



## **ADDENDUM TO THE PARENT'S GUIDE TO SPECIAL EDUCATION SERVICES (The New Continuum of Services for Students with Disabilities)**

### **IMPORTANT NOTICE OF NEW SERVICES AND PARENTS' RIGHTS**

This notice describes changes in the Department of Education's special education services, called "Special Education As Part of A Unified Service Delivery System (The Continuum of Services for Students with Disabilities)". It is important that you read this to understand the services available to your child and your rights. This notice is in addition to the Parent's Guide to Special Education and the Procedural Safeguards Notice. If you do not have either of these documents, you may request them from the SBST or CSE. The full Continuum of Services document is available for review at your child's school, or the Committee on Special Education and is available on the Department of Education's website (<http://schools.nyc.gov/Parents/Essentials/Special+Education/Documents.htm>).

### **Dear Parents:**

In 1997 the Individuals with Disabilities Education Act (IDEA), a federal law that ensures that all children with disabilities have available to them a free appropriate public education and ensures that the rights of children with disabilities and their parents are protected, was changed. Among other things, the IDEA requires school districts to:

- Raise expectations for children with disabilities.
- Provide children with disabilities equal access to the general curriculum, to the maximum extent possible. The general curriculum is the course of instruction that is used by the school system for all children.
- Provide supports, services and accommodations to children with disabilities to help them be involved in and progress in the general curriculum and, whenever appropriate, to help keep them in general education classes.
- Increase parent participation in their child's educational planning.
- Permit children, to the maximum extent appropriate, to be educated with children without disabilities in the school that they would attend if they were not disabled or, if not appropriate, as close as possible to their home.

The new IDEA stresses that special education is a service; it is not a place. Throughout the process, consideration must be given to how special education services can be provided to enable children with disabilities to be educated with non-disabled children.

With the goals of meeting the requirements of the IDEA and improving educational services for students with disabilities, the Department of Education has changed its special education services known collectively as the "Continuum of Services".

### **The Impact Of The New Continuum**

The new Continuum may change the way the New York City Department of Education provides special education services to your child. Its goals are to increase the opportunity for your child to be

educated alongside non-disabled peers, to help your child meet the educational standards set for all children and to help him/her be independent and productive members of society.

The Continuum was designed to follow the IDEA requirement that children with disabilities be educated in the “Least Restrictive Environment” (LRE) appropriate to their needs. This means that the Committee on Special Education (CSE) 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 placement in general education classes 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 should only be 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 nonacademic 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, unless the IEP requires some other arrangement.

The new continuum should increase the opportunities that are available to educate children with disabilities with non-disabled children in the general education classroom with necessary supports, aids and services. 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.

## **Your Rights During The Transition From The Old Continuum To The New Continuum**

In New York City, a parent’s due process rights include but are not limited to:

- The right to consent to all initial evaluations and 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 IEP meetings held at your child’s school and at the Committee on Special Education. 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 copies of evaluations and your child’s IEP.
- The right to conflict resolution (a new IEP Team meeting), mediation, and an Impartial Hearing if you disagree with any decision made about your child.
- 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 initial placement within sixty (60) school days of your consent for evaluation or seventy (70) schools days from referral, whichever is earlier. For re-evaluations you must be offered a placement for your child within sixty (60) school days of referral.
- The right to an independent evaluation paid for by the New York City Department of Education if the Board does not evaluate your child within 30 days of your signing of the consent to evaluate.

- 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. The CSE may either agree to pay for an independent evaluation or they must initiate an Impartial Hearing to show that its evaluations are appropriate.
- If you challenge the CSE’s recommendation the right to “pendency” or “stay-put” in your child’s current placement for the duration of any due process proceedings until the matter is resolved or you have reached agreement with the CSE.

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

There are certain additional rights that you should understand during the transition from the old continuum of services to the new one.

## **Your Rights**

### **Returning Children to Neighborhood Schools**

One of the goals of the new Continuum is to work toward the goal of providing more special education services and classes in neighborhood schools to ensure that children can be educated in the schools they would attend if not disabled. With the new continuum, CSEs will, begin to recommend that children be placed in their neighborhood schools or districts, if appropriate.

**If the CSE recommends that your child receive services in a district other than your home district, or your child is currently receiving services in a district other than your home district, you have the right to have your child remain in that district until he or she graduates to the next level (e.g., elementary to middle school, middle school to high school).**

### **Requirement for Appropriate Placement Outside of Neighborhood School or District**

Although the goal is to move children back into their neighborhood schools or local districts, if the CSE is not able to offer you an appropriate placement for your child in your neighborhood school or local district, they must offer you an appropriate seat in a school other than your neighborhood school or district.

### **Pendency or Stay-Put**

If you do not agree with the CSE’s recommendation you have the right to “pendency” or “stay put”. During any hearing or appeal, your child will stay in the school placement he or she is in now, unless you and the school district agree in writing to other arrangements.

You also have pendency in 12 month extended school year services. Therefore, if your child had 12 month extended school year services before the change in the Continuum, and the CSE proposes to reduce your child’s program to a 10-month school year, your child would have pendency in a 12-month school year placement and would continue to receive extended school year services if you pursue your due process rights to contest the removal of 12-month school year services.

In addition, if your child is receiving a particular special education service, and the CSE recommends that the service be reduced or changed, your child would continue to receive the original level of service during any due process proceedings.

## **Functionally Grouped Special Education Services**

When the Board provides special education services to a group of children at one time, those children must be grouped together based on similarity of levels of academic and learning characteristics, levels of social development, levels of physical development, and management needs. You are entitled to be provided with information regarding the functional levels of the other students in the class.

## **Right to Visit a Class**

You have the right to visit the school where your child will receive special education services. However, keep in mind that special education is a service, not a place. Depending upon availability, you may be able to visit a class or even the class your child will be in. However, because most districts do not yet have new continuum placements, you may not be able to see the class your child will be in. If you request an impartial hearing or otherwise invoke your due process rights after seeing the new class, you have the right to have your child remain in a program similar, in terms of class size and student teacher ratio, to his or her last placement.

## **The IEP**

Your child's IEP team, of which you are an important member, should be making decisions about your child's educational program. Refer to the Parent's Guide and Procedural Safeguard Notice for more information about the IEP team and your child's IEP.

## **New Continuum Of Special Education Services**

Listed below is a summary of the Board's new Continuum of Services. The services are listed from least restrictive - providing the greatest opportunity to learn side-by-side with general education students - to the most restrictive - where children with disabilities have no opportunity for interaction with non-disabled students during school hours.

**The major changes are for children who formerly received services provided by the New York City Department of Education in general education with related services, resource room and separate classes MIS (Modified Instructional Services) and SIE (Specialized Instructional Environment).** Some of the programs, like state supported schools, approved State Education Department non-public schools, residential programs, and home and hospital instructional programs have not changed.

## **Overview**

The New York City Department of Education’s new Continuum includes four general “service recommendations”.

- General Education classes with Supplementary Aids and Services, including, but not limited to:
  - Related Services
  - Special Education Teacher Support Services
  - Collaborative Team Teaching
- Special Class Services (part or full-time) in community school districts/high schools or (full-time) in specialized District 75 schools for students with disabilities.
- State supported/operated and State Approved Non-Public Schools
- Home and Hospital Instruction

In each of these settings (general education classes, special classes, non-public schools, at home or in the hospital) students may also be eligible for other services including, but not limited to:

- |  |  |
|--|--|
| ➤ Declassification Support Services  | ➤ Transitional Support Services          |
| ➤ ESL or Bilingual Services  | ➤ Transition Services                    |
| ➤ Related Services   | ➤ Behavior Intervention or Support Plans |
| ➤ Toilet Training  | ➤ Curriculum Accommodations              |
| ➤ Adapted Physical Education   | ➤ Curriculum Modifications               |
| ➤ Travel Training  | ➤ Individualized Supports                |
| ➤ Assistive Technology   | ➤ Twelve-Month School Year Services      |
| ➤ Paraprofessional Support<br>(including a paraprofessional assigned to the classroom). Paraprofessional Support is described in detail on page 12 of this document. |  |

Special Education supports and services may be combined in various ways to enable your child to receive special education services in the general education classroom. For example, a child may receive the services of Special Education Teacher Support Services, Related Services and Assistive Technology. A child may receive Special Education Teacher Support Services for part of the day in the general education classroom and special class services for part of the day with Related Services.

These services and programs are described on the following pages:

### **Available Services in General Education Prior to a Referral to Special Education or After Decertification**

#### **Preventive Services**

Children who are having academic, social or behavior problems may be provided with intervention services in general education prior to a referral for a special education evaluation. Examples of services may include, but are not limited to: counseling, guidance services, remediation or literacy support, social skills development programs, speech and language improvement services, etc. Each school will have a standing Pupil Personnel Team that will review and evaluate the needs of students who are not demonstrating success in their current educational program.

- The Pupil Personnel Teams cannot be used as a precondition for referral to special education.
- A parent can refer a student to the Committee on Special Education at any time.

## 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 a Committee on Special Education recommends that a child be declassified, in the child's last IEP, the Committee on Special Education 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.

The frequency and duration of the services are also indicated in the IEP. If your child is declassified the Committee on Special Education can recommend that your child continue to receive testing accommodations and for declassified children in grades 8 to 12, the Committee on Special Education can recommend that the student continue to receive the safety net for high school graduation requirements. The safety net allows students who do not pass a Regents exam required for their class to meet the requirements for a local diploma by passing the Regents Competency Test (RCT) or the equivalent in that subject. This information must be indicated on your child's last IEP.

## Special Education Services

## 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 means aids, services, and other supports that are provided in general education classes or other education-related 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. The end result of a functional behavior assessment is generally 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 they have 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 should remain 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.

## Related Services

Related services means developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from his/her instructional program. Related Services may be the only special education service given to your child, or they may be provided along with other special education services. The following related services may be provided:

**Counseling** means services designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution for students with problems including difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem or poor coping skills which significantly interfere with learning. If due to the unique needs of the student, the student requires services from a particular provider (e.g. guidance counselor, school psychologist, or social worker) the IEP must indicate this. For students beginning at age 15, as part of transition planning a student may require counseling services which focus specifically on career development, employment preparation, achieving independence and integration in the work place and community. This type of counseling is known as rehabilitation counseling services. For students who require these services, the IEP must indicate counseling for rehabilitation services in the transition section.

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

**Speech/Language Therapy** means services designed to 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** means the planning and use of a program of purposeful activities designed to maintain, improve or restore adaptive and functional skills including fine motor skills, oral motor skills, etc. in all educationally related activities.

**Orientation And Mobility Services** means services designed to 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*** means the use of activities to maintain, improve or restore function including gross motor development, ambulation, balance, coordination, etc. in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase, and transitions between classes.

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

***Vision Education Services*** means 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*** means assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program. It is typically provided as part of the program to the parents of children in special classes with a staffing ratio of 8:1:1, 6:1:1 and 12:1:4. This is not adult Counseling services and is not intended to meet the personal Counseling or educational needs of the parents.

Any Related Services recommended are indicated in your child's IEP. It 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 general education classroom or in a separate room, outside of the general education classroom (location).

If your child has been recommended to receive one or more related services in his/her IEP and the Department of Education of the City of New York is unable to provide this service 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 Committee on Special Education (CSE) or the Office of Related and Contractual Services (ORCS) can help you in this process.

## **Special Education Teacher Support Services (Formerly Consultant Teacher and Resource Room)**

Special Education Teacher Support Services is 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 and still receive 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 simplifying 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 or in a separate location outside of the general education classroom or any combination of general education classroom and a separate location.

- Special Education Teacher Support Services when provided in a group 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 to his/her general education teacher, and where the services will be provided.
- If your child is in intermediate/junior high school or high school and Special Education Teacher Support Services are recommended, your child's IEP must clearly state the subject areas where support will be provided.

## **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 necessary.

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, that must be indicated specifically on your child's IEP, stating clearly the number of periods each day s/he will receive the services.

## **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. Students will no longer be categorized as needing Modified Instructional Services (MIS) or Specialized Instructional Environments (SIE) as they were under the old Continuum.

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 children's academic and/or management needs. Special class 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, s/he will be recommended for a more intensive student to staff ratio. The staffing ratio your child's IEP team determines is most appropriate for your child must be identified in your child's IEP.

Under the new Continuum, 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 Schools)**

Specialized Public Schools for students with severe disabilities (District 75 Citywide Programs), provide instructional services and specialized environments for 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 with non-disabled peers is provided based upon the child's IEP.

Below are descriptions of the different student/staff ratios for special classes under the New Continuum.

### **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 schools.
- 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 need areas, including academic, social and/or interpersonal development, physical development and management. Students' behavior is characterized as aggressive, self-abusive or extremely withdrawn and 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 Ration 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 and the development of communication skills, sensory stimulation and therapeutic interventions.

## **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 attended by only 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 Committee on Special Education 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 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 as to require 24-hour intervention. Residential schools that are approved by the New York State Education Department are located in New York State and in other nearby states. When the Committee on Special Education 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 name of the school will be indicated in your child's IEP.

## **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 supposed to be 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 per day for high school students and 1 hour per day for all other students. The number of hours, length of session, 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 him/herself or others;
- An Awaiting Placement Paraprofessional to assist your child as s/he awaits placement in a more restrictive setting, or as
- A Special Transportation Paraprofessional if your child's behavior on the bus to and from school presents a danger to him/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 tasks and assignments, and 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 level 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.

## **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**

This 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 environments including public transportation vehicles and facilities, safely and independently, as they travel between home to 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 to staff working with students with disabilities as they move from self-contained special classes to general education classes or less restrictive classrooms.

## **Transition Services (For Children 14-21 Only)**

Beginning at age 14, the IEP Team must develop a statement of transition service needs that focus on the type of diploma your child is working toward and the type of courses to meet their long-term adult outcomes. By age 15 (or younger, if appropriate) the IEP must indicate transition services. Transition services may include, but are not limited to instructional activities including Related Services and

special education course instruction, community activities, post high school services, independent living and acquisition of daily living skills. Transition services are intended to help your high school aged child with a disability to develop skills necessary to move from school to post-school activities if determined appropriate.

**If you are confused about this information and need advice or assistance with your child's educational program, you can call one of the free or low cost organizations listed at the back of this document.**

The following is a list of free or low cost legal services and advocacy agencies. Each agency has the option of accepting or rejecting any application for its services.

## Legal Services

## Approximate Areas Served

### **ADVOCATES FOR CHILDREN**

151 West 30 Street  
5<sup>th</sup> Floor  
New York, New York 10001  
Tel. # (212) 947-9779  
Fax. # (212) 947-9790  
Email: [info@advocatesforchildren.org](mailto:info@advocatesforchildren.org)

All five boroughs

### **NEW YORK LAWYERS FOR THE PUBLIC INTEREST, INC.**

30 West 21 Street  
9<sup>th</sup> Floor  
New York, New York 10010  
Tel. # (212) 244-4664

All five boroughs  
Note: No in-person interviews

### **NEW YORK LEGAL ASSISTANCE GROUP**

John Morris, Esq.  
130 East 59<sup>th</sup> Street  
New York, New York 10022-1302  
Tel. # (212) 750-0800  
Fax # (212) 750-0820

### **LSNY BROOKLYN**

186 Joralemon Street  
Brooklyn, New York 11201  
Tel. # (718) 852-8888  
Fax # (718) 858-1786

Accepts only certain zip codes:  
11204, 11211,  
and parts of: 11203, 11213, 11219, 11226,  
11235  
Note: must meet income eligibility

### **BRONX LEGAL SERVICES CORP.**

579 Courtlandt Avenue  
Bronx, New York 10451  
Tel. # (718) 993-6250  
Fax # (718) 665-1657

Bronx residents

### **THE LEGAL AID SOCIETY**

Jane R. Marcus, Esq.  
60 Bay Street  
Staten Island, New York 10301  
Tel. # (718) 273-6677  
Fax. # (718) 442-2679

For more information please call from: 9:00  
a.m. to 5:00 p. m.

### **LEGAL SERVICES FOR CHILDREN, INC.**

Warren J. Sinsheimer, Esq.  
271 Madison Avenue - Suite 1007  
New York, NY 10016  
Tel. # (212) 683-7999  
Fax. # (212) 683-5544  
Email: [lsc@kidslaw.org](mailto:lsc@kidslaw.org)

## Advocacy Agencies

### **BRONX PARENT RESOURCE CENTER**

38 West 182<sup>nd</sup> Street  
Bronx, New York 10453  
Tel. # (718) 329-3854  
Fax # (718) 329-3861

Hub Site: (718) 731-4673  
South Site: (718) 583-2447

## Parent Centers

Parent Training and Information Centers (PTIC), Community Parent Resource Centers (CPRC), and Parent Centers are funded by State and Federal grants. These centers provide workshops on parent rights, necessary services, advocacy and other relevant presentations for parents of children with disabilities. Call them for information and/or assistance.

### **PARENT TO PARENT NYS**

500 Balltown Road  
Schenectady, New York 12304  
Tel. # (518) 381-4370 or (800) 305-8817  
Fax. # (518) 382-1959  
Email: [hyperadvocate@aol.com](mailto:hyperadvocate@aol.com)

A statewide organization, based in Schenectady, but serving all of New York State.

### **ADVOCACY CENTER**

277 Alexander Street, Suite 500  
Rochester, New York 14607  
Tel. # (716) 546-1700 or (800) 650-4967 (NY Only)  
Fax. # (716) 546-7069  
Email: [advocacy@frontiernet.net](mailto:advocacy@frontiernet.net)  
Email: [www.advocacycenter.com](http://www.advocacycenter.com)

Serving New York State, except New York City.

### **INDEPENDENT PARENT ADVOCACY NETWORK**

277 Alexander Street, Suite 500  
Rochester, New York 14607  
Tel. # (716) 546-1700 or (800) 650-4967 (NY Only)  
Fax. # (716) 546-7069  
Email: [advocacy@frontiernet.net](mailto:advocacy@frontiernet.net)  
Email: [www.advocacycenter.com](http://www.advocacycenter.com)

### **RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC.**

200 Park Avenue South, Suite 816  
New York, New York 10003  
Tex. # (212) 677-4650  
Fax. # (212) 254-4070

Serving New York City

### **SINERGIA, INC.**

15 West 65<sup>th</sup> Street  
6<sup>th</sup> Floor  
New York, New York 10023  
Tel. # (212) 496-1300  
Fax. # (212) 496-5608

**UNITED WE STAND OF NEW YORK**

312 South 3<sup>rd</sup> Street  
Brooklyn, New York 11211  
Tel. # (718) 302-4313  
Fax. # (718) 302-4315  
Email: [uwsofny@aol.com](mailto:uwsofny@aol.com)

**PARENT TO PARENT NEW YORK, INC.**

Serving New York City

1050 Forest Hill Road  
Staten Island, New York 10314  
Tel. # (718) 494-5122  
Fax. # (718) 494-0837

**LONG ISLAND PARENT CENTER**

Kellum Street Learning Center  
887 Kellum Street  
Lindenhurst, New York 11757

**ADVOCATES FOR CHILDREN**

151 West 30 Street  
5<sup>th</sup> Floor  
New York, New York 10001  
Tel. # (212) 947-9779  
Fax. # (212) 947-9790  
Email: [info@advocatesforchildren.org](mailto:info@advocatesforchildren.org)

Please Note: The New York City Department of Education neither endorses nor assumes any responsibility for the availability or work of the agencies listed.