representative will also provide you with the name of the provider, the location and the authorized start date.





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**10. Can services begin prior to the date stated in writing by the CPSE?**

No.

**11. Do I need to pay for services?**

No. Contract agencies and independent providers MAY NOT bill you or accept payment from you for related services arranged by the DOE.

**12. What happens if my child's services do not start on the date stated by the CPSE?**

You should contact your CPSE representative right away. The CPSE will contact the provider assigned to serve your child. If the provider cannot begin services, your CPSE representative will look for a different provider. If you are not able to reach your CPSE representative, please email [relatedservices@schools.nyc.gov](mailto:relatedservices@schools.nyc.gov) or contact the chair of the district Committee on Special Education (CSE) office. (Please note that a provider may not refuse to "release" an assignment; the decision to look for a different provider will be made by the DOE.)

**13. What happens if the provider serving my child is unable to continue providing services?**

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如要取得本文件的中文譯本，請瀏覽下面的網站。	본 문서의 한국어판을 보시려면 다음 웹사이트를 방문해 주십시오.	اس دستاویز کے اردو ترجمہ کے لیے برائے مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

<http://schools.nyc.gov/Academics/SpecialEducation/tellmore/information-parents-preschoolers.htm>



## Preschool Special Education Key Terms and Acronyms

**Accommodations:** Tools and procedures that provide equal access to instruction and assessment for students with disabilities. Designed to "level the playing field" for students with disabilities, accommodations are generally grouped into the following categories:

- Presentation (e.g., repeating directions);
- Response (e.g., pointing instead of speaking etc.);
- Timing/Scheduling (e.g., extended time, frequent breaks, etc.);
- Setting (e.g., special lighting, preferential seating, etc.).

**Annual Goals:** Goals written on the IEP that describe what the child is expected to achieve in the disability related area(s) over a one-year period.

**Annual Review:** A review of a student's special education services and progress that is completed at least once each school year at an IEP Team meeting. Changes in special education programs or services may or may not be recommended at this time. For preschool students, this process is managed by the Committee on Preschool Special Education (CPSE).

**Assistive Technology Devices and Services:** An Assistive Technology Device 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). An 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 or her IEP.

**Behavior Intervention Plan (BIP):** A plan that is based on a Functional Behavioral Assessment (FBA) to address problem behavior that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports, strategies and supports, program modifications, and supplementary aids and services that may be required to address the problem behavior.

**Committee on Preschool Special Education (CPSE):** The CPSE is responsible for coordinating the special education process for preschool children ages 3 to 5. CPSEs serve families in the district where a family resides, regardless of where children receive preschool services. There are 10 CPSEs in different areas of the city. Each CPSE is part of a larger Committee on Special Education (CSE) office. A Chairperson oversees the office, including the CPSE in it. CPSE contact information can be found at <http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/cse.htm>

**Consent:** Consent must be "informed," which requires more than obtaining a parental signature. The following steps are taken for informed consent to be obtained by the IEP Team:

- Parent must be fully informed, in the preferred language or other mode of communication, of all information relevant to the activity for which consent is sought. Also, a parent must be notified of the child's records that will be released and to whom they will be released. This includes providing information about what testing will be completed, if any, and where the testing will take place;
- Parent must understand and agree in writing to the activity for which consent is sought; and
- Parent must be made aware that the consent is voluntary and may be revoked at any time. However, if consent is revoked, the revocation is not retroactive, meaning that it does not negate an action that occurred after consent was given and before the consent was revoked.

**Declassification:** An IEP Team determination that a student no longer needs special education services.

**Due Process:** The provision in law that guarantees and protects the rights of parents, students, and the Department of Education during the referral, evaluation, and placement process.

**Early Intervention (EI):** The Early Intervention (EI) Program, under the NYC Department of Health, supports families with children ages birth to three who have disabilities or developmental delays.

**Eligibility:** A preschool child will be found eligible for special education services if there is a significant delay in cognitive, language and communication, adaptive, socio-emotional, or motor functional areas or the child meets the other criteria set forth in the regulations. If found eligible, a preschool child is classified as a "Preschool Student with a Disability" on his/her IEP.

**Free Appropriate Public Education (FAPE):** Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.

**Functional Behavioral Assessment (FBA):** A functional behavioral assessment (FBA) is an assessment that seeks to determine why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

**Health Services:** A type of related services provided to students who are identified as having medical and/or health needs that require the assistance of a nurse or health paraprofessional during the school day. Examples of this service may be feeding, ambulation, suctioning, or catheterization.

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

**Individualized Education Program (IEP):** The IEP documents a child's eligibility for special education services and formalizes the school system's plan to provide special education programs and services that are appropriate for the child's unique needs. It contains specific information about a child and the education program designed to meet these needs, including:

- A child's current performance in school and goals that can be reasonably accomplished in a school year;
- Special education and related services, including counseling; speech, occupational or physical therapy; paraprofessional support; assistive technology; behavior intervention and modifications;
- Participation with non-disabled children and/or mainstreaming opportunities;
- Date services will begin, how often they will be provided, where they will be provided and for how long;
- Means of measuring a child's progress.

**Individuals with Disabilities Education Improvement Act (IDEIA):** A Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 to the year the student turns 21 years or graduates with a high school diploma.

**Least Restrictive Environment (LRE):** LRE means that students with disabilities should be educated with their non-disabled peers to the greatest extent appropriate. This means that placement of students with disabilities in special classes, separate schools, or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The least restrictive environment is therefore different for each child.

**Management Needs:** This means the amount of adult supervision and any necessary environmental modifications required to meet a student's needs. This must be indicated in the IEP.

**Modifications:** This describes a change in the curriculum. While accommodations are changes in formats or procedures that enable students to participate readily rather than be limited by disabilities, modifications are more extensive changes of both difficulty level and/or content quantity.

**Occupational Therapy:** This will help a child maintain, improve, or restore adaptive and functional skills, including fine motor skills and oral motor skills in all educational activities.

**Orientation and Mobility Services:** These services are designed to improve a child's understanding of spatial and environmental concepts and use of information he or she receives through the senses (e.g., sound, temperature, vibrations) for establishing, maintaining and regaining orientation and line of travel. They are provided to students with visual impairments.



**Physical Therapy:** This uses activities to maintain, improve or restore a child's functioning, including 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.

**Recommendation:** This is the determination of the provision of special education program and services made at an IEP Team meeting.

**Reevaluation:** This refers to an updated evaluation(s) for a student with a disability. A request for this can be made by the student's teacher, parent, or school district. A reevaluation may not be conducted more than once a year unless the school and the parent agree otherwise.

**Referral:** A referral begins the evaluation and placement process to determine whether the student has a disability and requires special education services.

**Related Services:** Services that may be given to students with disabilities to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups of no more than five. Related services may include: counseling, school health services, hearing education services, occupational therapy, physical therapy, speech/ language therapy, vision education services, orientation and mobility services and "other support" services.

**Requested Review:** An IEP Team meeting to review the child's IEP to determine if it continues to meet his or her needs. This review may be requested at any time by a parent, a teacher or other school staff member.

**Speech/Language Therapy:** These services help in the way a child understands sounds and language (called auditory processing), with articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production, and fluency.

**Twelve-Month School Year Services (also known as extended school year services):** Twelve-Month School Year Services are provided during July and August to students with severe disabilities who require the continuity of education in order to prevent substantial regression in their developmental levels. This must be recommended by the IEP Team and indicated on the IEP, and for a preschool student, the CPSE must include a statement of the reasons for such recommendation. Parents must consent to extended school year services.

**Vision Education Services:** These services are designed to provide instruction for a child who is visually impaired. They utilize 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.





**Department of  
Education**

*Carmen Fariña, Chancellor*

May 16, 2016

Dear Parent or Guardian,

I am pleased to provide you with information about how the Department of Education (DOE) will arrange related services stated on your preschool child's Individualized Education Program (IEP) for the 2016-2017 school year.

Related services include speech therapy, occupational therapy, physical therapy, counseling, and vision and hearing education services. These services are important in helping your child make educational progress. The DOE will arrange for a provider to be assigned for each related service stated on your child's IEP; we are strongly committed to supporting you throughout this process.

Please take a few minutes to review the attached materials, which provide detailed information about the DOE's process for arranging preschool related services and answers questions that parents often ask. This information, along with links to other useful sites, is also available [online](#). Here are a few of the key points in the process for providing preschool related services:

- It is NOT your responsibility to find a related service provider. The DOE will arrange for any related services stated on your child's IEP to be provided at the DOE's expense.
- If your child attends a special education center-based program, that program will provide your child's related services.
- If your child does not attend a special education center-based program, the DOE will assign a qualified provider to serve your child by the date on which services are scheduled to begin.
  - A Committee on Preschool Special Education (CPSE) representative (who may or may not be the CPSE administrator who attended your child's IEP meeting) will be assigned to your child's case and will contact you directly, or authorize a related services agency to contact you, to make the necessary arrangements for your child's related services to begin.
  - Once these arrangements have been made, the representative will confirm the assignment with both you and the provider, and will follow up to make sure that services begin as planned.
- If your child will be enrolled in a Pre-K For All (Universal Pre-Kindergarten/UPK) program in the Fall, we will typically seek to provide ten-month school year services at that pre-school site, unless otherwise specified by the IEP. Your child will likely be assigned a new provider at that time. In the meantime, if your child's IEP requires 12 month services, we will seek to retain the therapist who worked with your child during the 2015 -2016 school year to continue to do so this summer at a location consistent with the IEP. For additional information on the Pre-K For All (UPK) program, including how to find a program near you, go to our website [here](#).

We are deeply committed to providing the services your child needs to meet his/her educational goals. After reviewing the enclosed materials, please do not hesitate to contact us if you have questions or concerns.





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**Overview of the Process: Arranging Related Services for Preschool Children**

The Department of Education (DOE) is responsible for providing any related services stated on a child's Individualized Education Program (IEP). The cost of these services is covered entirely by the DOE.

If your child attends a special education center-based program (a special class or a special class in an integrated setting), the center-based program will provide your child's related services.

If your child does not attend a special education center-based program, a representative of your local Committee on Preschool Special Education (CPSE) will assign a provider for each related service stated on your child's IEP. This representative might not be the same CPSE administrator who was at your child's IEP meeting, but will be your point of contact regarding provision of your child's services. To find out which CPSE is responsible for your child's services, click [here](#), and locate the listing for the district in which your child lives. If you do not know your child's home district, call 311, or type your child's home address into the "school search" box on our [homepage](#), enter your child's home address at the top and click "Search." The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district. Note that the CPSE that covers your home district is responsible for your child's services even if your child's preschool is located in a different district. However, it is extremely important that you keep us informed regarding where your child will attend preschool so that services can be provided in the correct location.

The CPSE representative will first work to find a DOE employee to provide related services for your child for the upcoming school year. If no DOE employee is available, the CPSE representative will look for a qualified service provider through an agency that has a contract with the DOE. If no contract agency is available, the CPSE representative will find a qualified independent provider (either an individual or an agency). ***It is NOT your responsibility to find a provider for your child.***

The contract agency or independent provider assigned by the CPSE representative will contact you to make necessary arrangements. If you have questions or concerns during the process, please communicate directly with your CPSE representative. Once arrangements have been made, the representative will send a confirmation to you and the agency that identifies the provider, the location of services and the start date for services. (In the case of an independent provider only, the DOE will issue an Independent Agreement to the provider.) ***Do not contact an agency or provider on your own, as this may cause confusion.***

Just after the scheduled start date for your child's services, the CPSE representative will confirm with the provider that services have begun. If services do not begin on the scheduled start date, please call your CPSE representative immediately. The DOE will then take action to make sure that services begin.

If you have questions regarding any part of this process, please read the attached list of Frequently Asked Questions. You may also find it helpful to read the DOE's Guiding Philosophy for provision of related services, and other information on our website concerning preschool special education. To find the Guiding Philosophy, click [here](#) or go to our [homepage](#) at <http://schools.nyc.gov> and type Guiding Philosophy: Related Services in the search. To visit our preschool special education web page, click [here](#).



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If these resources do not fully address your questions, please contact your CPSE. If you still have questions or concerns after contacting your CPSE, please send an email to [relatedservices@schools.nyc.gov](mailto:relatedservices@schools.nyc.gov). This email address is checked every business day by the DOE's Special Education Office, and we will work to provide you with a prompt and thorough response.

**Frequently Asked Questions: Related Services for Preschool Children**

**1. How do I know the name and contact information for my CPSE representative?**

To find your CPSE representative, call the CPSE for the district in which your child lives. To find the CPSE that serves your child, click here [click here](#) or go to our homepage at <http://schools.nyc.gov>, type *CPSE* in the search box at the top of the page, click the *Committees on Preschool Special Education* link, and locate the listing for the district in which your child lives. If you do not know your child's home district, call 311, or type your child's home address into the "school search" box on our [homepage](#), enter your child's home address at the top and click "Search." The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district.

**2. What is the DOE's philosophy in providing related services for my child?**

Related services are provided to support and advance the educational progress of a student with a disability. The main purpose of related services is to help maximize each student's ability to achieve his or her educational goals. To read more about the DOE's Guiding Philosophy for provision of related services, click [here](#), or go to our [homepage](#) at <http://schools.nyc.gov> and type *Guiding Philosophy: Related Services* in the search box at the top of the page.

**3. Can I choose a provider for my child?**

No. The DOE, through your CPSE representative, will assign a provider for your child. Contacting an agency or provider on your own may result in unnecessary confusion. The CPSE representative will direct a provider to contact you to make specific plans for serving your child. If you have questions or concerns at any point, please contact your CPSE representative.

**4. How can I help make sure that services are put in place quickly?**

The most important thing you can do is ensure the CPSE has your current contact information, and to communicate with your CPSE representative and respond quickly and fully to requests from the CPSE representative and from providers the DOE asks to contact you. Please tell your CPSE right away if your address or contact information changes, so that we know how to reach you.

**5. I am very happy with the therapist who served my child this year; can I keep the same provider next year?**

In some cases it may turn out that the same provider continues working with your child from one preschool year to the next. However, it is not possible to guarantee that this will happen, in much the same way that school-aged students cannot be assured of having the same classroom teacher from year to year. Where feasible, we will seek to retain a provider previously assigned to work with your child by the DOE under the following circumstances:



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- a) For summer services, where your child is entering Kindergarten in the Fall;
- b) For summer services, where your child will be attending a special education center-based program or a Pre-K For All (UPK) program in the Fall;
- c) For 12-month students who began working with a provider assigned by the DOE on or after February 1, 2016.

**6. Where will services be delivered?**

If services will be provided in your child's classroom, that will be stated on your child's IEP. Otherwise, the CPSE representative will work to identify a provider who can serve your child in an appropriate location specified by the DOE. To facilitate this process, the representative will share the latest information on file regarding your child's preschool or child care location with the contract agency or independent provider. In many cases, this may be in a separate room at your child's preschool or child care program, or in your home (e.g., if your child is not in preschool). Under certain circumstances, services may be provided at a related service agency. While some travel may be required, the CPSE representative will ensure that the provider serves your child at a time and place that are reasonable and appropriate. (See below for information about transportation to agency locations.) If your child can no longer receive services at the arranged time and place, you should contact your CPSE representative immediately.

**7. How does the DOE make sure that my child's providers are qualified?**

Before any provider can start work with your child, the DOE makes sure that the provider has the appropriate, current New York State license for the service to be provided. We also require that the provider be fingerprinted and background-checked. If we learn of any incident that might affect a provider's ability to continue serving your child safely, we will immediately assign a new provider.

**8. Why does the DOE use contract agencies? How were they selected? Why are some called "primary" agencies?**

The DOE uses contract agencies to make sure that qualified providers are available to serve students throughout the five boroughs. The contracts help the DOE find providers quickly and efficiently without placing a burden on parents. The DOE selected contract agencies through a competitive bidding process. The agencies were reviewed and selected for their ability to provide high quality services, and we carefully monitor their performance to ensure that students continue to be appropriately served at all times. "Primary" agencies have many providers and can serve an entire borough. In seeking a provider for your child, the CPSE representative will contact primary agencies first.

**9. How will the provider assigned by the CPSE to serve my child know where and when to begin working with my child?**

The CPSE will notify the provider in writing of the location and start date for services. In the case of a contract agency, the notification will typically be issued via e-mail to the provider. In the case of a qualified independent provider, the CPSE representative will execute an Independent Agreement (IA) directly with the provider. The CPSE representative will also provide you with the name of the provider, the location and the authorized start date.



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**10. Can services begin prior to the date stated in writing by the CPSE?**

No.

**11. Do I need to pay for services?**

No. Contract agencies and independent providers MAY NOT bill you or accept payment from you for related services arranged by the DOE.

**12. What happens if my child's services do not start on the date stated by the CPSE?**

You should contact your CPSE representative right away. The CPSE will contact the provider assigned to serve your child. If the provider cannot begin services, your CPSE representative will look for a different provider. If you are not able to reach your CPSE representative, please email [relatedservices@schools.nyc.gov](mailto:relatedservices@schools.nyc.gov) or contact the chair of the district Committee on Special Education (CSE) office. (Please note that a provider may not refuse to "release" an assignment; the decision to look for a different provider will be made by the DOE.)

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## Resources for Families of Students with Disabilities

<b>Where do I find information about...</b>	
The special education process, special education services, transition services and more?	<ul style="list-style-type: none"> <li>• See the Special Education Office: <a href="http://schools.nyc.gov/specialeducation">http://schools.nyc.gov/specialeducation</a></li> <li>• Read <i>A Family Guide to Special Education</i> <a href="http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments">http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments</a></li> </ul>
The transition to kindergarten?	<ul style="list-style-type: none"> <li>• Speak with your child's teacher, parent coordinator, or principal.</li> <li>• Read <i>Kindergarten: An Orientation Guide for Families of Students with Disabilities</i>: <a href="http://schools.nyc.gov/KindergartenSpecialEducation">http://schools.nyc.gov/KindergartenSpecialEducation</a>.</li> <li>• If your school is not supporting your child the way you think they should, email <a href="mailto:Turning5@schools.nyc.gov">Turning5@schools.nyc.gov</a></li> </ul>
Events for Families?	<ul style="list-style-type: none"> <li>• Speak to your school's parent coordinator and see the Division of Family and Community Engagement: <a href="http://schools.nyc.gov/Offices/FACE">http://schools.nyc.gov/Offices/FACE</a></li> <li>• View the School Year Calendar: <a href="http://schools.nyc.gov/Calendar">http://schools.nyc.gov/Calendar</a></li> <li>• Subscribe to a newsletter: <a href="http://schools.nyc.gov/Subscribe/default.htm">http://schools.nyc.gov/Subscribe/default.htm</a></li> <li>• Stay connected with us on social media,  </li> </ul>
Enrollment?	<ul style="list-style-type: none"> <li>• See the Office of Student Enrollment: <a href="http://schools.nyc.gov/ChoicesEnrollment">http://schools.nyc.gov/ChoicesEnrollment</a></li> <li>• See the Directory of Enrollment Offices: <a href="http://schools.nyc.gov/ChoicesEnrollment/NewStudents/enrollmentoffices">http://schools.nyc.gov/ChoicesEnrollment/NewStudents/enrollmentoffices</a>.</li> <li>• Call 718-935-2009</li> </ul>
District 75?	<ul style="list-style-type: none"> <li>• See <a href="http://schools.nyc.gov/Academics/SpecialEducation/D75">http://schools.nyc.gov/Academics/SpecialEducation/D75</a></li> <li>• Email <a href="mailto:D75info@schools.nyc.gov">D75info@schools.nyc.gov</a> or call 212-802-1500</li> </ul>
Specialized programs? (ASD Nest, ASD Horizon, Accessible Schools, Bilingual Special Education)	<ul style="list-style-type: none"> <li>• See Specialized Programs: <a href="http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/">http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/</a></li> <li>• Email <a href="mailto:SpecializedPrograms@schools.nyc.gov">SpecializedPrograms@schools.nyc.gov</a></li> <li>• See the Office of Space Planning for a list of functionally accessible schools: <a href="http://schools.nyc.gov/Offices/OSP/Accessibility">http://schools.nyc.gov/Offices/OSP/Accessibility</a></li> </ul>

<b>Who can I contact with questions and concerns about...</b>	
My child's Individualized Education Program (IEP)?	<ul style="list-style-type: none"> <li>• Speak with your child's teacher or related service provider, such as the speech and language therapist or the occupational therapist.</li> </ul>
Related services?	<ul style="list-style-type: none"> <li>• Speak with your child's teacher, related service provider, parent coordinator, or principal.</li> <li>• See <a href="http://schools.nyc.gov/Academics/SpecialEducation/programs/relatedServices">http://schools.nyc.gov/Academics/SpecialEducation/programs/relatedServices</a></li> <li>• If your school is not supporting your child the way you think they should, email <a href="mailto:RelatedServices@schools.nyc.gov">RelatedServices@schools.nyc.gov</a></li> </ul>
Special education transportation?	<ul style="list-style-type: none"> <li>• Speak with your child's parent coordinator.</li> <li>• See the Office of Pupil Transportation to find your child's route and information on services and eligibility. <a href="http://schools.nyc.gov/Offices/Transportation/default.htm">http://schools.nyc.gov/Offices/Transportation/default.htm</a></li> <li>• Email <a href="mailto:PupilTransportationTeam@schools.nyc.gov">PupilTransportationTeam@schools.nyc.gov</a> or call 718-392-8855</li> </ul>
School support for my child?	<ul style="list-style-type: none"> <li>• Speak with your child's teacher, parent coordinator, or principal.</li> <li>• If your school is not supporting your child the way you think they should, contact your district or borough family advocate. <a href="http://schools.nyc.gov/AboutUs/schools/superintendents/DFAcontact">http://schools.nyc.gov/AboutUs/schools/superintendents/DFAcontact</a></li> </ul>
Still have questions?	<ul style="list-style-type: none"> <li>• Email <a href="mailto:Specialeducationreform@schools.nyc.gov">Specialeducationreform@schools.nyc.gov</a></li> <li>• Call our Special Education Hotline: 718-935-2007 or 311</li> </ul>

<b>How do I become a...</b>	
Parent IEP team member?	<ul style="list-style-type: none"> <li>• Learn about upcoming training sessions: <a href="http://schools.nyc.gov/Academics/SpecialEducation/when-is-the-next/parentTeamMember">http://schools.nyc.gov/Academics/SpecialEducation/when-is-the-next/parentTeamMember</a></li> </ul>
Special education parent leader?	<ul style="list-style-type: none"> <li>• Speak to your school's parent coordinator to learn about leadership opportunities in your child's school and district.</li> <li>• Participate in a Parent-Teacher Association, School Leadership Team, Community or Community Education Council. <a href="http://schools.nyc.gov/Offices/FACE/BecomingaParentLeader/default.htm">http://schools.nyc.gov/Offices/FACE/BecomingaParentLeader/default.htm</a></li> </ul>



Working Meeting December 7, 2016

Gloria Smith, President

- **Good evening ,**

Ms. Harper please have everyone sign in.

Appointment of a time keeper, I will ask our AA to keep the time

**After the business meeting we will call for a special meeting to meet with and interview the candidate who applied for the council. We are still waiting to hear from FACE to get back to us regarding the vetting of the other candidates. I asked Ramona to email FACE but they did not respond.**

- **School Construction Authority Final Response**

Last month I had Ramona provide you with the NYC school Construction Authority 2015-2016 Five Year Capital Plan Final Response. I hope you had the opportunity to review it after the training with Shino of CEC2

I was able to identify 3 school buildings the response from SCA is for the principals to submit a PO18 Work number (sorry I left the 5 year capital plan Response at home). I will called the principals and ask them to follow up with the council once they hear from SCA.

Celia, myself and Ms. Harper will work on a letter to SCA asking questions regarding their response of "Building Condition Assessment Survey Rating Does Not Support Project Creation" for need items such as a vibrating boiler that can be felt on the first floor of the school building or a ceiling in a multi-purpose room that is falling down just to name a few.

- **Universal Free Lunch**

Last month Sara and her co-worker attended our business meeting to ask if we assist them with gathering parent's signatures. Celia and Ramona both attended JCC Special Education Parent Fair in Manhattan and were able to gather over 260 signatures of support as well as shared the council's information, gather parent contact information.

The night before Ramona stayed late at the office, made over 300 copies of the council's material and the next day brought them to the event. The meeting I was at ended at 8 pm and I couldn't make it and Ramona stayed with Celia to assist her. So I would like to thank you both for attending and manning the table.



Sara of Lunch for Learning read our letter of support was pleased with what we are submitting to the Mayor and I wanted to make sure I had the facts. I would like to know which format you would like to submit and I will have Ramona send out first thing tomorrow.

Also we have a resolution that was format by Lunch for Learning Parent Caucus and given to all the CEC's. I would like to take the time to review and vote on the resolution at our December Calendar Meeting.

- **Council Poster**

I spoke to Sash this week the D75 is finalizing the poster and we will have the poster soon.

- **Event Dates**

We will meet for our first Holiday celebration with friends and family on the 16<sup>th</sup> of December. Ramona made the reservations and thank you to those who RSVP.

The next parent empowerment series training will be held on December 13<sup>th</sup> here at court square. 10:30 am to 12:30 pm. Topic: Special education advocate. Ruth Diroma will present.

On Jan 28<sup>th</sup> at 11 am we will be at Hotel Pennsylvania, 402 7<sup>th</sup> Ave, Manhattan, the 18<sup>th</sup> floor between 32<sup>nd</sup> and 33<sup>rd</sup> street this is the summer fun event with IncludeNY. Please don't forget we will members to man the table.

- **Calendar Meeting**

Please review the Calendar Meeting flyer.

- **Review and approve Meeting Minutes**
- **Continuing with the Council's Education Series**

We invited Mr. Joe Rogers, Jr., Director of Public Engagement / Senior Researcher, Campaign for Educational Equity tonight's topic is: The Campaign for Educational Equity's Know Your Educational Rights.



## D75Council

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**From:** Norma Cooper <noco522@gmail.com>  
**Sent:** Thursday, December 15, 2016 8:52 AM  
**To:** D75Council  
**Subject:** Re: The Citywide Education Council for District 75 December 21, 2016 Calendar Meeting Open to the Public

Please unsubscribe me.....I am physically unable to participate in these events...Thank you.

On Wed, Dec 14, 2016 at 9:44 PM, D75Council <[D75Council@schools.nyc.gov](mailto:D75Council@schools.nyc.gov)> wrote:  
Greetings,

Please see attached the December 21, 2016 Calendar Meeting (Open to the Public) Flyer. Please post and share accordingly with your school community, friends and family.

Thank you,

Citywide Education Council For District 75

Council Members: Gloria Smith, President / Celia Green, Vice President / Margaret Harper, Secretary / Sandra Rentas, Treasurer

Cynthia Alvarez, Public Advocate Appointee / John Camacho, Council Member / Gloria Corsino, Council Member / Berangere Pierre-Louis, Council Member / Hasan Dibra, Council Member

45-18 Court Square \* Suite 229 \* Long Island City, New York 11101

[Phone Image](718)752-7321

[Fax Image] (718) 752-7399

\*[D75council@schools.nyc.gov](mailto:D75council@schools.nyc.gov)<<mailto:D75council@schools.nyc.gov>>

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[PZDgVBTaYKBh46Byh3lueQBnb7n9YfvGJIb50M48xzRNW](https://www.facebook.com/pages/Citywide-District-75-Council/286914568136220)]<https://www.facebook.com/pages/Citywide-District-75-Council/286914568136220>

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[c/photo.jpg](https://lh3.googleusercontent.com/-jipXiLcUNks/AAAAAAAAAAI/AAAAAAAAACQ/4mcg5XdP6pE/s120-c/photo.jpg)] <https://plus.google.com/+TheCitywideEducationCouncilforDistrict75/posts>

The Citywide Education Council for District 75 represents across New York City the thousands of families of special needs children who are on the autism spectrum, have ADHD, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled.

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