



**Department of
Education**

Carmen Fariña, Chancellor

Kindergarten: An Orientation Guide

for

Families of Students with Disabilities Entering Kindergarten in Fall, 2017





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Education**

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Dear Families,

Moving from preschool to kindergarten marks the start of an exciting new chapter in your child's life. We know that you may have questions about this transition and we hope that many of them will be answered here. This Kindergarten Orientation Guide provides information for families of children with disabilities who will be entering kindergarten in the fall of 2017. It is available in ten languages and can be found on our website:

schools.nyc.gov/KindergartenSpecialEducation.

We hope that you will join us at one of our upcoming orientation meetings. During these meetings, we will share information about applying to kindergarten; explain the process of developing a kindergarten Individualized Education Program (IEP); describe the special education services provided to school-age students; discuss the kindergarten admissions and placement process; and answer any questions you may have. Orientation meetings will take place throughout the city between November 15th and December 20th, 2016. For a schedule of these meetings, please visit schools.nyc.gov/KindergartenSpecialEducation, email Turning5@schools.nyc.gov, or call 311 or 718-935-2007.

For information about special education in New York City public schools, please read *A Shared Path to Success: Family Guide to Special Education Services for School-Age Children* (schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments).

We are committed to partnering with families to ensure our students' success. Our staff will be available to answer your questions and provide assistance as we plan together for the school year ahead.

We look forward to working with you to make your child's transition to kindergarten a smooth and successful one!

Sincerely,

A handwritten signature in cursive script that reads "Corinne Rello-Anselmi".

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

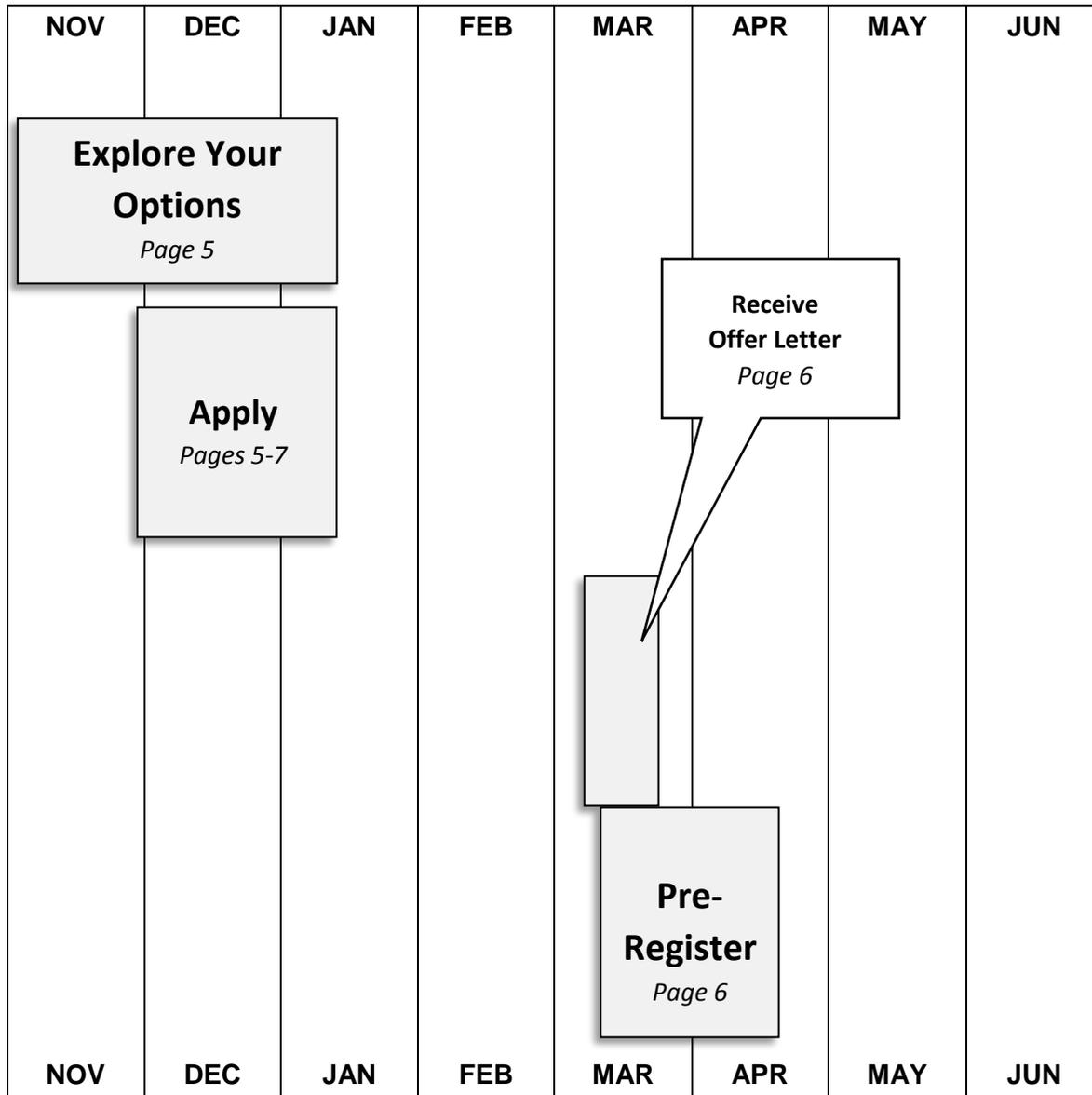
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Preparing for Kindergarten: Two Processes

It's time to get ready for kindergarten! As you prepare, you will participate in two separate processes: **applying to kindergarten**, and **developing a kindergarten Individualized Education Program (IEP)**.

Applying to Kindergarten



Developing a Kindergarten IEP

NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
	Receive Notice of Referral <i>Page 8</i>						
	Provide Medical Forms (If Applicable) <i>Pages 8-9</i>						
	New Assessments (If Necessary) <i>Page 9</i>						
		Participate in Kindergarten IEP Meeting <i>Pages 9-10</i>					
						Receive Notification of Special Education Services and Placement <i>Page 11</i>	
NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

Special Education in New York City Public Schools

We want to ensure that all students with disabilities:

- have access to challenging academic classes and are held to high academic standards;
- are taught alongside students without disabilities as much as possible; and
- are able to attend their zoned schools or schools of interest as often as possible, while receiving the supports they need to succeed.

Your child's Individualized Education Program (IEP) for kindergarten will include information about his or her strengths, interests, and unique needs. It will identify goals for the school year and describe the special education programs and/or related services that will be provided to help your child meet these goals.

Special education is not a "class" or a "place," but rather describes a wide range of supports and services. An IEP may include services to be provided in the classroom; for example, a speech therapist might work with a student during a classroom lesson. An IEP may include different types of classes and services for different parts of the school day; for example, a student who needs extra support in reading might receive reading instruction in a small class setting and spend the rest of the day in a general education class. With individualized plans to meet each child's needs, schools can provide students with disabilities as much access as possible to the general education curriculum.

Applying to Kindergarten

All New York City students turning five years old in 2017 should apply to kindergarten. Families should explore school options in the fall and apply to kindergarten from November 30, 2016 until January 13, 2017. Kindergarten Admissions is separate from the process of developing an IEP. **Students with disabilities should participate in the kindergarten admissions process in addition to the process of developing an IEP.** The admissions process, including the application, is detailed below.

Kindergarten Admissions

Children are most likely to attend their zoned school for kindergarten. Most schools have an area around them called their zone. If you live within this zone, that school is your “zoned school.” To find your zoned school and district, call 311 or visit our website: schools.nyc.gov/SchoolSearch.

Kindergarten offers are made based on admissions priorities. You can find more information about how offers are made in the Kindergarten Directory, available at elementary schools, pre-K programs, Family Welcome Centers, Committees on Special Education, and online at schools.nyc.gov/kindergarten.

Families can list up to 12 programs, including their zoned school, on their application, ranking in preference order. Listing the zoned school is not required, but it is recommended. Students remain on the waitlist for any school they rank higher than the school they are offered through the process. All families that submit an application by the deadline will receive an offer letter.



1. Explore Your Options

Use the Kindergarten Directory (available in ten languages) to learn more about schools, the application process, and how offers are made. Directories are available online at schools.nyc.gov/kindergarten, and at elementary schools, pre-K programs, and Family Welcome Centers starting in November. You can also request to visit schools or attend open houses, which are listed on our website at schools.nyc.gov/kindergarten.

While you can list up to 12 schools on your kindergarten application, we encourage you to list your zoned school on your application as well, as that is where you have the highest priority to attend.

Unless it is recommended on your child’s IEP, busing to the school you are offered through the kindergarten admissions process might not be available. If the school is in a different district from your district of residence, and busing is not recommended on your child’s IEP, busing will not be provided. If the school is more than half a mile from your address and within the district of residence, either a MetroCard or yellow bus service will be provided. This will be determined based on whether a bus route already exists, how many students are assigned to the bus, and whether a bus stop can be created.

If your child’s IEP recommends busing, it will be made available no matter the distance from home to the school.

2. Apply

You can apply to your zoned school and any other schools of interest from November 30, 2016 through January 13, 2017.

There are three ways to submit the kindergarten application:

- online, at schools.nyc.gov/kindergarten;
- over the phone, by calling 718-935-2400; or
- in person, at a Family Welcome Center, Monday through Friday, from 8am to 3pm (call 311 or visit schools.nyc.gov/welcomecenters for locations).

The application is available online and in person, in ten languages. Over-the-phone interpretation is available in more than 200 languages. For more information about applying to kindergarten, see schools.nyc.gov/kindergarten or call 718-935-2009. Sign up to receive email updates about kindergarten admissions at schools.nyc.gov/subscribe.

3. Receive Offer Letter

All families who submit an application by the deadline will receive an offer and information about pre-registering at that school in mid-March. Every five-year-old is entitled to a kindergarten seat; however, an offer at a particular school is not guaranteed. For more information about applying after the deadline, call 311 or visit schools.nyc.gov/kindergarten.

Pre-Register

In order to accept your kindergarten offer, you must contact the school you were offered to make an appointment to pre-register, starting in mid-March. If you pre-register your child at the school where you receive an offer, you can still receive and accept an offer from a school's waitlist. You will need to bring your child and the documents listed in your offer letter to the school during the pre-registration period beginning mid-March. If you do not pre-register, you may lose your place at that school.

Please note: Students who receive offers to their zoned school must reside in the zone at the time of application, the time of pre-registration, and at the start of school. If a student moves outside of the school's zone at any point before attendance, the student may lose the offer to that school.

Note about Accessible Schools

Some school buildings are accessible to students who have limited mobility. For a list of accessible schools, call 311 or visit schools.nyc.gov/Offices/OSP/Accessibility. If your child will need an accessible school, be sure to apply to schools that are accessible. The school you receive through kindergarten admissions might not be accessible. However, you will receive an accessible school placement later in the spring if your child's IEP indicates that he/she needs one.

Admissions Resources and Contacts

Visit our website at schools.nyc.gov/kindergarten. If you have any questions, email ESenrollment@schools.nyc.gov or call 718-935-2009.

Applying to Charter Schools

Charter schools are free and open to all children in New York City. They operate independent of the New York City Department of Education (DOE) and their application and admissions processes are different. Charter schools generally accept applications for the following school year until April 1 and most schools run admissions lotteries during the month of April.

Students with disabilities may apply to charter schools. Because acceptance to a charter school is not guaranteed, and because charter schools offer admission on a different timeline from the DOE, we recommend that you also submit a DOE kindergarten application. If a charter school offers services that may be appropriate to meet your child's needs but do not match your child's IEP, the school may ask the local DOE Committee on Special Education (CSE) to hold a new IEP meeting, to which you will be invited. For more information about charter schools, see schools.nyc.gov/community/charters/default or call 212-374-5419.

Developing a Kindergarten Individualized Education Program (IEP)

The DOE will work with you to consider your child’s need for special education in kindergarten. Your participation in this process is important. The DOE may or may not conduct new assessments of your child. After any assessments are complete, you will be invited to participate in a kindergarten IEP meeting as a member of your child’s IEP team. The IEP team will determine whether your child is eligible for special education in kindergarten and, if so, will develop an IEP describing the special education programs and/or related services your child will receive in kindergarten.



Receive a Notice of Referral

To start the kindergarten IEP process, if your child has a preschool IEP, the Committee on Preschool Special Education (CPSE) will refer your child for an evaluation for school-age special education. The DOE will send you a notice to let you know of the referral, between November and February. Next, you will be contacted by a representative of the DOE who will work with you throughout the kindergarten IEP process. This will be a psychologist or social worker from a CSE office or a local school. Your child’s IEP meeting will likely take place at that office or school. Most meetings take place between February and May. Please know that having an IEP meeting at a particular school does not mean that your child will attend school there. If you are interested in your child attending the school where your child’s IEP meeting takes place, you should be sure to list it on your kindergarten application.

Provide Medical Forms Before the IEP Meeting, If Applicable

If your child may need health services or specialized transportation due to medical needs or mobility limitations, you will need to provide your DOE representative with some completed forms as soon as possible after you are contacted, so that they can be reviewed before the IEP meeting. (You may also need to give an additional set of updated forms to the DOE before school starts in September.)

Special education bus service (sometimes called “door-to-door” bus service or “specialized transportation”) provides service to and from a student’s home. In addition to the driver, there is an attendant on the bus. The IEP team might recommend special education bus service based on a child’s needs related to an emotional, behavioral, or cognitive disability, or based on a medical condition or limited mobility. If you think your child might require special education bus service because of an emotional, behavioral, or cognitive disability, you should discuss bus service with the IEP team, but you will not need to provide medical forms. If your child has a medical condition or limited mobility and you would like the IEP team to consider recommending special education bus service for that reason, you will need to provide these two forms to your DOE representative:

- Authorization for Release of Medical Information Pursuant to HIPAA, completed and signed by you; and
- Request for Medical Accommodations to be completed by Treating Physician, completed and signed by your child’s doctor, explaining the need for door-to-door busing (and any other medical accommodations your child may need).

You can find both forms at the center of this guide. They will also be available from your DOE representative and online at schools.nyc.gov/KindergartenSpecialEducation.

The DOE also provides other services and accommodations based on medical needs or mobility limitations. These include school nurse services and accommodations on the school bus such as a car seat, mini-bus, or air conditioning. If your child may need any services or accommodations like these, you will need to provide medical documentation to your child's IEP team. You should provide both of the forms in this guide, and any appropriate forms from the DOE's medical forms packet, completed and signed by your child's doctor, prior to the IEP meeting. The medical forms packet is not provided in this guide; it is available from your DOE representative and online at schools.nyc.gov/KindergartenSpecialEducation.

New Assessments (If Necessary)

Before the IEP meeting, the DOE may conduct new assessments of your child, which may include an observation of your child in his or her current preschool classroom. The DOE will review information in your child's file, including evaluations and progress reports from your child's teachers and related service providers, to determine what new assessments, if any, will be needed. You will receive a letter in the mail informing you as to whether or not the DOE will conduct new assessments. If new assessments are needed, you will also receive a letter asking for your consent. You also have the right to ask that the DOE conduct specific assessments by writing to your DOE representative. You may also give any assessment reports or other documents to your DOE representative, if you would like the IEP team to consider them.

Participate in a Kindergarten IEP Meeting

If assessments are conducted, you will receive copies of the reports before the IEP meeting. You will also get a letter with the date, time, and location of your child's IEP meeting at least five days before the meeting. At the kindergarten IEP meeting, the IEP team will determine whether your child is eligible for special education in kindergarten and, if so, will develop an IEP for kindergarten, with your participation.

IEP Meeting Participants

Participants in the IEP meeting (over the phone or in person) typically include:

- You, the parent
- Your child's teacher(s) and/or related service provider(s)
- A school psychologist
- Anyone else you would like to invite

If you speak a language other than English, the DOE will provide interpretation. Please make sure the DOE representative knows that you need interpretation before the meeting.

If the meeting is led by a DOE representative who does not work at your zoned elementary school, the DOE may invite a professional from that school to the meeting. If your child has been offered admission to another school for kindergarten, you should inform your DOE representative before the meeting; a professional from the school your child will attend may be invited.

You may ask that a “parent member” (a parent of another child who has had an IEP) or a physician attend the meeting. If you want that, you must notify your DOE representative at least 72 hours in advance of the meeting.

Eligibility

At the IEP meeting, the IEP team (including you) will first discuss whether your child is eligible for school-age special education. In preschool, every student with an IEP is classified as a “Preschool Student with a Disability” on the IEP. To be eligible for school-age special education, your child must meet the criteria for one of 13 disability classifications. The classifications are described on page 12. The classification will be listed on your child’s IEP, which the IEP team will develop with your participation.

If your child has a preschool IEP but the IEP team finds that your child is not eligible to receive special education in kindergarten, your child will be “declassified.” Your child will enter a general education class for kindergarten. If your child is declassified, the IEP team may recommend support services during his or her first year without special education. These “declassification support services” may include instructional support, accommodations, or related services (such as speech therapy or counseling).

Kindergarten IEP

The IEP will include information about your child’s strengths, interests, and unique needs. The IEP team will set goals, based on your child’s abilities and related to his or her needs, describing what skills your child will work on developing during the kindergarten year. The IEP team will then decide what supports and services your child will need in order to reach those goals. After the IEP meeting, a copy of the IEP will be given to you, or mailed to you within two weeks.

If Your Child Will Attend Private or Religious School

If your child will attend a private or religious school in New York City, he/she may be eligible to receive special education services and/or related services provided by the DOE. If you have decided to send your child to a private or religious school (not at the DOE’s expense), you should inform your DOE representative that you are not seeking special education in a public school. If your child is eligible for special education and you make this request, the IEP team will develop an Individualized Education Services Program (IESP) instead of an IEP. The IESP will describe the special education services and/or related services to be provided while your child attends the private or religious school. You will need to provide the name and address of the school your child will attend.

If you have decided to enroll your child in a school outside of New York City, you should inform your DOE representative. He/she will provide you with information about contacting the school district where the school is located; that district will work with you to develop an education program and provide any recommended services.

If your plans change at any time after an IESP is developed for your child and you would like to ask for an IEP and a public school placement, contact your DOE representative or the CSE serving your district of residence (see page 26) and ask for a new IEP meeting.

Receive Notification of Recommended Special Education Services and Placement

By mid-June, you will receive a notice in the mail about your child’s IEP and the school that will provide the recommended services.

Most students with IEPs receive special education services in the school they would be attending if they did not have IEPs. If you apply to kindergarten your child’s recommended services will most likely be provided in the school where your child receives an offer or is pre-registered. If you do not apply to kindergarten, your child’s services will most likely be provided in a school in the district where you live.

If your child’s IEP recommends a “specialized program” (such as Horizon, Nest or ACES), your child will be offered a school that can provide that program, in addition to the school where your child was admitted through the kindergarten admissions process (see page 20). If your child’s IEP recommends a specialized (District 75) school, your child will be offered an appropriate DOE specialized school (see page 21). If your child’s IEP recommends a state-approved or state-supported non-public school, the recommended services will be provided at the school where your child was accepted (see page 22). If your child requires an accessible school, your child will be offered a placement in such a school.

Family Meeting

After receiving notification identifying the school your child will attend, if the school did not participate in your child’s kindergarten IEP meeting, staff at your child’s new school may invite you to a “family meeting.” This meeting will give you a chance to visit the school, look over your child’s IEP with school staff, share information about your child, and ask any questions you may have about how the services on the IEP will be provided. The family meeting will be an informal conversation; you should tell the school if you would prefer to connect by phone or do not want to meet at all. If you would like to visit the school or have a family meeting, you can contact the school’s parent coordinator or principal, explain that your child will be attending but that your child’s kindergarten IEP meeting did not take place at the school, and request a meeting.

Disability Classifications

A student in grades K-12 is eligible for special education if he/she meets the criteria for one or more of the disability classifications described below and, for that reason, he/she needs a special education program or related service.

Autism	A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. ♦ Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. ♦ The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance.
Deafness	A student with a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the student's educational performance.
Deaf-Blindness	A student with both hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for students with deafness or students with blindness.
Emotional Disturbance	A student who exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance: <ul style="list-style-type: none"> • An inability to learn that cannot be explained by intellectual, sensory or health factors; • An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; • Inappropriate types of behavior or feelings under normal circumstances; • A generally pervasive mood of unhappiness or depression; • A tendency to develop physical symptoms or fears associated with personal or school problems.
Hearing Impairment	An impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance, but is not included under the definition of deafness in this section.
Intellectual Disability	A student with significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects the student's educational performance.
Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of intellectual disability; of emotional disturbance or of environmental, cultural or economic disadvantage.
Multiple Disabilities	A student with concurrent impairments (such as intellectual disability–blindness, intellectual disability–orthopedic impairment, etc.), the combination of which cause educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. Typically, the classification denotes a severe Intellectual Disability in addition to another significant area of disability (e.g., Orthopedic Impairment, Emotional Disturbance).
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).

Other Health Impairment	A student with limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment. The impairment must be due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, or Tourette syndrome. The impairment must adversely affect the student's educational performance.
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects that student's educational performance.
Traumatic Brain Injury	A student with an acquired injury to the brain caused by an external physical force or by certain medical conditions (e.g., stroke, encephalitis, aneurysm, anoxia, or brain tumors) with resulting impairments that adversely affect that student's educational performance. ♦ The classification may include either open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma
Visual Impairment	An impairment in vision including blindness that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

Related Services

Your child's IEP may include related services. Related services help a student achieve his or her educational goals. Your child's IEP may recommend related services in the classroom, where related service providers can work with teachers, paraprofessionals, and other adults to support students; or your child's IEP may recommend related services in other locations in the school. Your child's IEP may recommend related services one-on-one or in a small group. Related services include:

- **Counseling:** Helps students improve social and emotional skills in school. Goals may address appropriate school behavior and self-control, peer relationships, conflict resolution, and low self-esteem.
- **Hearing Education Services:** Helps students who are deaf or have hearing impairments improve their communication skills. Goals may focus on speechreading (also known as lip-reading), auditory training, and language development.
- **Occupational Therapy:** Helps students develop and improve visual and fine motor control (eye and hand control), sensory processing (organizing and using information from the senses), and attention, self-regulation, organization, self-care, and social skills.
- **Orientation and Mobility Services:** Helps students with visual impairments improve their ability to be aware of and move safely in their environments.
- **Physical Therapy:** Helps students develop physical ability and independence in school settings, including classrooms, the gym, the playground, bathrooms, hallways and staircases. Physical therapy helps students develop physical skills, including gross motor control (large-muscle movement control), ambulation (moving from place to place), balance, and coordination.
- **School Nurse Services:** - Helps students who have health-related needs stay safe and participate in school.
- **Speech/Language Therapy:** Helps students develop listening and speaking skills and related communication skills. Goals may address auditory processing (understanding and using the sounds of language), phonological skills (organizing speech sounds), comprehension, articulation, voice quality, fluency, syntax (grammar), and social language skills.
- **Vision Education Services:** Helps students who are blind or have visual impairments to use Braille, large print materials, and low vision devices and to develop tactile, visual and auditory skills.

Instructions for the Use
of the HIPAA-compliant Authorization Form to
Release Health Information Needed for Litigation

This form is the product of a collaborative process between the New York State Office of Court Administration, representatives of the medical provider community in New York, and the bench and bar, designed to produce a standard official form that complies with the privacy requirements of the federal Health Insurance Portability and Accountability Act (“HIPAA”) and its implementing regulations, to be used to authorize the release of health information needed for litigation in New York State courts. It can, however, be used more broadly than this and be used before litigation has been commenced, or whenever counsel would find it useful.

The goal was to produce a standard HIPAA-compliant official form to obviate the current disputes which often take place as to whether health information requests made in the course of litigation meet the requirements of the HIPAA Privacy Rule. It should be noted, though, that the form is optional. This form may be filled out on line and downloaded to be signed by hand, or downloaded and filled out entirely on paper.

When filing out Item 11, which requests the date or event when the authorization will expire, the person filling out the form may designate an event such as “at the conclusion of my court case” or provide a specific date amount of time, such as “3 years from this date”.

If a patient seeks to authorize the release of his or her entire medical record, but only from a certain date, the first two boxes in section 9(a) should both be checked, and the relevant date inserted on the first line containing the first box.

Medical Form: Request for Medical Accommodations

Request for Medical Accommodations to be Completed By Treating Physician



Physician Instructions: Please complete this form and return it to your patient's parent or fax to patient's school at _____.
If you have questions, please contact _____.

_____ is under my care for _____.
(Student's Name) (Diagnosis)

What limitations does this diagnosis cause? (e.g. severely limits ambulation)

How does this limitation affect the student's ability to attend and participate in class?
(e.g. requires constant medical attention)

How does this limitation affect the student's ability to take transportation?
(e.g. increases risk for fractures)

Expected duration of the limitation _____

Please provide any recommendations to accommodate the student's needs in the classroom and/or during school transportation (please attach additional sheets as needed):

I request transportation accommodations to be provided for _____ weeks

I can be reached at: Tel# _____ and/or Beeper _____ on:
Mon _____ (hrs) Tue _____ (hrs) Wed _____ (hrs) Thu _____ (hrs) Fri _____ (hrs)

Provider's Original Signature _____ License # _____

Print Name / Degree _____ Date _____



In addition to this form, please provide the *Authorization for Release of Health Information Pursuant to HIPAA* form. The *Authorization for Release of Health Information Pursuant to HIPAA* is necessary in the event additional information is required from your physician to approve the request for medical accommodations.

FOR SCHOOL USE ONLY	
Student's Name _____	
DOB _____	ID # _____

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

Most school-age students with disabilities receive special education services in the schools offered through the kindergarten admissions process. Students may receive special education teacher support services (SETSS), integrated co-teaching (ICT), and/or special class services in these schools.

Special Education Teacher Support Services (SETSS)

SETSS is a part-time service provided by a special education teacher in addition to the instruction students receive in class. The teacher generally works with a group of students no larger than eight. The teacher may work with students inside the classroom or in a separate location in the school. The teacher may provide specially designed instruction, adapting content or using methods such as visual aids, highlighted worksheets, and more explicit directions to accommodate their individual needs; this is called "direct SETSS." The teacher may also work with the classroom teacher, helping to adjust the learning environment or modify teaching techniques to meet students' needs; this is called "indirect SETSS." A student's IEP may include direct or indirect SETSS, or a combination of the two.

Integrated Co-Teaching (ICT)

ICT classrooms include students with IEPs and students without IEPs, together with two teachers: a general education teacher and a special education teacher. The teachers work together to adapt materials and modify instruction to make sure the entire class can participate in the general education curriculum. ICT may be provided full-time or part-time. In an ICT class, no more than 40% of the students in the class (maximum 12) have IEPs.

Special Class Services, 12:1 Ratio (12 students, one teacher) and 12:1:1 Ratio (12 students, one teacher, one paraprofessional)

Special class services are provided in a self-contained classroom, for all or part of the school day. All children in the class are students with disabilities whose needs cannot be met in a general education classroom. Special classes in District 1-32 elementary schools have 12 students whose ages are within a three-year range and who have similar educational needs. They are taught by special education teachers who provide specialized instruction to meet the needs of the students in the class.

Other Services

Students receiving SETSS, ICT, or special class services may also receive related services, assistive technology, paraprofessional services or other supplementary aids and services, as necessary. See pages 14 and 23 for more information.

Specialized Programs in District 1-32 Schools

Although most students with IEPs are best served in their local or neighborhood schools, some students may benefit from uniquely designed classroom environments and service models, called specialized programs. Your child's IEP team may discuss specialized programs with you at your child's IEP meeting. If your child meets the criteria for a specialized program, he/she may be offered placement in a school that can provide that program as an alternative to the school you were already offered through the kindergarten admissions process. Specialized programs include:

ACES (Academics, Career, and Essential Skills) Program for Students with Intellectual Disabilities

ACES programs provide a special class program in a District 1-32 school for some students who are classified as having an intellectual disability (ID) or multiple disabilities (MD) and who (starting in third grade) will participate in alternate assessment. These programs provide academic instruction and help students learn skills needed for daily living.

ASD Nest and ASD Horizon

The ASD Nest program provides a smaller ICT setting in certain District 1-32 schools, for high-functioning students with autism and students without IEPs.

The ASD Horizon program typically consists of special classes with up to 8 students with autism, one special education teacher, and one paraprofessional, in a District 1-32 school. Horizon students work to meet grade-level standards but may require more individualized support than students in the Nest program.

More Information

For more information about specialized programs in District 1-32 schools or to tell the DOE that you want to find out if your child is eligible, visit the specialized programs website at schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm,

email specializedprograms@schools.nyc.gov, or call 718-935-2007.

Bilingual Special Education

Bilingual special education is a program for students whose IEPs recommend an integrated co-teaching (ICT) or special class (SC) with a language other than English as the language of instruction. For more information and a list of bilingual programs, visit schools.nyc.gov/Academics/ELL/default.htm.

District 75: Specialized Programs for Students with Significant Challenges

The Department of Education provides highly specialized instructional support in a wide variety of settings for students with significant challenges, including students with autism spectrum disorders (ASDs) or significant cognitive delays, emotional disturbances, sensory impairments, and/or multiple disabilities. These specialized programs and schools are provided by a citywide district known as District 75.

District 75 programs may be provided in special classes co-located in non-specialized schools or in specialized school buildings where all students have an IEP. Certain District 75 services may be provided in general education classrooms, or in agencies, in hospitals, or in students' homes via Home Instruction. As appropriate, District 75 provides bilingual instruction and support, English as a New Language (ENL) services, and personal activities of daily living (ADL) skill training.

District 75 also provides special class services for students with significant hearing and vision impairments. Specialized equipment and services are used throughout the school day. Services include audiology, assistive technology, sign language interpretation, orientation and mobility services, and Braille.

District 75 classes serving kindergarten students include:

<p>Special Class, 12:1:1 Ratio</p> <ul style="list-style-type: none"> • 12 students • One teacher • One paraprofessional 	<p>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.</p>
<p>Special Class, 8:1:1 Ratio</p> <ul style="list-style-type: none"> • 8 students • One teacher • One paraprofessional 	<p>For students whose needs are severe and chronic and require constant, intensive supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.</p>
<p>Special Class, 6:1:1 Ratio</p> <ul style="list-style-type: none"> • 6 students • One teacher • One paraprofessional 	<p>For students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Classes provide highly intensive 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).</p>
<p>Special Class, 12:1:4 Ratio</p> <ul style="list-style-type: none"> • 12 students • One teacher • One paraprofessional for every three students 	<p>For students with severe and multiple disabilities with limited language, academic and independent functioning. Classes provide a program primarily of habilitation and treatment including training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.</p>

If your child has received an IEP recommending a DOE specialized school, or if you think this is a possibility, you are invited to visit some of District 75's kindergarten programs. See schools.nyc.gov/KindergartenSpecialEducation or call Patricia Klebanov at 212-802-1578 for more information and a list of program sites.

Other Placement Recommendations

State-Supported Schools

State-supported schools (also known as “4201 schools”) provide intensive special education services to eligible children who are deaf or blind or who have severe emotional disturbance or severe physical disabilities when the CSE team decides that a child needs this type of program. Some state-supported schools are day schools and some provide five-day residential care for children who need 24-hour programming. If you believe a state-supported school may be appropriate for your child, your DOE representative can help you with the referral process.

New York State Education Department (NYSED)-Approved Non-Public Schools (Day or Residential)

New York State Education Department (NYSED)-approved non-public schools provide programs for children whose intensive educational needs cannot be met in public school programs. NYSED-approved schools are attended only by students with disabilities.

NYSED-approved residential schools serve children whose educational needs are so intensive that they require 24-hour attention. NYSED-approved residential schools provide intensive programming in the classroom and a structured living environment on school grounds 24 hours a day.

If the IEP team recommends a non-public school placement on your child’s IEP, the IEP team will seek assistance from the Central Based Support Team (CBST). CBST is the DOE office that matches students with state-approved non-public schools. A CBST case manager will apply to non-public schools for your child.

Other Programs and Services

Some other programs and services that may be recommended on a student's IEP are described below.

Assistive Technology Devices and Services

An assistive technology (AT) device is any piece of equipment, product, or system that is used to increase, maintain, or improve a child's functional capabilities, such as communication boards, communication devices, FM units, and computer or tablet access. Assistive technology services include help in selecting and using assistive technology.

Adaptive Physical Education

Adaptive physical education (APE) is a specially designed program of developmental activities, games, sports, and rhythms based on the interests, abilities and limitations of students with disabilities. The IEP team will recommend APE for your child if his or her disability would prevent safe or successful participation in the regular physical education program.

Home and Hospital Instruction

Home and hospital instruction are educational services provided to children with disabilities who are unable to attend school. They are provided only until a child is able to return to school or is discharged from the hospital. They might be recommended if a child's emotional needs or medical needs prevent him or her from attending school. They might also be provided for a child who is awaiting a placement that has been recommended but is not yet available.

Paraprofessional Services

Paraprofessionals are aides, not teachers, who work with children who require adult support beyond the support provided by teachers and service providers, addressing their needs in order to allow them to benefit from instruction. Paraprofessionals may work with one or more children at a time and may work with children for all or part of the school day. Paraprofessionals may assist with behavior management or may address students' health needs. They may also be assigned as sign language interpreters, oral interpreters, or cued speech translators, or to assist with orientation and mobility or toilet training.

Extended School Year Services (12-Month Services)

Extended school year services are provided for students with disabilities who require special education that continues over the summer in order to prevent substantial regression.

Parents' Rights During the Transition from Preschool

As the parent of a student entering kindergarten, you have a number of rights during the transition to school-age special education.

- You have the right to consent or to withhold your consent to any new assessments that the IEP team determines are required. After reviewing your child's file, the CSE will inform you in writing whether or not new assessments will be necessary to develop your child's kindergarten IEP and will request your consent; however, if your child has a preschool IEP and the IEP team makes efforts to reach out to you and obtain your consent and you do not respond, the assessments may be conducted without your consent.
- You have the right to request that specific assessments be conducted, by writing to the New DOE representative responsible for your child's transition.
- You have the right to provide the IEP team with copies of privately conducted assessment reports and to have the IEP team review and consider these reports.
- You have the right to be an equal member of your child's IEP team and to participate meaningfully in decision-making through attendance at all IEP meetings.
- You have the right to invite other individuals with special knowledge or expertise about your child to attend IEP meetings to help in the decision-making process.
- You have the right to receive copies of your child's assessments and progress reports before IEP meetings and receive copies of your child's IEP within two weeks of your child's IEP meeting.
- You have the right to request another IEP meeting, mediation, or an impartial hearing, or file a complaint with New York State, if you disagree with any decision made about your child. If you pursue mediation or an impartial hearing, your child has a right to remain in his or her last agreed upon program until the dispute is resolved.
- You have the right to revoke (withdraw) your consent for all special education programs and related services at any time by writing a letter to the IEP team. If you do, your child's educational record will indicate that your child received preschool special education services.
- You have the right to a language interpreter for IEP meetings. You also can obtain a translation of your child's IEP or additional interpretation assistance in connection with your child's IEP by contacting your DOE representative
- You have the right to receive notification about special education placement and services within specific timeframes. For a student who will turn 5 years old in 2017 and who will enter kindergarten in September 2017:

If a referral is received: Placement must be offered by:

If a referral is received...	...placement must be offered by:
prior to March 1	June 15
March 2 – April 1	July 15
April 2 – May 10	August 15
May 11 or later	60 school days from the date of the referral

This means that if your child had a preschool IEP before March, or if you refer your child for special education evaluation before March, the DOE must notify you about services and placement for September by June 15. The DOE will specify the services that will be provided to your child and will name the school where your child will receive these services.

- If the IEP recommends a special class and the DOE does not offer the recommended placement within the timeframes in the chart above, you may have the right to place your child in an appropriate program in a New York State Education Department-approved non-public school, at no expense to you. You should call 311 or email Turning5@schools.nyc.gov if you have not received a placement offer within a few days of the deadlines listed above (allowing time for the offer to arrive via mail).
- You have the right to request an independent assessment paid for by the DOE if you do not agree with an assessment conducted by the DOE. You must notify the DOE of this request in writing. The DOE will either agree to pay for an independent assessment or will file an impartial hearing to show that its assessment is sufficient.
- You have the right to an independent assessment paid for by the DOE, if you submitted a written request for a reevaluation of your child and the DOE did not complete the assessment(s) within the timeline in the table below (unless the DOE denied your request in writing or there was a documented parental delay).

If a request for a reevaluation is received...	...the evaluation must be completed by:
prior to March 1	June 1
March 2 – April 1	July 1
April 2 – May 10	August 1
May 11 or later	60 school days from the date of the referral

For more information about the rights of parents of students with disabilities, see the New York City Department of Education’s *A Shared Path to Success: Family Guide to Special Education Services for School-Age Children* and the New York State Education Department’s *Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21*. Both Documents are available in schools and at

schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments

How to Get Help

Your Department of Education (DOE) Representative

Questions? A representative from a school or a CSE office will help you as your child moves to school-age special education services and should be the first person you contact with questions or concerns.

Family Support Coordinators

Each school is located in a district that is overseen by a Superintendent. If you have a concern that you cannot resolve at the school level, you can contact the Superintendent's office. Each Superintendent's office has a Family Support Coordinator whose job is to help answer parents' questions and resolve concerns. Contact information is online at

schools.nyc.gov/Aboutus/schools/superintendents/default.htm.

CSE	DISTRICTS	ADDRESS	PHONE / FAX	CHAIRPERSON
1	7, 9, 10	One Fordham Plaza, 7 th fl. Bronx, NY, 10458	Phone: 718-329-8001 Fax: 718-741-7928/7929	Steven Birkeland
2	8, 11, 12	3450 East Tremont Ave., 2 nd fl. Bronx, NY, 10465	Phone: 718-794-7420 Español: 718-794-7490 Fax: 718-794-7445	Tricia DeVito
3	25, 26	30-48 Linden Place Flushing, NY, 11354	Phone: 718-281-3461 Fax: 718-281-3478	Esther Morell
	28, 29	90-27 Sutphin Blvd. Jamaica, NY 11435	Phone: 718-557-2553 Fax: 718-557-2620/2510	Esther Morell
4	24, 30	28-11 Queens Plaza North, 5 th fl. Long Island City, NY 11101	Phone: 718-391-8405 Fax: 718-391-8556	Chris Cinicola
	27	Satellite Office: 82-01 Rockaway Blvd., 2 nd fl. Ozone Park, NY, 11416	Phone: 718-642-5715 Fax: 718-642-5891	Chris Cinicola
5	19, 23, 32	1665 St. Marks Ave. Brooklyn, NY 11233	Phone: 718-240-3557/3558 Fax: 718-240-3555	Geraldine Beauvil
6	17, 18, 22	5619 Flatlands Ave. Brooklyn, NY 11234	Phone: 718-968-6200 Fax: 718-968-6253	Arlene Rosenstock
7	20, 21	415 89 th St. Brooklyn, NY, 11209	Phone: 718-759-4900 Fax: 718-759-4970	Amine Haddad
	31	715 Ocean Terrace, Building A Staten Island, NY 10301	Phone: 718-420-5790 Fax: 718-420-5787	Amine Haddad
8	13, 14, 15, 16	131 Livingston St., 4 th fl. Brooklyn, NY, 11201	Phone: 718-935-4900 Fax: 718-935-5167	Cherry Kang
9	1, 2, 4	333 7 th Ave., 4 th fl. New York, NY 10001	Phone: 917-339-1600 Fax: 917-339-1450	Jennifer Lozano
10	3, 5, 6	388 West 125 th St. New York, NY 10027	Phone: 212-342-8300 Fax: 212-342-8427	Jane O'Connor

Additional Help

If you have a problem that cannot be resolved by your DOE representative, Family Support Coordinator or CSE district office, you can ask for more help by calling 311 or emailing Turning5@schools.nyc.gov. Please provide your child's name and date of birth, the name and number of the school or the number of the CSE that sent you information or held the IEP meeting, and a brief description of your concern. You can also contact the organizations on the next page for assistance.

Early Childhood Direction Centers (ECDCs)

ECDCs, funded by the New York State Education Department, provide free confidential information, referrals, and support for families and professionals about services for young children with suspected or diagnosed developmental delays or disabilities.

BRONX ECDC

Bronx Independent Living Services

4419 Third Avenue, Suite 2C
Bronx, NY 10457
347-271-8159
Email: maura@bils.org
Web: www.bils.org

BROOKLYN ECDC

United Cerebral Palsy of NYC

160 Lawrence Avenue
Brooklyn, NY 11230
718-437-3794
Email: brooklynecdc@ucpnyc.org
Web: www.ucpnyc.org/ecdc

MANHATTAN ECDC

New York Presbyterian Hospital

409 East 60th Street, #3-312
New York, NY 10022
212-746-6175
Email: ecdc@nyp.org
Web: www.nyp.org/ecdc

QUEENS ECDC

Queens Centers for Progress

81-15 164th Street
Jamaica, NY 11432
718-215-1299
Email: cwarkala@queenscp.org
Web: www.ecdcqueens.org

STATEN ISLAND ECDC

Staten Island University Hospital

242 Mason Avenue, 1st Floor
Staten Island, NY 10305
718-226-6670
Email: lkennedy30@northwell.edu
Web: www.siu.edu/ecdc

For more information about ECDCs, see: <http://www.p12.nysed.gov/specialed/techassist/ecdc/qa.htm>

Special Education Parent Centers

The Special Education Parent Centers, funded by the New York State Education Department, provide information and resources to families of children with disabilities.

INCLUDEnyc

116 East 16th Street, 5th Floor
New York, NY 10003
212-677-4660 (English) / 212-677-4668 (Spanish)
Web: www.includenyc.org
*Serves Bronx, Brooklyn, Manhattan, and Queens
(Also serves as citywide Parent Training and Information Center)*

United We Stand of New York

98 Moore Street
Brooklyn, NY 11206
718-302-4313
Web: www.uwsofnyc.org
Serves Brooklyn

Parent to Parent NY, Inc.

The Institute for Basic Research
1050 Forest Hill Road, #108
Staten Island, NY 10314
800-866-1068
Web: www.parenttoparentnys.org/offices/New-York-City
Serves Staten Island

Parent Training and Information Centers (PTICs)

PTICs are funded by the US Department of Education's Office of Special Education Programs to meet the needs of families of children with disabilities.

Advocates for Children of New York

151 West 30th Street, 5th Floor
New York, NY 10001
866-427-6033
Web: www.advocatesforchildren.org

Sinergia / Metropolitan Parent Center

2082 Lexington Avenue, 4th Floor
New York, NY 10035
212-643-2840
Web: www.sinergiany.org

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schools.nyc.gov/KindergartenSpecialEducation



Division of Specialized Instruction and Student Support

52 Chambers Street, New York, NY 10007

English

November, 2016