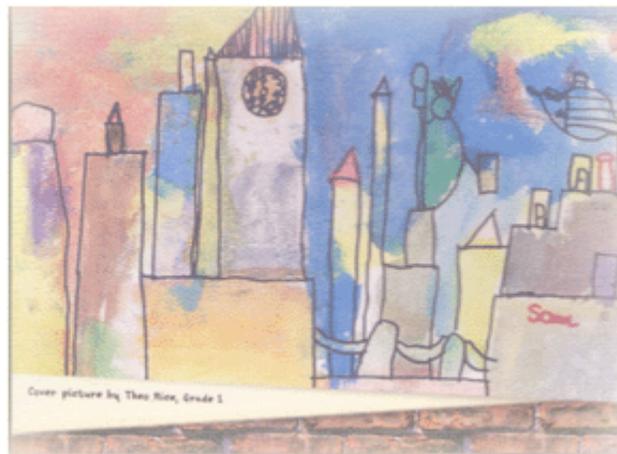


# STUDENTS WITH DISABILITIES TRANSITIONING FROM PRESCHOOL TO SCHOOL-AGE PROGRAMS

## An Orientation Guide



## **INTRODUCTION**

Welcome to the New York City public schools. Moving from preschool to kindergarten marks the start of an exciting new chapter in your child's life. We know that you have many questions about the New York City Department of Education and its schools. Our staff will do everything possible to make this transition a seamless and successful one for you and for your child. This Orientation Guide is designed to inform you about this important process and to answer your questions.

This Guide offers practical information you can draw upon throughout the school year. Your ongoing participation in your child's education will have a tremendous influence on how well your child does in school, and we invite you to participate fully in this important task. We look forward to forming a partnership that will provide your child with a rigorous and enriching educational experience.

## Table of Contents

Transitioning from Preschool to School-Age Special Education Services: A Timeline .....	1
Your Rights During the Transition from Preschool to School-Age Services .....	2
Special Education Resources (School-Age Services) .....	3

## School-Age Services

Least Restrictive Environment .....	4
Declassification Support Services .....	4
General Education with Supplementary Aids and Services.....	4
Supplementary Aids and Services .....	5
Special Education Teacher Support Services .....	5
Related Services .....	6
Collaborative Team Teaching .....	7
Special Class Services.....	7
State-Supported Schools .....	9
State-Approved Non-public Schools .....	9
Home and Hospital Instruction .....	9
Additional Special Education Services .....	10

New York City Department of Education Contact Information.....	12
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# Transitioning from Preschool to School-Age Special Education Programs

## A Timeline for Children Turning Five Years Old

If your child has been receiving preschool special education services, you need to discuss your child's school program with the Committee on Special Education (CSE) before he or she enters kindergarten.

What Happens?	When?
A meeting for parents of preschoolers will be held by your CSE to explain the transition process and to answer any questions. At this meeting you will receive a list of schools you may tour to see the different types of school-age services recommended for your child. This list will include district programs and District 75 programs located in the district.	November - December
Your child's preschool or the Committee on Preschool Special Education (CPSE) will refer your child to the Committee on Special Education (CSE) if your child continues to have a disability and he/she continues to require special education services.	December
When your child is referred to the Committee on Special Education (CSE) you will receive a letter entitled "Notice of Referral for Review of Individualized Education Program (IEP)" from the CSE. The letter advises you that your child has been referred to the CSE and his/her case has been opened.	December - February
CSE and/or school personnel will observe your child. The CSE will determine what, if any, evaluations are necessary and will conduct those evaluations. The Committee on Special Education (CSE) will obtain progress reports from your child's current teachers and therapists. (Be sure your child's immunizations are up to date for school registration).	December - March
An IEP meeting will be conducted by the CSE or by a public school team in the district. If it is determined that your child continues to require special education services, a school-age IEP will be developed outlining any special education services your child will need.	March - August (Please see timeframe on Page 2)
You will receive a letter entitled "Final Notice of Recommendation." The letter indicates the school being offered for your child to receive his/her school-age special education services. You may visit the recommended school-age program. Depending upon availability, you may be able to visit the actual class in which your child will enroll.	June - September

If you have any questions regarding the steps listed above, you may contact the CSE (see list on Page 12).

## Your Rights During the Transition from Preschool to School-Age Services

During the transition process, you have:

- The right to consent to all re-evaluations. However, if the CSE makes documented efforts to obtain your consent for a re-evaluation and you do not respond to their request, they may conduct the re-evaluation without your consent.
- The right to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process.
- The right to receive copies of evaluations and your child's IEP.
- The right to conflict resolution (a new IEP Team meeting), mediation, and/or impartial due process proceedings if you disagree with any decision made about your child.
- The right to withdraw your consent at any time to all special education programs and services.
- The right to place your child in a State Education Department approved non-public school that offers an appropriate program for your child if the New York City Department of Education does not offer you an appropriate special class placement within the required timeframe. If you have the right to an approved non-public school, you should receive a P-1 letter "Eligibility for Private School" from the CSE.
- **Required Timeframe** - All students who are 4.9 years old by September and who are entering school in September, for whom the referral is received by the CSE:
  - Prior to March 1<sup>st</sup>, the CSE must offer appropriate services by June 15<sup>th</sup>; or
  - After March 1<sup>st</sup>, but prior to April 1<sup>st</sup>, the CSE must offer appropriate services by July 15<sup>th</sup>; or
  - After April 1<sup>st</sup>, but prior to May 10<sup>th</sup>, the CSE must offer appropriate services by August 15<sup>th</sup>; or
  - After May 11<sup>th</sup>, the CSE must offer appropriate services within the compliance timelines for a regular referral (i.e., 60 schools days from referral).
- The right to an independent evaluation paid for by the New York City Department of Education if the Department does not evaluate your child within 60 calendar days of referral.
- The right to an independent evaluation if you do not agree with the CSE's evaluation. You must notify the CSE of this request in writing. Either the CSE will agree to pay for an independent evaluation or they must initiate impartial due process proceedings to show that their evaluations are appropriate.
- If you challenge the CSE's recommendation, your child has the right to "pendency," or to remain in his or her current program, while you pursue mediation or impartial due process proceedings. This means that a preschool student may remain in his or her current education placement until the dispute is resolved, if that program also has an approved school-age program, unless the CSE and parent agree to other arrangements. If the preschool program is not approved for a school-age program, you and the CSE will discuss options that are appropriate for your child during the appeal process.

These rights and others are described in greater detail in the *Parent's Guide to Special Education* and the *Procedural Safeguards Notice*.

# SPECIAL EDUCATION RESOURCES

## School-Age Services

### General Education with:

#### ① Declassification Support Services

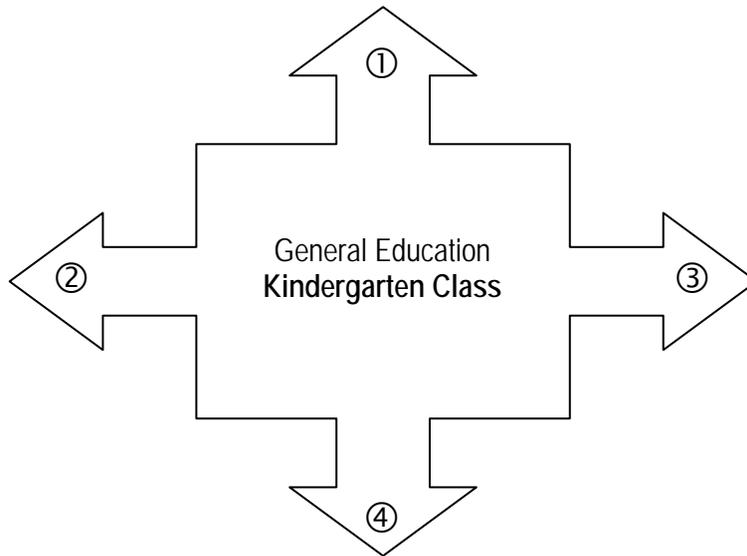
Assistance to a student with a disability directly or through his/her teacher for students moving to general education with no special education services.

#### ③ Special Education Teacher Support Services

Specially designed and/or supplemental instruction provided by a special education teacher to support a student with a disability in general education. Minimum of 2 hours/week and maximum of 50% of the school day.

#### ② Supplementary Aids and Services

Supports provided in general education to assist a student with a disability.



#### ④ Related Services

Speech Therapy  
Physical Therapy  
Occupational Therapy  
Counseling Services  
Orientation and Mobility  
Vision / Hearing Services  
School Health Services  
Paraprofessional Services

#### ⑥ Special Class

Self-contained class for students with disabilities.

#### ⑤ Collaborative Team Teaching

A class with non-disabled students and students with disabilities taught collaboratively by a general education and a special education teacher.

#### ⑦ In or Out-of-State Day/Residential Placement

#### ⑧ Home/Hospital Instruction

1 hour/day elementary level  
2 hours/day secondary level

## School-Age Services

### Least Restrictive Environment

When determining the services your child may require as he/she enters school, the IEP Team must recommend services in the "Least Restrictive Environment" (LRE) appropriate for your child's needs. This means that the IEP Team, with your participation, must consider how special education services can be provided to your child so as to allow your child to be educated with children who do not have disabilities to the maximum extent appropriate to your child's individual needs.

1. The CSE must first consider whether your child's needs can be met in a general education class with supports, aids and services provided to your child.
2. Other settings, such as special classes or special schools or other removal from the general education environment, are only considered when education in general education classes cannot be achieved satisfactorily, even with appropriate supplementary aids and services.
3. Your child should be provided the opportunity to participate in extracurricular and non-academic activities (e.g., physical education, recess, after-school) with non-disabled children, unless his or her disability makes such participation inappropriate.
4. Your child should be educated in the school that he or she would attend if not disabled (zoned school), unless the IEP requires some other arrangement.

Our goal is to educate children with disabilities with non-disabled children in the general education classroom with necessary supports, aids and services as often as possible. However, for children whose needs cannot be met in general education classes, there will still be separate classes, separate schools, non-public schools, and home and hospital instruction.

### ❶ Declassification Support Services

These are services provided to the child directly or to his/her teacher (i.e., indirectly) to support the child who is decertified from special education while he/she makes the transition to general education. These services can include, but are not limited to, instructional support, remediation, instructional modifications, or individual and/or group speech or counseling.

When an IEP Team recommends that a child be declassified, the child's IEP Team defines what services, if any, the child will need during the first year the student moves into a full-time general education classroom to make a successful transition.

### ❷ General Education with Supplementary Aids and Services

Before recommending special class services, the IEP Team must first consider the full range of special education supplementary aids and services that can be provided to your child to support your child's participation in the general education classroom.

## Supplementary Aids and Services

Supplementary aids and services include aids, services, and other supports that are provided in general education classes or other educational settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment requirement.

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

- **Behavior Interventions or Support Plans:** Children whose behavior interferes with learning require that a functional behavioral assessment be conducted to identify when the student misbehaves and what type of behavior the child is exhibiting. A functional behavior assessment generally results in the development of a behavior intervention plan. The behavior intervention plan describes the strategies that will be used to help the student change his/her behavior.
- **Curriculum Accommodations:** Accommodations change how a student accesses information and demonstrates that he/she has learned the information. They may include, but are not limited to, the use of audiotapes instead of books, large print books, Braille materials, use of a calculator for math or use of a word processor instead of handwriting.
- **Curriculum Modifications:** Modifications change the way the curriculum is delivered and the instructional level, but the subject matter itself remains the same. Examples of modifications include redesigning the size or focus of the assignment.
- **Individualized Supports:** Examples of supports include rephrasing of questions and instructions, additional time to move between classes, special seating arrangements, testing accommodations, curricular aids such as, highlighted reading materials, main idea summaries, organizational aids, pre-written notes or study guides.

Supplementary aids and services may also include, but are not limited to, the services of various personnel such as related service providers, special education teachers, and paraprofessionals. Supplementary aids and services may be combined in different ways to meet the individual needs of your child.

## ③ Special Education Teacher Support Services

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

- Special Education Teacher Support Services may be provided in the general education classroom, in a separate location outside of the general education classroom, or in any combination of a general education classroom and a separate location.
- When provided in a group, Special Education Teacher Support Services can include no more than eight students.

- Special Education Teacher Support Services may be provided for as few as two hours a week and as much as 50% of each day.
- Your child's IEP must state the number of periods each day that the services will be provided, whether those services will be provided directly to your child and/or indirectly through his/her general education teacher, and where the services will be provided.

#### ④ Related Services

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

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

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

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

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

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

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

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

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

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

Any recommended Related Services are indicated in your child's IEP on Page 9. This page provides the number of times per week or month your child should receive the service (frequency), the length of the session (duration), the maximum group size (if your child can be provided services in a group), the language the service must be provided in, and whether the service will be provided in your child's classroom or in a separate room (location).

If your child's IEP recommends that he/she receive one or more Related Services and the Department of Education is unable to provide these services with its own staff or with staff from agencies under contract to the Department of Education either during or after the school-day, a Related Service Authorization (RSA) will be issued to you. The RSA allows you to locate an appropriately licensed independent non-Department of Education provider of the recommended related service(s) at no cost to you. Your child's school, the CSE, or the Office of Related and Contractual Services at (212) 374-6097 can help you in this process. A list of independent providers is available on the Department's website at:

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

#### 5 **Collaborative Team Teaching**

In Collaborative Team Teaching classrooms, students with disabilities and non-disabled students are educated together with two teachers: a full-time general education teacher and a full-time special education teacher who collaborate throughout the day. Together, the teachers work to adapt and modify instruction for the students and make sure the entire class has access to the general education curriculum.

Children receiving Collaborative Team Teaching may also receive related services, assistive technology, paraprofessional services, or other supplementary aids and services.

Collaborative Team Teaching is generally provided full-time. It may be provided less than the entire day in a departmentalized school program where classes change on a subject-by-subject basis. If it is provided part-time, this must be indicated specifically on your child's IEP, stating clearly the number of periods each day she/he will receive the services.

#### 6 **Special Class Services**

Special Class Services are services provided for children with disabilities in a self-contained classroom. They serve children with disabilities whose needs cannot be met within the general education classroom, even with the use of supplementary aids and services.

In self-contained special classes students must be grouped by similarity of educational needs. Classes may contain students with the same disability or with different disabilities as long as they have similar levels of academic and learning characteristics, levels of social development, levels of physical development, and management needs.

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

Special Class Services may be provided part-time or full-time in community school districts and high schools or full-time in specialized District 75 schools or at State-supported approved non-public schools.

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

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

### **Specialized Public Schools for Students With Severe Disabilities (District 75)**

Specialized Public Schools for students with severe disabilities (District 75 Citywide Programs) provide instructional services and specialized environments for the deaf/hard of hearing, blind/visually disabled, and more severely disabled children throughout the City who require greater structure and more intensive learning environments.

Specialized District 75 public school classes are housed either in self-contained school buildings or various public schools throughout the city. Specialized District 75 schools are comprised entirely of students with disabilities and offer special class services full-time. Specialized public schools provide fewer opportunities for integration with non-disabled peers. Integration and inclusion opportunities with non-disabled peers are provided based upon the child's IEP with support from staff from District 75.

Below are descriptions of the different student/staff ratios for special classes:

### **Special Class Ratio 12:1 (elementary and junior/middle school); 15:1 (High School)**

- No more than twelve (12) students per class in elementary and intermediate/junior high school or fifteen (15) students per class in high school
- One full-time special education teacher

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

### **Special Class Ratio 12:1:1**

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

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

### **Special Class Ratio 8:1:1**

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

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

### **Special Class Ratio 6:1:1**

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

These classes serve students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Students' behavior is characterized as aggressive, self-abusive or extremely withdrawn with severe difficulties in the acquisition and generalization of language and social skill development. These students require very intense individual programming, continual adult supervision, usually a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).

#### **Special Class Ratio 12:1:4**

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

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

#### **7 State-Supported Schools**

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

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

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

When the IEP Team determines that no appropriate public school services exist for your child, the Committee on Special Education will write "Defer to CBST" on your child's IEP and will consult with the Central Based Support Team to identify a State approved non-public school. Once an appropriate non-public school is identified, and the student is accepted, the name of the school will be indicated in your child's IEP.

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

Residential schools are settings that provide intensive programming in the classroom and a structured living environment on school grounds on a 24-hour-a-day basis. This program is for children whose educational needs are so intensive that they require 24-hour intervention. Residential schools that are approved by the New York State Education Department are located in New York State and in nearby states. When the IEP Team determines that no appropriate public school services exist for your child, the Committee on Special Education will consult with the Central Based Support Team to identify a State approved residential program. Once the appropriate non-public school is identified, the school's name will be indicated in your child's IEP.

#### **8 Home and Hospital Instruction**

These are educational services provided to children with disabilities unable to attend school for an extended period of time. They are typically temporary and only provided until the student is able to return to school or in the case of hospital instruction, until the child is discharged from the hospital. These services might be recommended for a child

with severe medical or emotional problems that prevent him/her from attending school until they are resolved. Additionally, they may be recommended for a student waiting for a specialized setting that is not yet available.

Your child is entitled to a minimum of 2 hours of services per day for high school students and 1 hour per day for all other students. The number of hours, length of session, and number of times per week the service will be provided must be determined by the IEP Team based on your child's individual needs.

## **Additional Special Education Services**

### **Paraprofessional Services**

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

- A Behavior Management Paraprofessional to assist your child with his/her behavior if it is dangerous to himself/herself or others;
- An Awaiting Placement Paraprofessional to assist your child as he/she awaits placement in a more restrictive setting; or
- A Special Transportation Paraprofessional if your child's behavior on the bus to and from school presents a danger to himself/herself or others.

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

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

### **Assistive Technology Devices And Services**

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

### **Adapted Physical Education**

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

### **Twelve-Month School Year Services**

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

### **Toilet Training**

Toilet Training is a short-term instructional service preparing a student for independence in toileting. It is provided by a paraprofessional who schedules, instructs and assists the student to independence in toileting.

### **Travel Training**

Travel Training services are short-term, comprehensive and specially designed instruction that teach high-school aged children with disabilities other than blindness or visual impairments to negotiate public transportation vehicles and facilities safely and independently as they travel between home and a specific destination (usually school or the workplace).

### **Transitional Support Services**

Transitional Support Services such as consultation and/or training may be provided for a short period of time by staff working with students with disabilities as they move from self-contained special classes to general education classes or less restrictive classrooms.

**NEW YORK CITY DEPARTMENT OF EDUCATION  
CONTACT INFORMATION FOR  
COMMITTEE ON SPECIAL EDUCATION CHAIRPERSONS**

<b>CSE</b>	<b>DISTRICTS</b>	<b>ADDRESS</b>	<b>PHONE NUMBER</b>	<b>CSE CHAIRPERSON</b>
1	7, 9, 10	One Fordham Plaza Bronx, New York 10458	(718) 329-8091	Rosetta Brown –Lee
2	8, 11, 12	3450 East Tremont Ave., 2 <sup>nd</sup> Floor Bronx, New York 10465	(718) 794-7428 or (718) 794-7429	Michele Beatty
3	25, 26	30-48 Linden Place Flushing, New York 11354	(718) 281-3520	Suzan Arce
	28, 29	90-27 Sutphin Boulevard Jamaica, New York 11435	(718) 557-2500	
4	24, 27, 30	28-11 Queens Plaza North, 5 <sup>th</sup> Floor Long Island City, New York 11101	(718) 391-8405	Esther Recinos
5	19, 23, 32	1665 St. Marks Avenue Brooklyn, New York 11233	(718) 922-4940	Yolene Ambroise
6	17, 18, 22	5619 Flatlands Avenue Brooklyn, New York 11234	(718) 968-6200	Arlene Rosenstock
7	20, 21	415 89 <sup>th</sup> Street Brooklyn, New York 11209	(718) 759-4933	Claire Donnellan
	31	715 Ocean Terrace, Building A Staten Island, New York 10301	(718) 420-5752	
8	13, 14, 15, 16	131 Livingston Street Brooklyn, New York 11201	(718) 935-4900	Deborah Cuffey-Jackson
		and 335 Adams Street, 5 <sup>th</sup> Floor Brooklyn, New York 11201 (Satellite Location)	(718) 935-5200	
9	1, 2, 4, 7	333 7 <sup>th</sup> Avenue, 4 <sup>th</sup> Floor New York, New York 10001	(917) 339-1600	Gerry Donegan
10	3, 5, 6	388 West 125 <sup>th</sup> Street New York, New York 10027	(212) 342-8300	Marilyn Sprecher

