

Free! Training and Information for parents of children with special needs

Promoting positive futures for all children through informed, engaged, and effective parents. The Bronx and Manhattan Parent Centers offer customized, interactive presentations, opportunities to ask questions, and easy-to-use information. We'll help you:

- Understand the special education process from birth to 21
- Get information to prepare for & participate in meetings
- Develop confidence & skills to get what your child needs
- Learn about community resources and options
- Promote a positive future for your child

Menu of Trainings

The Earlier the Better Find out about services for preschoolers with special needs and their families

A Beginner's Guide Getting special education services for the first time

Turning 5 Transition from preschool to school-age programs

A Good IDEA? An overview of special education laws and services

Understand Your Child's IEP What every parent needs to know to prepare for and participate at IEP meetings

Your Child's Best Advocate Learn how you can prevent problems and preserve your rights

Back To School Know your child's rights on discipline, school records, and promotion

Special Needs Advocacy for Parents & Professionals

Help for families in the foster-care system to access services for school-age (5-21) students with disabilities

Preparing for High School The high school application process for students with disabilities

The High School Years What you need to know before, during, and beyond high school

Transition to Life After High School Options for young adults with disabilities, future planning, and eligibility requirements for services and supports

Community Resources Family support services to relieve stress and make life easier

Contact us at:

Bronx Parent Center Without Walls (212) 677-4650 | BronxParent@resourcesnyc.org

Manhattan Parent Center Without Walls (212) 677-4650 | ManhattanParent@resourcesnyc.org



Resources for Children with Special Needs, Inc. Free Workshop Series
2010-2011 for Parents of Children with Disabilities and Professionals

Bronx: JCCA

555 Bergen Avenue, Bronx NY 10455
Trains 2, 5 to Third Avenue/149th Street

11/3/10 Preparing for High School 10AM-12noon

12/1/10 Turning 5 10AM-1 PM

1/5/11 Effective Advocacy Skills For Parents 10AM-1PM

3/2/11 The Earlier the Better 10AM-1PM

4/6/11 HELP! Family Support Services 10AM-12noon

6/22/11 Preparing for Life H. S. 10AM-1PM

For more information: 212-677-4650 ext. 20 Gary Shulman, MS.Ed.

gshulman@resourcesnyc.org

www.resourcesnyc.org

Turning 5 Evaluations for Preschool Children

Three and four year olds have an IEP that identifies them as a "Preschooler with a Disability." The Regional Committee on Pre-School Special Education, a division of the Committee on Special Education, recommends a pre-school program that will address the child's needs. During the spring of the student's 5th birthday (and before entering Kindergarten in September), the student will have a Turning 5 evaluation conducted by the CSE. At the conferences to discuss the evaluation, an IEP is written which specifies the child's disability and the program and service recommended to address his/her needs. For further information, please contact the Director of Early Childhood Education at the District 75 office.

IEP, Related Services and Report Cards

What is an IEP?

Individual Education Plans (IEP) are mandated by the Federal Individuals with Disabilities Education Act (IDEA). An IEP is a contract between parents and the local Department of Education which says what services the Department commits to provide to your child to address his/her particular needs to ensure success in school. These services include occupational therapy, speech therapy, physical therapy, counseling, hearing, vision and academic accommodations and modifications.

The classroom teachers and service providers revise each student IEP annually. The IEP team reviews a child's IEP every three years (a "triennial") to evaluate a student's progress in meeting educational goals. Parents can request a review of the IEP at any time if they feel a change is needed.

If a child is progressing, he/she can be "decertified" as a special education child. Nevertheless, the child may still have an IEP if he/she continues to need certain services.

A Summary of Parent's Rights for Your Child's I.E.P

- ❖ The right to consent to all re-evaluations. However, if the Regional CSE makes documented efforts to obtain your consent for a re-evaluation and you do not respond to their request, they may conduct the re-evaluation without your consent.
- ❖ The right to participate meaningfully in decision-making through attendance at all IEP meetings. This includes your right to bring other individuals with special knowledge or expertise about your child to meetings to help in the decision-making process.
- ❖ To ensure that parents, providers and students have sufficient notification of the promotion criteria to be applied and to have the benefits of all necessary instructional interventions, student. IEPs must indicate the promotion criteria for the current school year prior to January 31st. For students who have an IEP meeting in the Spring and have a modified Promotion Criteria, the IEP Team must indicate on the IEP the promotion criteria that was established for the current school year as well as the promotion criteria for the upcoming school year. If additional space is needed, the information should be recorded on a blank sheet of paper and marked as Page 9A, with the student's name, NYC ID number and date of conference indicated on the top of the page.
- ❖ The right to copies of evaluations and your child's IEP.
- ❖ The right to conflict resolution (a new IEP Team meeting), mediation, and/or 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 placement within the required timeframe. If you have the right to an approved non-public school, you should receive a P-1 letter "Eligibility for Private School" from the Regional CSE.
- ❖ The right to an independent evaluation paid for by the New York City Department of Education if the Department does not evaluate your child within 30 days of your signing of the consent to evaluate.

- ❖ The right to an independent evaluation if you do not agree with the Regional CSE's evaluation. You must notify the Regional CSE of this request in writing. The Regional 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 Regional CSE recommendation, your child has the right to "pendency" or "stay-put" while you pursue mediation or an impartial hearing. This means that pre-school students may remain in their current education placement until the dispute is resolved, if that program also has an approved school-age program, unless the Regional CSE and parent agree to other arrangements. If the pre-school program is not approved for a school-age program, you and the Regional CSE will discuss options that are appropriate for your child during the appeal process.

The Impartial Hearing Office processed requests for impartial due process hearing regarding disagreements between parents and the Department of Education concerning identification, evaluation, educational placement, or provision of free appropriate public education to children with disabilities.

Impartial Hearing Office
131 Livingston Street, Room 201
Brooklyn, NY 11201
Phone 718-935-3280
Fax: 718-935-2528/2932

*Note: It is in the best interest of all school-age students to begin class in an appropriate setting in order to get accustomed to his/her new surroundings, schedules, routines, peers and adults. To ensure that an appropriate recommendations is made in a timely fashion, parents need to keep record of when evaluations/conferences should take place and contact CSE directly, if necessary.

A Description of 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. Your child's Related Services may change from pre-school to school-age as children's needs change as they get older. Related Services may be the only special education service given to your child, or they may be provided along with other special education services such as special class services. The following related services may be provided:

Counseling means services designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution for students experiencing 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.

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.

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

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.

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.

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 staffing ratios of 8:1:1, 6:1:1 and 12:1:4.

In the event that a Department of Education (DOE) provider is not available, the Office of Related and Contractual Services (ORCS) for District 75 will issue a transmittal to a contracted agency. If the agency is not available, the parent will be issued a RSA (Related Service Authorization) to allow a family to secure an independent provider paid for by the Department of Education. A Municipality List of Independent Providers and a Municipality List of NYC Department of Education Clinicians and Therapists Approved to Provide Related Services as Independent Providers will accompany the RSA. The Independent provider will come to the school, your home, or you might take your child to the practitioner's office (Carfare reimbursement is available). The DOE provider who is serving your child as an independent can only serve your child before or after school hours. If you have any questions regarding the RSA process contact Sheila Simanowitz at 212-802-1535 for assistance.

Achievement Reporting and Innovation System

What is ARIS Parent Link?

The New York City Department of Education's Achievement Reporting and Innovation System (ARIS) provides a single place where our educators can go to find and study important information about your child.

Principals and teachers use this information to find out how best to help your child.



ARIS Parent Link makes this same important information available for you, so you can work together with your child, principal and teacher to help your child learn. ARIS Parent Link uses secure login procedures to be sure that a child's information can be seen only by authorized members of his or her family.

For more information contact your Parent Coordinator Jose A. Vazquez 347-563-5166

ARIS Link

For Parents <https://arisparentlink.org/parentlink>

For teachers <https://www.arisnyc.org/aris/logout>

2010-2011 SCHOOL YEAR CALENDAR

August	30,	The following staff report: Assistant Principals and school-based intermediate supervisors not designated to work an increased work year.
September	6,	Labor Day (schools closed)
September	7,	Classroom Teachers, Bilingual Teachers in School and Community Relations, Guidance Counselors, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, Educational Paraprofessionals (except for School Secretaries, Psychologists and Social Workers) report. School Secretaries, Psychologists and Social Workers report for a regular work day. Employees in titles not listed should consult the applicable collective bargaining agreement. For all UFT-represented employees who, pursuant to the June 22, 2009 agreement, report to school on the Tuesday following Labor Day, that Tuesday shall be utilized first and foremost for preparation of the classroom and for the arrival of students. If time permits, the remainder of the day may be utilized for professional development. Students will not be in attendance.
September	8,	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS Early dismissal for non-District 75 Kindergarten Students only • Partial school time for Prekindergarten public school students.
September	9, 10,	Rosh Hashanah (schools closed)
September	13,	Early Dismissal for non-District 75 Kindergarten Students Only • Partial school time for Prekindergarten public school students.
September	15,	First Full day for all Prekindergarten public school students.
October	1,	Prekindergarten Non-Attendance Day
October	11,	Columbus Day Observed (schools closed)
November	2,	Election Day Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments. Students will not be in attendance.

November	11,	Veterans Day (schools closed)
November November	25, 26,	Thanksgiving Recess (schools closed)
December December	24, 31,	Winter Recess (including Christmas and New Year's Day) (schools closed -students return to school on Monday, January 3, 2011).
January	17,	Dr. Martin Luther King, Jr. Day (schools closed)
January	31,	Fall Term ends for high school students. No high school students will be in attendance. Chancellor's Conference Day for staff development in all high Schools. All other students will be in attendance. (See section 7 below for details on high school student attendance on January 31.)
February	1,	Spring Term begins for high school students.
February	21, 25,	Midwinter Recess (including Washington's Birthday) (schools closed)
March	7,	Prekindergarten Non-Attendance Day
April April	18, 26,	Spring Recess (including Good Friday, Easter and Passover) (schools closed-Students return to school on Wednesday, April 27).
May	30,	Memorial Day Observed (schools closed)
June	9,	Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments. School staff report to work if required by their collective bargaining agreement. Students in all five boroughs will not be in attendance.
June	24,	In non-District 75 high schools having to administer Regents Exams from June 15 through June 23, students will not be in attendance on Regents Rating Day, Friday, June 24.
June	28,	LAST DAY FOR ALL STUDENTS An early dismissal of students is to be scheduled on Tuesday, June 28 under the guidelines outlined in Section 13 below. Last day for all Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and last day for Paraprofessionals.
June June	29, 30,	All other staff report except Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and Paraprofessionals.

2010-2011 PARENT-TEACHER CONFERENCES DATES

EVENING*

AFTERNOON

ELEMENTARY SCHOOLS, FALL 2010

*Wednesday, November 10, 2010 – Evening	Tuesday, November 9, 2010 – Afternoon
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ELEMENTARY SCHOOLS, SPRING 2011

*Wednesday, March 16, 2011 – Evening	Tuesday, March 15, 2011 – Afternoon
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INTERMEDIATE AND JUNIOR HIGH SCHOOLS, FALL 2010

*Monday, November 15, 2010 – Evening	Tuesday, November 16, 2010 – Afternoon
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INTERMEDIATE AND JUNIOR HIGH SCHOOLS, SPRING 2011

*Wednesday, February 16, 2011 – Evening	Thursday, February 17, 2011 – Afternoon
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HIGH SCHOOLS, FALL 2010

*Thursday, October 28, 2010 – Evening	Friday, October 29, 2010 – Afternoon
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HIGH SCHOOLS, SPRING 2011

*Thursday, March 17, 2011 – Evening	Friday, March 18, 2011 – Afternoon
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**DISTRICT 75 SCHOOL PROGRAMS, FALL 2010

*Wednesday, November 3, 2010 – Evening	Thursday, November 4, 2010 – Afternoon
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**DISTRICT 75 SCHOOL PROGRAMS, SPRING 2011

*Monday, March 21, 2011 – Evening	Tuesday, March 22, 2011 – Afternoon
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* Schools may select dates for evening conferences that are different from those listed. The date and time selected must be conducive to parent participation, attendance should not begin before 5:30 p.m. so as to accommodate most parents' work schedules, and the information must be on file. Parents should receive at least four weeks prior notice. When necessary, the notices should be translated into languages represented in the school population. All afternoon dates should not be rescheduled. It should also be noted that a two and one half-hour time period is required for evening conferences. Principals are reminded to request security coverage at least one week before evening conferences. For half day Prekindergarten Programs at public school sites, see section 6 below.

** District 75 School Programs housed within a non-District 75 school should adhere to that school level's afternoon and evening Parent-Teacher Conference dates as indicated above. Self-contained District 75 school organizations are to adhere to the evening and afternoon Parent-Teacher Conference dates listed for District 75 School Programs (see above).

Additional Note: Schools that include grades with more than one instructional level (elementary, middle, high school), should have one of the sets of dates on file prior to the start of the 2010-2011 school year.

2010-2011