



CEC D75 MEMBER

GUIDE

Be Seen. Be Heard. Be Connected.

2023

CONTENT

Highlight

WWW.CCD75.ORG



D75council@schools.nyc.gov

212-802-1542

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www.ccd75.org

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ABOUT

Citywide Council for District 75

The Citywide Council for District 75 is comprised of parents with children attending District 75 schools and programs. We are officially elected advocates who are passionately committed to serving the students and parents of our district by addressing their issues and needs.

We promote transparency as well as evoke and engage in conversation and action on education, instruction, inclusion, transition, transportation, employment, and related therapy and services. We foster individual independence, and opportunities and emphasize dignity and respect for all children.



THE HISTORY

Citywide Council for District 75

The Education Councils started in 2002 when the State gave Mayoral Control over the city's public schools. Community and Citywide Councils were created and Citywide Council on Special Education (CCSE) was formed to solely represent the students of District 75. After 2009 elections, an amendment to NY Education Law 2590-b, included the CCSE, whose parent body was to consist of, and represent, parents of children with IEP located throughout the city's school districts attending an General Education School and two seats reserved for parents of a student attending a District 75 Program/School.



04

Upon reviewing the Chancellor's Regulations D-150. The parents and previous members of the council believed fair representation of District 75 would be better served with a citywide program of their own. District 75 consists of parents of students with IEPs, 504 accommodations and hospital schools. A letter campaign was initiated calling for District 75 families to have its own distinct representation, as stakeholders and decision makers in their children's education. Due to the recommendations the Revised Chancellor's Regulations D-150 included and established The Citywide Council for District 75 (CCD75.)

The purpose of the amendment to Chancellor's Regulations D-150 to include a CEC for District 75 was approved by the Panel for Education Policy (PEP) on March 23, 2010 at the Michael J. Petrides School in Staten Island, NY. Effective July 1, 2010, District 75 Officially became a Citywide Council for District 75.

WHAT IS DISTRICT 75?

Did you know?

District 75 Special Education Inclusive Services are an opportunity for students with disabilities to receive special education services from District 75 while participating in the general education curriculum at a District 1-32 school. Students receive services from a District 75 Special Education Teacher, and if appropriate, related services and paraprofessional support, from District 75 providers. Students learn in age-appropriate general education classes, receive instruction from a general education teacher, and participate in school programs with students with and without disabilities.

District 75 Special Education Inclusive Services allows students with disabilities to access the general education curriculum in their least restrictive environment. Students receiving these services are fully included in all District 1-32 school classes, programs, and activities (including after-school events and other school-sponsored activities). Services by the District 75 Special Education Teacher can be provided in the general education classroom and/or in a separate location, as per the student's Individualized Education Program (IEP).

District 75 Inclusive Services have also been known as a District 75 Inclusion Program or District 75 SETSS program. For students receiving these services, District 75 and District 1-32 schools provide shared instruction. This means that students are on both schools' registers and that both schools oversee the students' academic course work and special education supports and services.



VISION

To promote transparency as well evoke and engage conversation and action on education, instruction, inclusion, transition, transportation, employment and related therapy and services.

MISSION

The Citywide Council for District 75 is comprised of parents with children attending District 75 schools and programs. We are officially elected advocates who are passionately committed to serving the students and parents of our district by addressing their issues and needs. We foster individual independence, and opportunities and emphasize dignity and respect for all children.

W E L C O M E T O

CCD75

The Citywide Council for District 75

B E S E E N . B E H E A R D . B E C O N N E C T E D .

OUR
Driven Values

CCD75

WE ARE *in Numbers*

2010 - 2023



District 75 information

07



INFO KIT

60+

District 75 Programs

26K

District 75 Student Population

350

District 75 Program Sites

OUR *Call to Action*

- D75 students being properly bused (getting to school on time)
- Ensure services received by D75 Students
- Appropriate transition out of NCYPS or at age 21



HOW DO WE SUPPORT OUR D75 COMMUNITIES

Here's How

RESOLUTIONS - A RESOLUTION IS A FORMAL, WRITTEN MOTION. THERE ARE GENERALLY 3 TYPES OF RESOLUTION FOR ADMINISTRATIVE, POSITION, OR ACTION. VOTED RESOLUTIONS ARE TO BE SENT TO FACE, AND OTHER STAKEHOLDERS WHERE AN ACTION IS REQUIRED TO BE WORKED ON.

SURVEYS

PARENT LEAD SURVEYS THAT QUANTIFY AREAS OF INVESTIGATION AND ARE FOLLOWED WITH POLICY RECOMMENDATIONS (EX. BUSING) COMMITTEES

CCD75 MEMBERS ARE APPOINTED TO VARIOUS **COMMITTEES** TO STREAMLINE EDUCATIONAL EFFORTS LIKE LITERACY, BUDGETS, RE-DEFINING SPECIAL EDUCATION, AND OTHERS.

PILOTS PROGRAMS

● CCD75 WILL WORK WITH AND SUPPORT THE D75 MEMBERS ON THE 32 LOCAL COMMUNITY EDUCATION COUNCILS IN THE CONTINUED EFFORTS FOR INCLUSION AND REINTEGRATION BACK TO OUR COMMUNITIES.

ADVOCACY

● CCD75 MEMBERS ARE AVAILABLE TO SUPPORT LOCAL CECS IN THEIR ADVOCACY EFFORTS WHETHER IT'S ATTENDING IEP MEETINGS, D75 SITE VISITS, PARENT FORUMS, LANGUAGE ACCESS CAMPAIGNS, PILOT OGRAMS, ETC.

HOW DO WE SUPPORT OUR D75 COMMUNITIES

POLICY

- WE ADVISE ON VARIOUS EDUCATIONAL POLICIES, PROGRAMMING, AND INITIATIVES WITH NYC SCHOOLS, AND LOCAL SCHOOL DISTRICTS.

TOWN HALL

- THE COUNCIL IS REQUIRED TO HOST A TOWN HALL WITH THE CHANCELLOR TO DISCUSS RELEVANT TOPICS AND MODERATE COMMUNITY DIALOGUE. THE TOWN HALL OCCURS ONCE A TERM.

ANNUAL REPORT

- AN ANNUAL REPORT IS PREPARED AND DISTRIBUTED TO NYC SCHOOLS SPECIAL EDUCATION OFFICE, LOCAL ELECTED OFFICIALS (COMMITTEE ON EDUCATION - NYC COUNCIL, PA OFFICE, SENATORS, ASSEMBLY MEMBERS, ETC) AND, LOCAL CECS AND THE PUBLIC ADVISING ON THE CURRENT STATE OF SPECIAL EDUCATION. WE ALSO PROVIDE RECOMMENDATIONS.

PARENT EMPOWERMENT CONFERENCE

- AN ANNUAL PARENT EMPOWERMENT CONFERENCE IS HOSTED BY CCD75 AND IS MEANT TO BRING CRITICAL TOPICS WITH RECOMMENDATIONS/SOLUTIONS D75 PARENTS. THE CONFERENCE IS OPEN TO MEMBERS OF THE DISABILITY COMMUNITY. THIS IS SOMETHING THE CCD75 HOPES TO CONTINUE IN FUTURE PARENT EMPOWERMENT CONFERENCES.



D75 TRANSITION- OFFICES THAT HAVE TRANSITIONED OUT TO CENTRAL DOE

- OFFICE OF AUTISM- (UNDER THE LEADERSHIP OF SPECIAL ED OFFICE)- THEY ARE STILL IN THE DISTRICT OFFICE
- THE PLACEMENT OFFICE HAS TRANSITIONED TO THE OFFICE OF ENROLLMENT (CENTRAL OFFICE OF ENROLLMENT- ALL STUDENTS IN NYCPS) WORKS IN TANDEM WITH D75
- OPT CHANGED ITS STRUCTURE AS FAR AS D75 IS CONCERNED. LIAISON IS NOW IN DESIGNATED OFFICES AND LOCATIONS SELECTED BY OPT. THEY ARE NOW OPT COORDINATORS GEOGRAPHICALLY AND BORO-BASED.

RECOMMENDATIONS

Visit District 75 Schools- Checklist can be found on www.ccd75.org members section

Crafting resolutions that create changes for our students •

Building relationships and collaborations with families with students with disabilities

Create a working group of community stakeholders

Create funding systems that improve student transition into college, day programs, and job training to find and keep good staff members for these programs



DISTRICT 75

Goals

2023

10

DISTRICT 75 GOALS

- District 75 students in grades K-12 will show growth across Phonemic Awareness/Phonics Skills and Applications •
- District 75 will develop the capacity for CTE trained teaches to expand/develop magnet industry-specific programs targeting skills needed for program certification
- Five District 75 Pilot Schools will utilize a data-driven decision-making tool for Kindergarten students with Autism to inform assessment/placement decisions through an LRE-driven lens
- Five new Collaborative School Community partnerships will grow inclusive practices in Building Leadership, Student Outcomes, Teacher Practice, and/or Parent Involvement
- Parent, staff, and student training will take place at borough-based schools to develop hub sites for Healing Centered Practices

CCD75 Council Members

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**ANDREA DANIELS
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CCD75

Stay in Touch



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SOCIAL MEDIA



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D75 CEC RESOURCES

- Visit www.ccd75.org for more resources, templates and guidance.
- Council Meeting Schedule
- CEC Member Check-in

Sign up as a member for access to the “members only” section.

BEST INTAKE PRACTICES

INTAKE BEST PRACTICES- BUSING EXAMPLE

FULL RESOURCE ON WWW.CCD75.ORG- PLEASE JOIN AS A MEMBER

****FOR ALL INTAKES, WE MUST ASK FOR NAME, ADDRESS AND CONTACT INFO(PHONE#, EMAIL OR BOTH)**

IF WE DON'T HAVE THAT INFO, WE CAN'T FOLLOW UP**

CASE

**BUSSING CONCERN:
NO SHOW BUS, NO
ROUTE ASSIGNED,
EARLY PICK UP FROM
SCHOOL, LACK OF
CLIMATE CONTROL,
COMPLAINTS AGAINST
DRIVER/ATTENDANT/PAR
A, RIDESHARE ACCESS,
MEDICAL CODES, LONG
TRAVEL TIME,
REIMBURSEMENT,
ALTERNATIVE DROP OFF**

INTAKE

**STEP 1:
REACH OUT TO THE FAMILY AND
ASK IF THEY ARE AVAILABLE TO
CONNECT VIA ZOOM TO GET THE
DETAILS**

**STEP 2:
NO MATTER WHAT THE ISSUE,
ASK FOR NAME OF THE CHILD, ROUTE #,
BUS COMPANY, SCHOOL SITE AND OSIS
#**

**STEP 3:
ONCE INFORMATION IS
GATHERED, SEND EMAIL TO
CO-PRESIDENTS AND CHAIR OF THE
BUSSING COMMITTEE
(D75COUNCIL@SCHOOLS.NYC.GOV)
FOR NEXT STEPS. DEPENDING ON
WHAT THE ISSUE IS, THE ESCALATION
PROCESS CAN VARY.**

FOLLOW UP

**1.CC PARENT ON
CORRESPONDENCE TO KEEP THEM IN THE LOOP.
2.INVITE PARENT TO D75 MEETINGS AND
BUSING
COMMITTEE MEETINGS
3.CHECK IN WITH FAMILY AFTER
30 FOR UPDATE
****IMPORTANT LINKS****
**TRANSPORTATION LIAISONS BY
BORO:**
**[HTTPS://INFOHUB.NYCED.ORG/IN-O
UR-SCHOOLS/OPERATIONS/TRANSPOR
TATION-RESOURCES-FOR-SCHOOLS/
TRANSPORTATION-LIAISONS](https://infohub.nyced.org/in-our-schools/operations/transportation-resources-for-schools/transportation-liaisons)**
**ADDITIONAL TRANSPORTATION
RESOURCES:**
**[HTTPS://INFOHUB.NYCED.ORG/IN-O
UR-SCHOOLS/OPERATIONS/TRANSPOR
TATION-RESOURCES-FOR-SCHOOLS
PARENTS TO IMPROVE STUDENT
TRANSPORTATION:](https://infohub.nyced.org/in-our-schools/operations/transportation-resources-for-schools-parents-to-improve-student-transportation)**
[HTTPS://WWW.PISTNYC.ORG/](https://www.pistnyc.org/)**

WHAT THE NEW YORK CITY PUBLIC SCHOOL SYSTEM OFFERS

Family Guide:

https://www.schools.nyc.gov/docs/default-source/default-document-library/family_guide-to-special-education-school-age-services-english

Where you can access the Family Guide in other languages:

<https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/special-education-in-nyc>

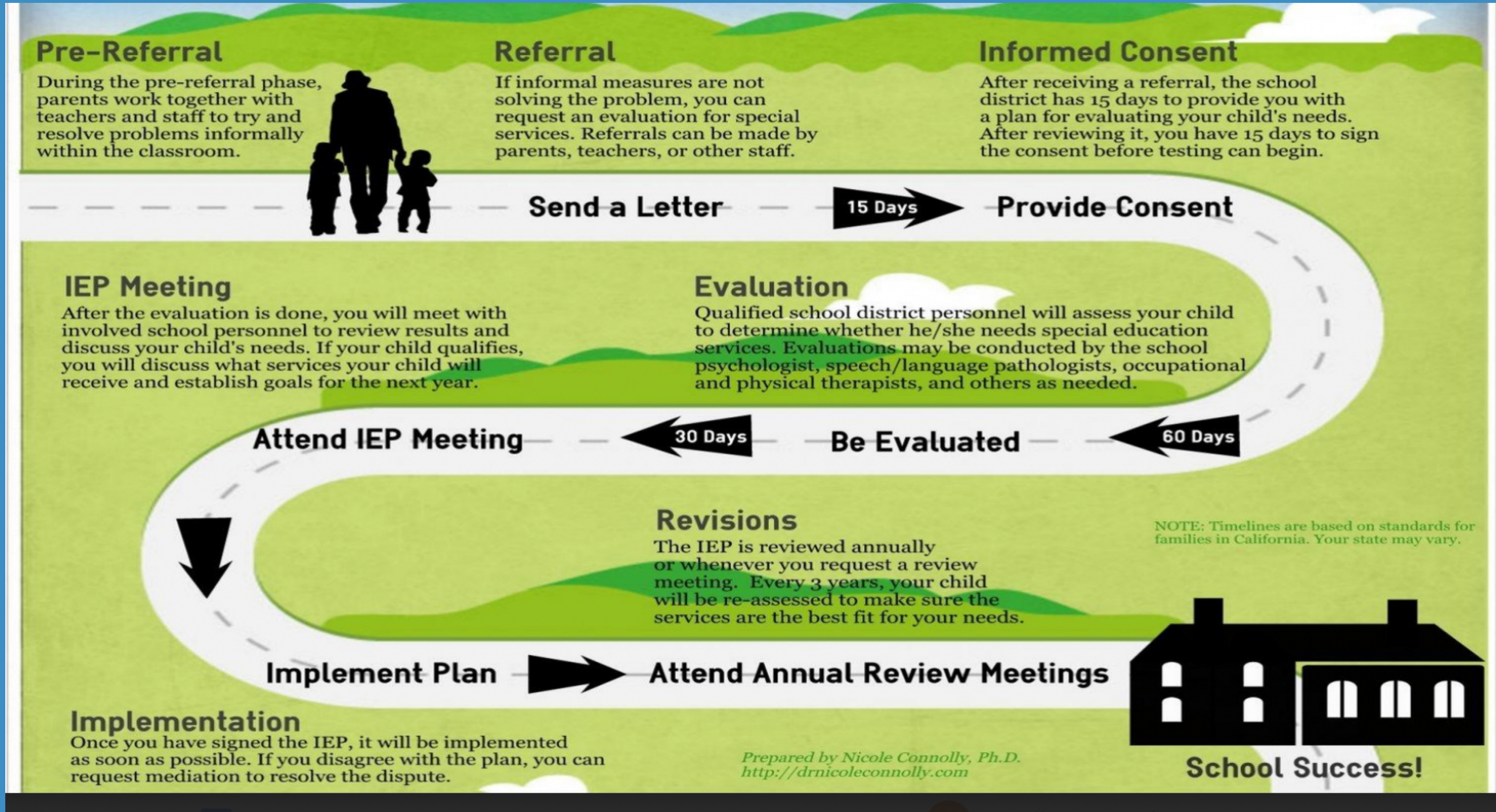
Beyond Access Series:


<https://www.youtube.com/channel/UCHBqMuXq0pYhRiROEufCtjg/videos>

Special Education Glossary:

<https://www.schools.nyc.gov/learning/special-education/help/special-education-glossary>

NAVIGATING THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS





Special Education Acronym Guide

Acronym Guide

504 SERVICE PLAN: SECTION 504 OF THE REHABILITATION ACT OF 1973

THIS IS A FEDERAL CIVIL RIGHTS LAW TO STOP DISCRIMINATION AGAINST PEOPLE WITH DISABILITIES. 504 PLAN PROVIDES A BLUEPRINT FOR HOW THE SCHOOL WILL PROVIDE SUPPORT AND REMOVE BARRIERS FOR A STUDENT WITH A DISABILITY IN THE FORM OF SERVICES AND CHANGES TO THE LEARNING ENVIRONMENT TO ENABLE STUDENTS TO LEARN ALONGSIDE THEIR PEERS.

ABA-APPLIED BEHAVIOR ANALYSIS: APPLIED BEHAVIORAL ANALYSIS (ABA) IS A SYSTEM OF TREATMENT BASED ON BEHAVIORIST THEORIES WHICH, SIMPLY PUT, STATE THAT DESIRED BEHAVIORS CAN BE TAUGHT THROUGH A SYSTEM OF REWARDS AND CONSEQUENCES. ABA CAN BE THOUGHT OF AS APPLYING BEHAVIORAL PRINCIPLES TO BEHAVIORAL GOALS AND CAREFULLY MEASURING THE RESULTS.

ABLLS-ASSESSMENT OF BASIC LANGUAGE AND LEARNING SKILLS:

A TEST DESIGNED TO DETERMINE LANGUAGE AND LEARNING CAPABILITIES AND PROSPECTIVE CAPABILITIES IN THOSE SPECIFICALLY AFFECTED BY AUTISM AND OTHER, SIMILAR LEARNING DISABILITIES.

ACCES-VR (ADULT CAREER AND CONTINUING EDUCATION SERVICES-VOCATIONAL REHABILITATION): ACCES-VR (FORMERLY KNOWN AS VESID) ASSISTS INDIVIDUALS WITH DISABILITIES TO ACHIEVE AND MAINTAIN EMPLOYMENT AND TO SUPPORT INDEPENDENT LIVING THROUGH TRAINING, EDUCATION, REHABILITATION, AND CAREER DEVELOPMENT.

ACES PROGRAM-ACADEMIC, CAREER AND ESSENTIAL SKILLS PROGRAM:

THE ACADEMICS, CAREER, AND ESSENTIAL SKILLS PROGRAM (ACES) PROGRAM PROVIDES STUDENTS WITH AN OPPORTUNITY TO LEARN ACADEMIC, WORK, AND INDEPENDENT LIVING SKILLS IN A DISTRICT 1-32 SCHOOL.

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THE ACADEMICS, CAREER, AND ESSENTIAL SKILLS PROGRAM (ACES) PROGRAM PROVIDES STUDENTS WITH AN OPPORTUNITY TO LEARN ACADEMIC, WORK, AND INDEPENDENT LIVING SKILLS IN A DISTRICT 1-32 SCHOOL.

AEM-ACCESSIBLE EDUCATION MATERIALS: THESE ARE TEXTBOOKS AND INSTRUCTIONAL MATERIALS THAT HAVE BEEN CONVERTED INTO A FORMAT THAT IS ACCESSIBLE TO A STUDENT WHO IS UNABLE TO USE STANDARD PRINTED MATERIALS. THESE FORMATS INCLUDE:

- BRAILLE
- LARGE PRINT
- AUDIO
- DIGITAL TEXT

AIS-ACADEMIC INTERVENTION SERVICES: SERVICES DESIGNED TO HELP STUDENTS ACHIEVE THE LEARNING STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS IN GRADES K-12 AND SOCIAL STUDIES AND SCIENCE IN GRADES 4-12 TO ADDRESS BARRIERS IN ORDER TO IMPROVE ACADEMIC PERFORMANCE.

ALTERNATE PLACEMENT: A TEMPORARY SERVICE PROVIDED WHEN A STUDENT'S BILINGUAL ICT OR SPECIAL CLASS IS NOT AVAILABLE. AN ALTERNATE PLACEMENT IS A MONOLINGUAL ICT OR SPECIAL CLASS, WITH A PARAPROFESSIONAL WHO IS BILINGUAL IN THE RECOMMENDED LANGUAGE OF INSTRUCTION OF THE STUDENT(S) AWAITING A BILINGUAL CLASS.

APE-ADAPTED PHYSICAL EDUCATION: A SPECIALIZED PHYSICAL EDUCATION PROGRAM OF:

- DEVELOPMENTAL ACTIVITIES
- GAMES
- SPORTS
- RHYTHMS

THE IEP TEAM WILL RECOMMEND APE IF YOUR CHILD CANNOT SAFELY OR SUCCESSFULLY PARTICIPATE IN THE REGULAR PHYSICAL EDUCATION PROGRAM. APE TEACHERS WILL ADAPT AND MODIFY A PHYSICAL ACTIVITY SO THAT IT IS APPROPRIATE FOR THE INDIVIDUAL STUDENT.

ASD NEST-AUTISM SPECTRUM DISORDER NEST: SPECIALIZED PROGRAMS THAT SERVE SOME STUDENTS WITH AUTISM. THEY ARE AVAILABLE IN SOME DISTRICT 1-32 SCHOOLS. THE PROGRAM IS A PARTNERSHIP BETWEEN THE DOE AND NEW YORK UNIVERSITY'S (NYU) ASD NEST SUPPORT PROJECT. THE GOAL OF THE ASD NEST PROGRAM IS TO HELP HIGHER FUNCTIONING CHILDREN WITH ASD LEARN HOW TO FUNCTION WELL—ACADEMICALLY, BEHAVIORALLY, AND SOCIALLY—IN SCHOOL AND IN THEIR COMMUNITY. THE ASD NEST PROGRAM SERVES STUDENTS WITH AUTISM IN A CLASSROOM WITH GENERAL EDUCATION STUDENTS. THIS CLASS IS A SMALL INTEGRATED CO-TEACHING (ICT) CLASS, WITH ONE SPECIAL EDUCATION TEACHER AND ONE GENERAL EDUCATION TEACHER. AS STUDENTS GET OLDER, THE CLASS SIZE INCREASES. THERE IS NO CLASSROOM PARAPROFESSIONAL IN THIS MODEL.

ASD HORIZON-AUTISM SPECTRUM DISORDER HORIZON:

THE ASD HORIZON PROGRAM WAS DEVELOPED BY THE NYCDOE. RETHINK ED PLATFORM SOLUTIONS PROVIDES SUPPORT AND INSTRUCTIONAL MATERIALS. THE ASD HORIZON PROGRAM SERVES A MAXIMUM OF EIGHT (8) STUDENTS WITH AUTISM IN A SPECIAL CLASS (SC). THIS CLASS IS TAUGHT BY ONE SPECIAL EDUCATION TEACHER AND ONE CLASSROOM PARAPROFESSIONAL (8:1+1). OPPORTUNITIES FOR INCLUSION WITH GENERAL EDUCATION STUDENTS ARE ENCOURAGED.

ATS-ASSISTIVE TECHNOLOGY SERVICE: IDEA DEFINES AN ASSISTIVE TECHNOLOGY SERVICE AS ANY SERVICE THAT DIRECTLY ASSISTS A CHILD WITH A DISABILITY IN THE SELECTION, ACQUISITION, OR USE OF AN ASSISTIVE TECHNOLOGY DEVICE. THE IEP MUST DESCRIBE ANY ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES NEEDED FOR THE STUDENT TO BENEFIT FROM EDUCATION, INCLUDING WHETHER THE USE OF A SCHOOL-PURCHASED ASSISTIVE TECHNOLOGY DEVICE IS REQUIRED TO BE USED IN THE STUDENT'S HOME OR IN OTHER SETTINGS IN ORDER FOR THE STUDENT TO RECEIVE A FREE APPROPRIATE PUBLIC EDUCATION.

BIP- BEHAVIOR INTERVENTION PLAN: A PLAN TO ADDRESS PROBLEM BEHAVIORS THAT INCLUDES, AS APPROPRIATE, POSITIVE BEHAVIOR INTERVENTIONS, STRATEGIES AND SUPPORTS, PROGRAM MODIFICATIONS, AND SUPPLEMENTARY AIDS AND SERVICES THAT MAY BE REQUIRED TO ADDRESS THE PROBLEM BEHAVIOR.

BRT-BUILDING RESPONSE TEAM: A BRT LEADER IS RESPONSIBLE FOR PROVIDING DIRECTION, LEADERSHIP, AND GUIDANCE TO BRT MEMBERS DURING AN EMERGENCY. AT THE ONSET OF AN INCIDENT, S/HE ACTIVATES THE NECESSARY BRT ROLES. THE BRT LEADER ALSO ACTS AS THE COMMUNICATION LIAISON BETWEEN THE BRT THE BUILDING MANAGEMENT AND DOE CENTRAL ADMINISTRATORS DURING AN EMERGENCY.

BSE-BILINGUAL SPECIAL EDUCATION: BSE IS A SPECIALIZED PROGRAM FOR STUDENTS WHO REQUIRE AN INTEGRATED CO-TEACHING (ICT) OR SPECIAL CLASS (SC) WITH A LANGUAGE OF INSTRUCTION OTHER THAN ENGLISH. THESE PROGRAMS ARE INTENDED TO SUPPORT ENGLISH LANGUAGE LEARNERS (ELLS) WHO BENEFIT FROM CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION THAT ADDRESSES COGNITIVE, ACADEMIC, AND LINGUISTIC NEEDS.

CBO-COMMUNITY-BASED ORGANIZATION: COMMUNITY-BASED ORGANIZATIONS PLAY A VITAL ROLE IN SERVING STUDENTS AND SCHOOL COMMUNITIES IN NEARLY ALL NYC DOE SCHOOLS BY PROVIDING A HOST OF LEARNING OPPORTUNITIES DURING THE DAY(I.E. PRE-K, FULL DAYCARE) AND AFTER SCHOOL. CBOS OFFER NYC'S STUDENTS ADDITIONAL OPPORTUNITIES TO DEVELOP, LEARN, AND GROW.

CCSE-CITYWIDE COUNCIL ON SPECIAL EDUCATION: THE CCSE ADVISES AND COMMENTS ON POLICY AND SERVICES FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS(IEP). THERE ARE 9 ELECTED PARENTS OF STUDENTS RECEIVING CITYWIDE SPECIAL EDUCATION SERVICES SELECTED BY DISTRICT 75 PA/PTA OFFICERS, 2 APPOINTEES BY THE PUBLIC ADVOCATE AND 1 NON-VOTING HIGH SCHOOL SENIOR WITH AN IEP.

CCD75-CITYWIDE COUNCIL FOR DISTRICT 75: THE CCD75 ADVISES ON THE EDUCATION OF STUDENTS RECEIVING DISTRICT 75 SERVICES. THERE ARE 9 PARENTS ELECTED BY DISTRICT 75 PA/PTA LEADERSHIP, 2 APPOINTEES BY THE PUBLIC ADVOCATE AND 1 NON-VOTING HIGH SCHOOL SENIOR RECEIVING DISTRICT 75 SERVICES.

CEC-COMMUNITY EDUCATION COUNCIL: REPRESENTS A COMMUNITY SCHOOL DISTRICT THAT INCLUDES PUBLIC ELEMENTARY, INTERMEDIATE, AND JUNIOR HIGH SCHOOLS. ADDITIONALLY, THERE IS 1 CEC MEMBER THAT REPRESENTS THE INTEREST OF SPECIAL EDUCATION PARENTS AND 1 CEC MEMBER THAT REPRESENTS THE INTEREST OF PARENTS OF ENGLISH LANGUAGE LEARNERS AND 1 NON-VOTING HIGH SCHOOL SENIOR.

CPSE- COMMITTEE ON PRE-SCHOOL EDUCATION: A MULTIDISCIPLINARY TEAM THAT MEETS TO DETERMINE THE NEEDS OF A STUDENT WITH A DISABILITY (OR SUSPECTED OF HAVING A DISABILITY) AGED 3-5. RESPONSIBLE FOR COORDINATING THE SPECIAL EDUCATION PROCESS FOR PRESCHOOL CHILDREN.

CSE- COMMITTEE ON SPECIAL EDUCATION: A MULTIDISCIPLINARY TEAM RESPONSIBLE FOR STUDENTS WITH DISABILITIES AGES 5-21. DUTIES INCLUDE STORING STUDENT SPECIAL EDUCATION RECORDS, OPENS ALL INITIAL REFERRALS AND RECOMMEND GOALS AND SERVICES IN A STUDENT'S IEP.

DISTRICT 75 SPECIAL EDUCATION: DISTRICT 75 PROVIDE HIGHLY SPECIALIZED INSTRUCTIONAL SUPPORT PROGRAMS CITYWIDE FOR STUDENTS WHO ARE ON THE AUTISM SPECTRUM, SIGNIFICANT COGNITIVE DELAYS, SENSORY IMPAIRMENTS, EMOTIONAL DISTURBANCES AND/OR MULTIPLE DISABILITIES.

DUE PROCESS COMPLAINT: ALSO CALLED A REQUEST FOR AN IMPARTIAL HEARING, THIS IS A WRITTEN COMPLAINT FILED BY A PARENT OR A SCHOOL DISTRICT INVOLVING ANY MATTER RELATING TO THE IDENTIFICATION, EVALUATION, EDUCATIONAL PLACEMENT OR PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION TO A STUDENT WITH A DISABILITY. THIS MAY RESULT IN AN IMPARTIAL HEARING.

EI-EARLY INTERVENTION: IS A SUPPORT AND EDUCATIONAL SYSTEM OF COORDINATED SERVICES FOR VERY YOUNG CHILDREN (AGED BIRTH TO SIX YEARS) WHO HAVE DEVELOPMENTAL DELAYS OR DISABILITIES. THE MISSION OF EARLY INTERVENTION IS TO ASSURE THAT FAMILIES WHO HAVE AT-RISK CHILDREN IN THIS AGE RANGE RECEIVE RESOURCES AND SUPPORTS THAT ASSIST THEM IN MAXIMIZING THEIR CHILD'S PHYSICAL, COGNITIVE, AND SOCIAL/EMOTIONAL DEVELOPMENT WHILE RESPECTING THE DIVERSITY OF FAMILIES AND COMMUNITIES.

ESY-EXTENDED SCHOOL YEAR: EXTENDED SCHOOL YEAR SERVICES ARE SPECIAL EDUCATION PROGRAM AND SERVICES PROVIDED DURING JULY AND AUGUST. THEY MAY BE RECOMMENDED FOR STUDENTS WITH DISABILITIES WHO REQUIRE SPECIAL EDUCATION OVER THE SUMMER TO PREVENT SUBSTANTIAL REGRESSION. THIS IS ALSO REFERRED TO AS CHAPTER 683(SUMMER SESSION)

CHILDREN WITH AN IEP RECOMMENDATION FOR ESY MAY EITHER:

- RECEIVE THE SAME PROGRAM AND SERVICES IN JULY - AUGUST AS IN SEPTEMBER – JUNE; OR
- RECEIVE LESS INTENSE SERVICES IN JULY – AUGUST.
-

IF ESY SERVICES ARE RECOMMENDED, THE IEP WILL SPECIFY THE PROGRAM AND SERVICES THAT WILL BE PROVIDED IN JULY AND AUGUST

FAPE-FREE APPROPRIATE PUBLIC EDUCATION: AN EDUCATIONAL RIGHT OF ALL STUDENTS IN THE UNITED STATES THAT IS GUARANTEED BY THE REHABILITATION ACT OF 1973 AND THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA). IN GENERAL, ALL SCHOOL AGED CHILDREN WHO ARE INDIVIDUALS WITH DISABILITIES DEFINED BY SECTION 504 AND IDEA ARE ENTITLED TO FAPE.

FBA-FUNCTIONAL BEHAVIOR ASSESSMENT: WHEN A STUDENT ENGAGES IN PROBLEM BEHAVIORS THAT MAY INTERFERE WITH HIS OR HER LEARNING OR THE LEARNING OF OTHERS, OR THAT PLACE THE STUDENT OR OTHERS AT RISK OF HARM OR INJURY, A FUNCTIONAL BEHAVIORAL ASSESSMENT MAY BE CONDUCTED. A FUNCTIONAL BEHAVIORAL ASSESSMENT IS A PROCESS THAT IS USED TO IDENTIFY:

- THE REASONS FOR A BEHAVIOR
- THE POSSIBLE INTERVENTIONS TO ADDRESS IT
-

ICT- INTEGRATED CO-TEACHING: A CLASSROOM IN WHICH A GENERAL EDUCATION AND A SPECIAL EDUCATION TEACHER JOINTLY PROVIDE INSTRUCTION TO A CLASS OF STUDENTS WITH AND WITHOUT DISABILITIES. THE NUMBER OF STUDENTS WITH DISABILITIES MUST NOT EXCEED 40% OF THE TOTAL CLASS REGISTER WITH A MAXIMUM OF 12 STUDENTS WITH DISABILITIES.

IDEA-INDIVIDUALS WITH DISABILITIES EDUCATION ACT: A FEDERAL LAW ENSURING SERVICES TO CHILDREN WITH DISABILITIES. IDEA GOVERNS HOW STATES AND PUBLIC AGENCIES PROVIDE EARLY INTERVENTION, SPECIAL EDUCATION AND RELATED SERVICES.

IDEIA-INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT: A FEDERAL LAW THAT PROVIDES PARTIAL FUNDING TO STATES TO EDUCATE THE NATION'S MORE THAN 6 MILLION STUDENTS RECEIVING SPECIAL EDUCATION SERVICES.

IEP-INDIVIDUALIZED EDUCATION PLAN/PROGRAM: A PLAN OR PROGRAM DEVELOPED TO ENSURE A CHILD WHO HAS A DISABILITY IDENTIFIED UNDER THE LAW AND IS ATTENDING AN ELEMENTARY OR SECONDARY EDUCATIONAL INSTITUTION RECEIVES SPECIALIZED INSTRUCTION AND RELATED SERVICES.

IEP TEAM: THE IEP TEAM IS A GROUP OF MEMBERS WHO SHARE INFORMATION AND WORK TOGETHER TO DETERMINE WHETHER YOUR CHILD HAS A DISABILITY AND REQUIRES SPECIAL EDUCATION SERVICES, AND IF SO, WHAT SERVICES ARE APPROPRIATE. YOU ARE AN IMPORTANT MEMBER OF THE IEP TEAM. IF THE IEP TEAM, BASED UPON THE EVALUATION(S), DETERMINES THAT YOUR CHILD HAS A DISABILITY AND THAT SPECIAL EDUCATION SERVICES ARE NECESSARY, AN IEP WILL BE DEVELOPED AT THE MEETING.

IEP TEAM MEMBERS MAY INCLUDE, BUT ARE NOT LIMITED TO:

- A GENERAL EDUCATION TEACHER;
- SPECIAL EDUCATION TEACHER;
- SCHOOL PSYCHOLOGIST;
- SOCIAL WORKER;
- DISTRICT REPRESENTATIVE;
- YOU, THE PARENT; AND
- YOUR CHILD.

IESP-INDIVIDUALIZED EDUCATION SERVICES PROGRAM: DOCUMENT THAT DESCRIBES THE SPECIAL EDUCATION SERVICES AND/OR RELATED SERVICES TO BE PROVIDED WHILE YOUR CHILD ATTENDS A PRIVATE OR RELIGIOUS SCHOOL.

IFSP-INDIVIDUALIZED FAMILY SERVICE PLAN: IF A CHILD HAS RECEIVED EARLY INTERVENTION SERVICES AND HAS AN IFSP, YOUR CHILD WILL NEED TO BE EVALUATED BY YOUR LOCAL CSE OR CPSE TO DEVELOP AN IEP WITH RECOMMENDED SERVICES OR SUPPORTS FOR PRE-SCHOOL SPECIAL EDUCATION.

LEA REP-LOCAL EDUCATION AGENCY REPRESENTATIVE: AN INTEGRAL MEMBER OF THE IEP TEAM WHO IS RESPONSIBLE FOR ENSURING, ON THE LOCAL LEVEL, THAT THE DISTRICT COMPLIES WITH THE PROCEDURAL AND SUBSTANTIVE OF THE IDEA AND THAT STUDENTS ARE RECEIVING A FAPE.

LRE-LEAST RESTRICTIVE ENVIRONMENT: THE PART OF IDEA THAT SAYS CHILDREN WHO RECEIVE SPECIAL EDUCATION SHOULD LEARN IN THE LEAST RESTRICTIVE ENVIRONMENT MEANING THEY, TO THE MAXIMUM EXTENT APPROPRIATE, SHOULD SPEND AS MUCH TIME POSSIBLE WITH PEERS WHO DO NOT RECEIVE SPECIAL EDUCATION.

MDR-MANIFESTATION DETERMINATION REVIEW: A MEETING BETWEEN THE PARENT AND MEMBERS OF THE SCHOOL COMMUNITY. IT IS HELD WHEN A STUDENT WITH A DISABILITY IS SUBJECT TO A DISCIPLINARY CHANGE OF PLACEMENT. A DISCIPLINARY CHANGE OF PLACEMENT OCCURS IF A STUDENT IS REMOVED FROM HIS/HER CURRENT EDUCATIONAL PROGRAM DUE TO A SUPERINTENDENT'S SUSPENSION, PRINCIPAL'S SUSPENSION, AND/OR TEACHER REMOVAL:

- FOR MORE THAN 10 CONSECUTIVE SCHOOL DAYS; OR
- FOR MORE THAN 10 CUMULATIVE SCHOOL DAYS IN A SCHOOL YEAR AS A RESULT OF A PATTERN OF REMOVALS.

THE MDR WILL INCLUDE A DISCUSSION OF THE STUDENT'S DISABILITY, THE BEHAVIOR THAT LED TO THE REMOVAL, AND WHETHER THE BEHAVIOR WAS RELATED TO HIS/HER DISABILITY OR RELATED TO A FAILURE TO IMPLEMENT YOUR THE STUDENT'S IEP

MSC-MEDICAID SERVICE COORDINATOR: MSC IS A MEDICAID STATE PLAN SERVICE PROVIDED BY THE OFFICE OF PEOPLE WITH DEVELOPMENTAL DISABILITIES (OPWDD), WHICH ASSISTS INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES IN GAINING ACCESS TO NECESSARY SUPPORTS AND SERVICES APPROPRIATE TO THEIR NEEDS. MSC IS PROVIDED BY QUALIFIED SERVICE COORDINATORS AND USES A PERSON-CENTERED PLANNING APPROACH IN DEVELOPING, IMPLEMENTING AND MAINTAINING AN INDIVIDUALIZED SERVICE PLAN (ISP) WITH AND FOR A PERSON WITH DEVELOPMENTAL DISABILITIES.

NYSAA-NEW YORK STATE ALTERNATE ASSESSMENT: THE NY STATE ALTERNATE ASSESSMENT ALLOWS STUDENTS WITH SEVERE COGNITIVE DISABILITIES TO DEMONSTRATE THEIR PERFORMANCE TOWARD ACHIEVING THE NEW YORK STATE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (ELA), MATHEMATICS, AND SCIENCE.

NYSED-NEW YORK STATE EDUCATION DEPARTMENT: PART OF THE UNIVERSITY OF THE STATE OF NEW YORK, ONE OF THE MOST INTERCONNECTED SYSTEMS OF EDUCATIONAL SERVICES IN THE U.S.

OORS-ONLINE OCCURRENCE REPORTING SYSTEM: IT IS A WEB-BASED SYSTEM RUN BY THE NYCDOE OFFICE OF SCHOOL AND YOUTH DEVELOPMENT (OSYD) THAT ALLOWS SCHOOL ADMINISTRATORS OR DESIGNEES TO ENTER THE DETAILS OF STUDENT BEHAVIOR INFRACTIONS, ACCIDENTS, BUILDING SAFETY CONDITIONS, ACTS OF BULLYING AND DISCRIMINATION, ETC. PARENTS CAN ASK FOR AN OORS REPORT OR OORS CONTROL NUMBER FOR INCIDENTS INVOLVING THEIR CHILD.

OPWDD-OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES:

THE NYS OFFICE IS RESPONSIBLE FOR COORDINATING SERVICES FOR NEARLY 140,000 NEW YORKERS WITH DEVELOPMENTAL DISABILITIES, INCLUDING INTELLECTUAL DISABILITIES, CEREBRAL PALSY, DOWN SYNDROME, AUTISM SPECTRUM DISORDERS, PRADER-WILLI SYNDROME, AND OTHER NEUROLOGICAL IMPAIRMENTS. IT PROVIDES SERVICES DIRECTLY AND THROUGH A NETWORK OF APPROXIMATELY 650 NONPROFIT SERVICE-PROVIDING AGENCIES, WITH ABOUT 80 PERCENT OF SERVICES PROVIDED BY PRIVATE NONPROFITS AND 20 PERCENT PROVIDED BY STATE-RUN SERVICES.

OPT-OFFICE OF PUPIL TRANSPORTATION: DOE OFFICE THAT OVERSEES ALL PUPIL TRANSPORTATION TO RESIDENT STUDENTS ATTENDING PUBLIC AND NON-PUBLIC SCHOOLS.

OSI-OFFICE OF SPECIAL INVESTIGATION: THE OFFICE RESPONSIBLE FOR INVESTIGATING ALLEGATIONS OF IMPROPER AND UNLAWFUL BEHAVIOR, INCLUDING CORPORAL PUNISHMENT AND VERBAL ABUSE AGAINST STUDENTS, TO ENSURE A SAFE AND SECURE LEARNING ENVIRONMENT FOR NYC STUDENT, STAFF MEMBERS AND PARENTS.

OT-OCCUPATIONAL THERAPY: IDEA IDENTIFIES OCCUPATIONAL THERAPY AS RELATED SERVICES FOR ELIGIBLE CHILDREN AGES 3-21 YEARS WHO REQUIRE ASSISTANCE TO BENEFIT FROM A FREE AND APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT. OT FOCUSES ON IMPROVING THE CHILD'S ABILITY TO PERFORM ACTIVITIES OF DAILY LIVING SUCH AS GRIP STRENGTH, DEXTERITY AND FINE MOTOR SKILLS.

PAD: PROGRAM ADAPTATION DOCUMENT IS A DOCUMENT CREATED IN 2020 TO ADDRESS VIRTUAL LEARNING DURING THE COVID -19 PANDEMIC. IT DETAILS ADJUSTMENTS NECESSARY TO CONTINUE IEP SUPPORTS THROUGH ONLINE LEARNING PLATFORMS. THIS DOCUMENT REPLACES WHAT WAS FORMALLY KNOWN AS THE REMOTE LEARNING PLAN AND IS TO BE USED IN CONJUNCTION WITH THE IEP AND NOT REPLACING THE IEP.

P-1 LETTER: IF A PLACEMENT FOR A SPECIAL CLASS HAS NOT BEEN OFFERED TO A STUDENT ON OR BEFORE THE 60TH SCHOOL DAY FROM THE DATE OF CONSENT FOR INITIAL REFERRAL OR FROM THE 60TH SCHOOL DAY OF RECEIPT OF REFERRAL FOR PREVIOUSLY IDENTIFIED STUDENTS, THE DOE MUST PROVIDE THE PARENTS WITH A LETTER (P-1 LETTER). THE P-1 LETTER ENTITLES THE STUDENT TO PLACEMENT IN A STATE APPROVED NON-PUBLIC SCHOOL AT PUBLIC EXPENSE. THIS TIMELINE MAY BE ADJUSTED IF THE PARENT UNREASONABLY DELAYS THE PROCESS. THIS IS ALSO CALLED A NICKERSON LETTER.

PARENT MEMBER: A PARENT MEMBER IS A PARENT OF A CHILD WITH A DISABILITY IN THE SCHOOL DISTRICT WHO PARTICIPATES IN IEP MEETINGS AND ASSISTS A PARENT OF A CHILD WITH A KNOWN OR SUSPECTED DISABILITY IN MAKING EDUCATIONAL DECISIONS FOR HIS OR HER CHILD. PARENTS HAVE THE RIGHT TO REQUEST PARTICIPATION OF THE PARENT MEMBER AT AN IEP MEETING, WITH 72 HOURS NOTICE.

PT-PHYSICAL THERAPY: A HEALTH CARE PROFESSION PRIMARILY CONCERNED WITH THE REMEDIATION OF IMPAIRMENTS AND DISABILITIES AND THE PROMOTION OF MOBILITY, FUNCTIONAL ABILITY, QUALITY OF LIFE AND MOVEMENT POTENTIAL THROUGH EXAMINATION, EVALUATION, DIAGNOSIS AND PHYSICAL INTERVENTION.

RAD: RELATED SERVICE ADAPTATION DOCUMENT IS A DOCUMENT USED TO DETAIL ADJUSTMENTS MADE TO CONTINUE RELATED SERVICES REMOTELY DURING THE 2020 COVID-19 PANDEMIC. THIS IS TO BE USED IN CONJUNCTION WITH THE IEP AND IN NO WAY REPLACES OR RE-WRITES ANY OF THE SERVICES REQUIRED ON THE IEP.

RELATED SERVICES: RELATED SERVICES ARE AS VARIED AND INDIVIDUAL AS THE KIDS WHO USE THEM. THE FEDERAL SPECIAL EDUCATION LAW, *IDEA*, LISTS THE FOLLOWING AS POSSIBLE RELATED SERVICES:

- SPEECH-LANGUAGE AND AUDIOLOGY SERVICES
- INTERPRETING SERVICES
- PSYCHOLOGICAL SERVICES
- OCCUPATIONAL AND PHYSICAL THERAPY

- RECREATION, INCLUDING THERAPEUTIC RECREATION
- EARLY IDENTIFICATION AND EVALUATION OF DISABILITIES IN CHILDREN
- COUNSELING SERVICES, INCLUDING REHABILITATION COUNSELING
- ORIENTATION AND MOBILITY
- MEDICAL SERVICES (BUT ONLY FOR DIAGNOSTIC OR EVALUATION PURPOSES, NOT FOR ONGOING TREATMENT)
- SCHOOL HEALTH AND/OR SCHOOL NURSE SERVICES
- SOCIAL WORK SERVICES
- PARENT COUNSELING AND TRAINING

RSA-RELATED SERVICES AUTHORIZATION: AS A LAST RESORT, THE DOE MAY ISSUE A VOUCHER TO YOU SO THAT YOU CAN OBTAIN THESE SERVICES FROM AN OUTSIDE PROVIDER AT DOE EXPENSE. THIS VOUCHER IS CALLED A RELATED SERVICE AUTHORIZATION (RSA) FOR RELATED SERVICES. IF A SCHOOL CANNOT PROVIDE A SETTS TEACHER, A “P3” LETTER IS PROVIDED TO THE PARENT FOR SETSS PROVIDER . YOU SHOULD RECEIVE A LIST OF PROVIDERS WHO ACCEPT RSAS AND P-3 LETTERS.

RTI-RESPONSE TO INTERVENTION: AN INSTRUCTIONAL APPROACH AND PREVENTATIVE TOOL USED BY SCHOOLS TO ENSURE THAT ALL STUDENTS HAVE EQUAL ACCESS TO HIGH-QUALITY, INSTRUCTION THAT IS MATCHED TO THEIR NEEDS.

SAC-SKILLS AND ACHIEVEMENT COMMENCEMENT CREDENTIAL: THIS NON-DIPLOMA COMMENCEMENT CREDENTIAL IS AVAILABLE TO STUDENTS WITH IEPS WHO PARTICIPATE IN ALTERNATE ASSESSMENT AND HAVE ATTENDED SCHOOL FOR AT LEAST 12 YEARS, EXCLUDING KINDERGARTEN. IT MUST BE ACCOMPANIED BY DOCUMENTATION OF THE STUDENT’S SKILLS, STRENGTHS, AND LEVELS OF INDEPENDENCE IN ACADEMIC, CAREER DEVELOPMENT, AND FOUNDATION SKILLS NEEDED FOR POST-SCHOOL LIVING, LEARNING AND WORKING. A STUDENT WHO EARNS A SAC CREDENTIAL AS THE SOLE EXITING CREDENTIAL IS ELIGIBLE TO REMAIN IN SCHOOL UNTIL THEY RECEIVE A REGENTS OR LOCAL DIPLOMA OR THROUGH THE END OF THE SCHOOL YEAR IN WHICH THEY TURN 21 YEARS OF AGE.

SANDI-STUDENT ANNUAL NEEDS DETERMINATION INVENTORY: A SPECIALLY DESIGNED COMPREHENSIVE SUMMATIVE AND FORMATIVE ASSESSMENT FOR STUDENTS WITH INTELLECTUAL DISABILITIES (ID). THIS ASSESSMENT ASSISTS TEACHERS AND IEP TEAMS IN IDENTIFYING AREAS OF NEED, ALIGNS NEED AREAS TO CURRENT STATE STANDARDS, GUIDES IEP GOAL WRITING, AND ENSURES ACCESS TO STANDARDS-BASED INSTRUCTION THROUGH EVIDENCE-BASED BEST PRACTICES.

SBST-SCHOOL BASED SUPPORT TEAM: SCHOOL STAFF THAT PROVIDES SUPPORT TO TEACHERS BY RECOMMENDING CLASSROOM-BASED INTERVENTIONS FOR STUDENTS WHO ARE STRUGGLING ACADEMICALLY OR BEHAVIORALLY.

SBST-SCHOOL BASED SUPPORT TEAM: SCHOOL STAFF THAT PROVIDES SUPPORT TO TEACHERS BY RECOMMENDING CLASSROOM-BASED INTERVENTIONS FOR STUDENTS WHO ARE STRUGGLING ACADEMICALLY OR BEHAVIORALLY.

- **SEIT-SPECIAL EDUCATION ITINERANT TEACHER:** A SPECIAL EDUCATION TEACHER WHO TRAVELS TO THE STUDENT. SEIT SERVICES ARE FOR CHILDREN 3-5 YEAR OF AGE WHO ARE CLASSIFIED BY THEIR SCHOOL DISTRICT'S COMMITTEE ON PRESCHOOL EDUCATION (CPSE) AS A PRESCHOOLER WITH A DISABILITY.
- **SEIS-SPECIAL EDUCATION STUDENT INFORMATION SYSTEM:** IS A WEB-BASED APPLICATION THAT ASSISTS SCHOOL STAFF AND RELATED SERVICE PROVIDERS IN MANAGING THE SPECIAL EDUCATION PROCESS FOR STUDENTS ENTERING KINDERGARTEN THROUGH AGE 21.

- **SETTS-SPECIAL EDUCATION TEACHER SUPPORT SERVICES:**

DIRECT SETSS

- A SPECIAL EDUCATION TEACHER PROVIDES SPECIALLY DESIGNED INSTRUCTION PART-TIME TO A GROUP OF UP TO EIGHT CHILDREN. THIS MAY BE IN THE GENERAL EDUCATION CLASSROOM OR SOMEWHERE ELSE IN THE SCHOOL.

INDIRECT SETSS

- A SPECIAL EDUCATION TEACHER WORKS WITH THE GENERAL EDUCATION CLASSROOM TEACHER TO ADJUST THE LEARNING ENVIRONMENT AND MODIFY INSTRUCTION TO MEET STUDENTS' NEEDS.
- **SOPM-STANDARD OPERATING PROCEDURE MANUAL:** A COMPREHENSIVE GUIDE TO THE REFERRAL, EVALUATION, AND PLACEMENT PROCESSES.
- **SPEECH LANGUAGE THERAPY:** SPEECH-LANGUAGE THERAPY IS A RELATED SERVICE THAT HELPS TO IMPROVE A CHILD'S LISTENING, SPEAKING, READING, AND WRITING SKILLS IN ACADEMIC AND SOCIAL SITUATIONS THROUGHOUT THE SCHOOL ENVIRONMENT, WITH A FOCUS ON IMPROVING THE CHILD'S COMMUNICATION SKILLS.

T5-TURNING 5 PROCESS: THE PROCESS OF DEVELOPING A CHILD'S KINDERGARTEN IEP HAPPENS DURING THE YEAR BEFORE KINDERGARTEN IN NYC. THIS IS HOW SPECIAL EDUCATION SERVICES AND SUPPORTS ARE DETERMINED FOR CHILDREN ENTERING KINDERGARTEN PRIOR TO ADMISSIONS.

TCAC-TRANSITION AND COLLEGE ACCESS CENTER: THE TCACS SUPPORT STUDENTS WITH IEPs AND THEIR FAMILIES THROUGH THE TRANSITION FROM SCHOOL TO ADULT LIFE. TCACS OFFER TRAININGS, WORKSHOPS AND OPPORTUNITIES THAT PROVIDE THE TOOLS NEEDED TO PLAN FOR ADULT LIFE. THERE IS A TCAC IN ALL 5 BOROUGHs OF NYC.

TRIENNIAL REVIEW: UNDER IDEA 2004, A STUDENT MUST BE RE-EVALUATED BY THE SCHOOL AT LEAST EVERY THREE YEARS. THIS IS KNOWN AS A TRIENNIAL REVIEW. THE PURPOSE OF THE TRIENNIAL REVIEW IS TO DETERMINE IF YOUR CHILD HAS MADE PROGRESS ACHIEVING HIS OR HER GOALS AND WHAT CHANGES, IF ANY, ARE NEEDED TO CONTINUE THAT PROGRESS.

VOCATIONAL ASSESSMENT: STUDENTS AGE 12 AND THOSE REFERRED TO SPECIAL EDUCATION FOR THE FIRST TIME THAT ARE AGE 12 AND OVER RECEIVE A LEVEL 1 VOCATIONAL ASSESSMENT THAT INCLUDES A REVIEW OF SCHOOL RECORDS, TEACHER ASSESSMENTS, AND PARENT AND STUDENT INTERVIEWS TO DETERMINE VOCATIONAL SKILLS APTITUDES AND INTERESTS. THE VOCATIONAL ASSESSMENT IS USED TO WHEN CONSIDERING A STUDENT'S TRANSITION NEEDS, STARTING DURING THE FIRST IEP IN EFFECT DURING THE SCHOOL YEAR IN WHICH THE STUDENT TURNS 15. IT SHOULD BE UPDATED IN ADVANCE OF, OR AT, EACH ANNUAL IEP MEETING.

THANK YOU

*We appreciate your
time and commitment to
education!*