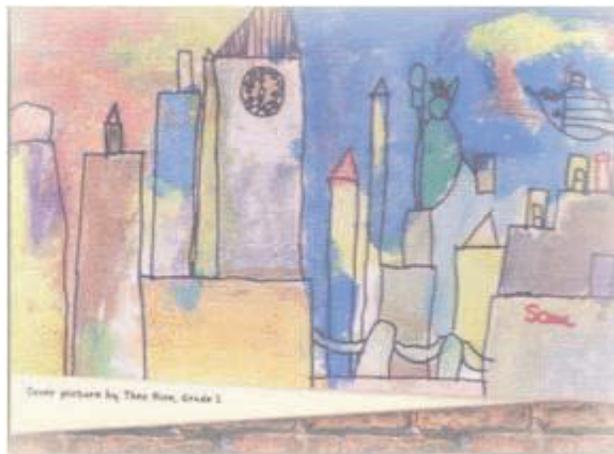




**Department of  
Education**

*Joel I. Klein, Chancellor*

# **Kindergarten: An Orientation Guide for Families of Students with Disabilities 2010-2011**



*November 2010*

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 our staff will do everything possible to make it a seamless and successful experience for you and for your child. This Orientation Guide is designed to inform you about this important process and to answer your questions.

This guide offers practical information you can use throughout the school year. Your ongoing participation in your child's education will have a tremendous influence on how well your child does in school. We look forward to forming a partnership that will provide your child with a rigorous and enriching educational experience.

Sincerely,

*Laura Rodriguez*

Laura Rodriguez

Deputy Chancellor

Division of Students with Disabilities and English Language Learners

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## Timeline for Students Transitioning to School-Age Special Education Services

What Will Happen?	When?
<p>1. The New York City Department of Education (DOE) will hold meetings in each borough for parents of preschoolers with disabilities to explain the process that will occur as your child transitions to a school-age program. During these meetings, your local DOE staff will also give an overview of Special Education services and answer questions.</p> <p>2. All students preparing to enter Kindergarten for September 2011 should participate in the Kindergarten Admissions Process. This means you should apply to your zoned school as well as other schools of interest. When you attend open houses at community schools, ask to see the different types of classes available to students receiving special education services. The Kindergarten Admissions Process for community schools begins in January.</p> <p>3. Specialized (District 75) schools will also have open houses so that you can see the different types of school-age services that these schools provide. (District 75 offers specialized programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired, and/or multiply disabled.)</p> <p>Lists of orientation meetings and District 75 open houses are available on the DOE Web site at: <a href="http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/Enrollment">http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/Enrollment</a> or from your regional Committee on Special Education .</p>	Fall/Winter
<p>4. The Committee on Preschool Special Education (CPSE) will refer your child to the Committee on Special Education (CSE). You will receive a written notice that your child has been referred for evaluation. A school psychologist or social worker from a local school or from the CSE will be in charge of your child's transition.</p>	Winter/ Spring
<p>5. The DOE will review existing information (e.g., progress reports from teachers and related service providers, classroom work, evaluations) to determine what, if any, assessments are necessary.</p> <p>6. You will be notified if it is determined that new assessments are needed. The DOE may choose to do a classroom observation only or to do any other additional assessments that require your consent. You may also request that the DOE conduct specific assessments.</p>	Winter/ Spring
<p>7. Community schools you applied to through the Kindergarten Admission Process will begin notifying families of their Kindergarten offers in mid-March.</p>	Winter/ Spring
<p>8. You will be invited to an IEP meeting to determine if your child continues to require special education services and, if so, to develop a school-age IEP.</p>	Spring/ Summer
<p>9. You will receive a Notice of Recommendation indicating the special education services recommended and where they will be provided. If you disagree with the recommendation, you have the right to request another IEP meeting, mediation, an Impartial Hearing, or file a state complaint.</p>	Spring/ Summer

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

During the transition process, you have the right to:

- consent to any new assessments that the IEP team determines are required. However, if there are documented efforts to obtain your consent and you do not respond, the assessments may be conducted without your consent. You also have the right to request that specific assessments be conducted.
- be an equal member of the IEP team and 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.
- receive copies of your child's evaluations and progress reports before the IEP meeting and receive copies of your child's IEP.
- request a new IEP Team meeting, mediation, an impartial hearing, or a state complaint, if you disagree with any decision made about your child.
- revoke your consent to all special education programs and services at any time.
- 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 recommended a special class and the DOE did not offer an appropriate special-class placement within the required timeframe (unless there is documented parental delay). If you have the right to an approved non-public school, you will receive a letter to that effect and you must find an appropriate school that has a spot for your child.

All students who have been identified by the CPSE as a preschool student with a disability, who will be 5 years old prior to December 31, and who are entering school in September, for whom:

<b>the referral is received:</b>	<b>must be sent a Notice of Recommendation by:</b>
prior to March 1	June 15
after March 1, but prior to April 1	July 15
after April 1, but prior to May 10	August 15
after May 11	within the compliance timelines for a regular referral (i.e., 60 school days from referral).

This means that, if your child has been receiving preschool special education services since February or before, the DOE should send you a notice of recommendation by June 15. This notice will either name a specific school placement or specify the services that will be provided at the school where your child is admitted through the Kindergarten Admissions Process.

Additionally, you have the right to obtain an independent evaluation paid for by the New York City Department of Education if the Department does not complete the evaluation of your child within the following timelines (unless there has been documented parental delay):

<b>If the request for a reevaluation was received:</b>	<b>the evaluation must be completed by:</b>
prior to March 1	June 1
after March 1, but prior to April 1	July 1
after April 1, but prior to May 10	August 1
after May 11	60 school days from the referral

You also have the right to obtain an independent evaluation if you do not agree with the evaluation conducted by the Department. You must notify the Department of this request in writing. Either the Department will agree to pay for an independent evaluation or will initiate an impartial hearing to show that the evaluations are appropriate.

Finally, you have the right to maintain your child's placement in his or her current program while you pursue mediation or an impartial hearing. This means that a preschool student may remain in his or her current education placement and receive his or her current services until the dispute is resolved. If you challenge the recommendation of the IEP team, unless the DOE and parent agree to other arrangements, and if your

child's preschool program is not also an approved school-age program, you and the DOE will discuss options that are appropriate for your child or the hearing officer will decide on your child's placement while the hearing moves forward.

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

## Categories of Disability in New York State Special Education Law

School-aged students requiring special services must be identified with one of the following disabilities that impacts the student's school performance, based on the student's evaluations and progress reports.

Disability	Description
Learning Disability	A disorder related to processing information that leads to difficulties in listening, thinking, reading, writing, and/or mathematical computing.
Speech or Language Impairment	A disorder related to accurately producing the sounds of language or meaningfully using language to communicate.
Mental Retardation	Significant limitations in intellectual ability and adaptive behavior.
Emotional Disturbance	Significant problems in the social-emotional area over a long period of time to a degree that learning is negatively affected.
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3.
Hearing Impairment	A partial or complete loss of hearing.
Visual Impairment, including Blindness	A partial or complete loss of vision.
Deafness	A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.
Deaf-Blindness	A simultaneous significant hearing loss and significant vision loss.
Orthopedic Impairment	A significant physical limitation that impairs the ability to move or complete motor activities.
Traumatic Brain Injury	A medical condition denoting a serious brain injury that occurs as a result of accident or injury; the impact of this disability varies widely but may affect learning, behavior, social skills, and language.
Other Health Impairment	A disease or health disorder so significant that it negatively affects learning.
Multiple Disabilities	The simultaneous presence of two or more disabilities such that the child has severe educational needs that cannot be met by a program for one of the impairments.

# School-Age Services

## **Least Restrictive Environment (LRE)**

Our goal is to educate each child with disabilities in the school that he or she would attend if not disabled (zoned school) unless the class the child needs is not available at that school. Additionally, children with disabilities are to be educated alongside their more typically developing peers in the general education classroom with necessary supports, aids and services as appropriate. We offer special education services along the full continuum of options, including declassification support services, supplementary aids and services, related services, special education teacher support services, integrated co-teaching, special class, in or out of state day or residential programs, and home and hospital instruction.

The IEP Team must first consider whether your child's needs can be met in a general education class with supports, aids, and services. Other settings, such as special classes, special schools or others that involve removing your child from general education are only considered when education in general education classes cannot be achieved satisfactorily, even with appropriate supplementary aids and services. The IEP Team must consider for which subject areas, if any, services may be warranted. For example, your child may need the support of a special education teacher in a general education classroom or to attend special classes for one or two periods or subject areas per day, but not all day.

Students should be provided the opportunity to participate in extracurricular and non-academic activities (e.g., physical education, recess, after-school) with non-disabled students.

A description of the continuum of services that we offer to students with disabilities is described below. The Department is currently involved in an initiative that seeks to provide special education services to students with disabilities in the school that the student would attend if not disabled. In order to meet the unique needs of individual students, all services described below may be used individually or in combination:

### **1- Declassification Support Services**

Some children no longer need special education services when they enter kindergarten. These children are "declassified" and will enter a general education class without special education services. However, the DOE may provide services to the child directly or to his/her teacher to support a child who is making the transition to general education during his or her first year in a full-time general education environment. These services can include, but are not limited to, instructional support, remediation, instructional accommodations and modifications, as well as individual and/or group related services, such as speech or counseling.

When an IEP Team recommends that a child be declassified because the child is no longer eligible for special education services, it must also define what services, if any, the child will require.

### **2- General Education with Supplementary Aids and Services**

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

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

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 determine the nature of the behaviors and to identify ways to address the behaviors the child is exhibiting. A functional behavior assessment generally results in the development of a behavior intervention plan, which describes the strategies that will be used to help the student increase his/her positive behaviors.

➤ **Accommodations** provide a student with access to the same curriculum that is presented to his/her peers. Examples of accommodations include the use of audiotapes, large print books, Braille materials, calculator, text-to-speech technology, or word processor. Accommodations are used for both instruction and testing.

➤ **Modifications** change the curriculum that is delivered to students by altering what a student is taught or by changing the complexity level of what is taught. Examples of modifications include redesigning the planned outcomes or the content of an assignment.

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 student's individual needs.

### **3- Special Education Teacher Support Services**

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

➤ Special Education Teacher Support Services may be provided in the general education classroom, in a separate location outside of the general education classroom, or in any combination of locations.

➤ When provided in a group, Special Education Teacher Support Services can include no more than eight students at one time.

➤ Special Education Teacher Support Services may be provided for as few as two hours a week and as much as 50% of each day.

➤ Your child's IEP must state the number of periods each day that the services will be provided, whether those services will be provided directly to your child and/or indirectly through his/her general education teacher, and where the services will be provided.

### **4- Related Services**

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

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

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

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

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

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

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

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

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

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

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

## **5- Integrated Co-Teaching (ICT)**

In Integrated Co-Teaching (previously known as CTT for Collaborative Team Teaching) classrooms, students with disabilities and non-disabled students are educated together with two teachers: a general education teacher and a special education teacher. Together, the teachers work to accommodate and modify instruction for the students and make sure the entire class has access to the general education curriculum. Children receiving Integrated Co-Teaching may also receive related services, assistive technology, paraprofessional services, or other supplementary aids and services.

Integrated Co-Teaching may be provided full-time or for specific subject areas. If it is provided part-time, this must be indicated specifically in your child's IEP, stating clearly the number of periods each day she/he will receive the services.

## **6- Special Class**

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

Special Class in a Community school may be provided full-time or for specific subject areas. If it is provided part-time, this must be indicated specifically in your child's IEP, stating clearly the number of periods each day she/he will receive the services.

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

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

### **Specialized Public School Programs for Students with Disabilities (District 75)**

Specialized Public Schools for students with disabilities (District 75 Citywide Programs) provides specialized instructional services and specialized environments for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired, and/or multiply disabled.

Specialized District 75 public school classes are housed either in self-contained school buildings or in various community schools throughout the city. For example, when you see a District 75 class located at "P4@P15," P4 is the District 75 program located in P15, which is the community school. Specialized District 75 schools offer special class services full-time. Specialized public schools generally provide fewer opportunities for integration with non-disabled peers. Integration and inclusion opportunities with non-disabled peers do exist based upon the child's IEP with support from staff from District 75.

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

#### **Special Class Ratio 12:1 (elementary school)**

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

This is a placement for students with academic and/or behavior management needs who require specialized instruction 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 who require intensive constant supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.

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

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

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

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

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

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

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

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

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

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

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

Residential schools are settings that provide intensive programming in the classroom and a structured living environment on school grounds on a 24-hour-a-day basis. This program is for children whose educational needs are so intensive that they require 24-hour intervention. Residential schools that are approved by the New York State Education Department are located in New York State and in nearby states..

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

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

If your child is recommended for home and hospital instruction, he or she is entitled to a minimum of 1 hour per day of instruction during elementary school. The number of hours, length of session, and number of times per week the service will be provided must be determined by the IEP Team based on your child's individual needs.

## **Additional Special Education Services**

### **Paraprofessional Services**

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

- health paraprofessional
- behavior management paraprofessional
- special transportation paraprofessional (If your child's behavior, physical, or medical condition on the bus to and from school presents a danger to himself/herself or others.)

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

Support from a paraprofessional assigned to the general education classroom may be necessary for your child to help adapt to tasks and assignments and to provide reinforcement and small group instruction. The same level of support may not be necessary in all situations for your child. A child may need support in math 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.

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

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

### **Adapted Physical Education**

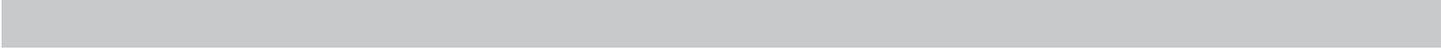
Adapted Physical Education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of individual children with disabilities who may not safely or successfully engage in unrestricted participation in the activities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

**Twelve-Month School Year Services**

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

**Special Education Transportation**

The IEP team can determine if the nature of your child's disability requires any special transportation needs (e.g., time limits for the bus ride or a wheelchair lift bus). The IEP team should list these requirements in the IEP.



## Contact Information

### EARLY CHILDHOOD DIRECTION CENTERS

The **Early Childhood Direction Centers** (ECDC), funded by the New York State Education Department, provide free confidential information and referral for families and professionals about services for young children with diagnosed or suspected special needs. ECDC staff are available to assist families with the transition from preschool to school-age special education supports and services.

<p><b><u>BRONX ECDC</u></b>          AHRC New York City          2488 Grand Concourse, #337          Bronx, New York 10458          718-584-0658</p>	<p><b><u>QUEENS ECDC</u></b>          Queens Centers for Progress          82-25 164th Street          Jamaica, NY 11432          718-374-0002 ext. 465</p>
<p><b><u>BROOKLYN ECDC</u></b>          United Cerebral Palsy of NYC, Inc.          160 Lawrence Avenue          Brooklyn, New York 11239          718-437-3794</p>	<p><b><u>STATEN ISLAND ECDC</u></b>          Staten Island University Hospital          242 Mason Avenue, 1<sup>st</sup> Floor          Staten Island, NY 10305          718-226-6670</p>
<p><b><u>MANHATTAN ECDC</u></b>          New York Presbyterian Hospital          435 East 70th Street, #2A          New York, NY 10021          212-746-6175</p>	

### PARENT TRAINING AND INFORMATION CENTERS

Parent Training and Information Centers are programs funded by the Office of Special Education Programs in the US Department of Education. The purpose of these Centers is to help provide training and information to meet the needs of parents of children with disabilities living in the area served by the center.

<p><b>Advocates for Children of New York</b>          Fifth Floor          151 West 30th Street          New York, NY 10001          Phone: (212) 947-9779          Fax: (212) 947-9790          Email: <a href="mailto:info@advocatesforchildren.org">info@advocatesforchildren.org</a>          Website: <a href="http://www.advocatesforchildren.org/">http://www.advocatesforchildren.org/</a></p>	<p><b>Sinergia/Metropolitan Parent Center</b> (New York City and Long Island)          Sixth Floor          15 West 65th Street          New York, NY 10023          Phone: (212) 496-1300          Fax: (212) 496-5608          Email: <a href="mailto:sinergia@panix.com">sinergia@panix.com</a>          Website: <a href="http://www.sinergiany.org/">http://www.sinergiany.org/</a></p>
<p><b>Resources for Children with Special Needs, Inc.</b> (New York City)          Fifth Floor          116 East 16th Street          New York, NY 10003          Phone: (212) 677-4650          Fax: (212) 254-4070          Email: <a href="mailto:Info@resourcesnyc.org">Info@resourcesnyc.org</a>          Website: <a href="http://www.resourcesnyc.org/rcsn.htm">http://www.resourcesnyc.org/rcsn.htm</a></p>	<p><b>United We Stand of New York</b> (New York City)          202 Union Avenue, Suite L          Brooklyn, NY 11211          Phone: (718) 302-4313          Fax: (718) 302-4315          Email: <a href="mailto:uwsofnyc@aol.com">uwsofnyc@aol.com</a></p>

## COMMITTEES ON SPECIAL EDUCATION

For students in non-public schools (private, parochial, charter) or transferring in from outside of New York City, evaluations are managed by the ten regional **Committees on Special Education (CSEs)**.

<b>CSE</b>	<b>DISTRICTS</b>	<b>ADDRESS</b>	<b>PHONE NUMBER</b>	<b>CSE CHAIRPERSON</b>
<b>1</b>	7,9,10	One Fordham Plaza Bronx, New York, 10458	(718) 329-8001	Rosetta BrownLee
<b>2</b>	8,11,12	3450 East Tremont Ave., 2 <sup>nd</sup> fl Bronx, New York, 10465	(718) 794-7428 Or (718) 794-7429	Michele Beatty
<b>3</b>	25, 26	30-48 Linden Place Flushing, New York, 11354	(718) 281-3520	
	28, 29	90-27 Sutphin Boulevard Jamaica, New York 11435	(718) 557-2600	
<b>4</b>	24, 30	28-11 Queens Plaza North, 5 <sup>th</sup> fl Long Island City, New York 11101	(718) 391-8405	Esther Recinos
	27	Satellite Office 82-01 Rockaway Blvd. 2 <sup>nd</sup> fl Ozone Park, New York, 11416	(718) 642-5715	“ “
<b>5</b>	19,23,32	1655 St. Marks Avenue Brooklyn, New York 11233	(718) 240-3500	Yolene Ambroise
<b>6</b>	17,18,22	5619 Flatlands Avenue Brooklyn, New York 11234	(718) 968-6200	Arlene Rosenstock
<b>7</b>	20,21	415 89 <sup>th</sup> Street Brooklyn, New York, 11209	(718)759-4900	Claire Donnellan “
	31	715 Ocean Terrace, Building A Staten Island, New York 10301	(718) 420-5700	
<b>8</b>	13,14,15,16	131 Livingston Street, 4 <sup>th</sup> fl Brooklyn, New York, 11201	(718) 935-4900	Deborah Cuffey-Jackson
<b>9</b>	1,2,4	333 7 <sup>th</sup> Avenue, 4 <sup>th</sup> fl New York, New York 10001	(917) 339-1600	Gerard Donegan
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