



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

OFFICE OF SPECIAL EDUCATION INITIATIVES
52 Chambers Street, Room 220 · New York, NY 10007

M E M O R A N D U M

December 12, 2003

TO: **Lead Regional Administrators of Special Education**
Regional Administrators of Special Education
Regional Committee on Special Education Chairpersons

FROM: Linda Wernikoff, Deputy Superintendent *Linda Wernikoff*
Office of Special Education Initiatives

SUBJECT: **Changes in the Evaluation Process**

Distribute this memorandum and attached enclosures to School Psychologists, School Social Workers and other appropriate Supervisory and Pedagogical Personnel.

This correspondence provides updated information regarding the evaluation of students with disabilities or suspected of being disabled. The special education reforms as part of *Children First* include several changes in the evaluation process. The goals of these changes are to streamline and improve the process by:

- eliminating redundant levels of reviews at the Regional Committee on Special Education;
- conforming IEP Team membership (see Page 9) and the special education recommendations that can be made at Annual Reviews, Education Planning Conferences (EPCs) and Committee on Special Education (CSE) Reviews to State regulations (see Pages 15-17);
- finalizing all special education evaluations and recommendations for public school students at the student's school to ensure the participation of professionals who know the child and are likely to provide services to the child; and
- linking evaluations more closely to instruction.

The changes in the evaluation process are highlighted in this correspondence. More detailed information on these procedures is also attached.

I. Regional Committees on Special Education (CSEs)

There were thirty-two (32) separate district level CSEs, five (5) High School CSEs and six (6) Hearing Handicapped Visually Impaired (HHVI) units. The evaluation process was often cumbersome and confusing to parents. Ten (10) Regional CSEs that serve preschoolers and students from k-12 have been established. HHVI evaluation staff formerly assigned to the separate HHVI units have been assigned to the Regional CSEs where staff can more closely interact with other clinicians and share their combined expertise to serve students with sensory impairments. The Regional CSE directed by the Regional Chairperson is responsible for:

- Non-Public School Assessments
- Pre-School Assessments
- Assessment Support for Sensory Impaired Students
- Placement (for students who cannot be served in their current school)
- Impartial Hearings
- Participating in Conflict Resolution
- Oversight of Compliance Timeliness and Evaluation Process

(See Attachment A for more detailed information)

II. Conducting Evaluations

Currently, Subcommittees on Special Education Meetings which include Annual Reviews and Education Planning Conferences (EPCs) are conducted at schools. School teams, however, were not permitted to finalize some special education recommendations at these school level meetings. In these instances the case was transmitted to the CSE where a CSE Review was convened. To streamline the process the following changes have been made:

- All types of IEP Meetings (i.e. Annual Reviews, EPCs and CSE Reviews) will be conducted at the student's school for public school students.
- CSE Reviews will be conducted by school level Teams with the appropriate Team membership. This will eliminate having to hold a CSE Review at the Regional CSE after the EPC.
- The types of special education recommendations that can be made at Annual Review, EPC and CSE Review have been revised.

Please Note:

While all meetings will be held and finalized at the student's school the procedures for opening of cases have not changed. All initial referrals and referrals for reevaluations must be sent to the Regional CSE for the case to be clocked in and opened. If a parent gives a referral to a professional member of the school staff, he/she will date stamp the letter, initial it, and transmit it within twenty-four (24) hours to the Regional CSE. If a parent makes an oral request for evaluation to a professional member of the school staff the school professional will assist the parent in making a written request to the Regional CSE. The Regional CSE (typically the desk person) continues to be responsible for opening the case and sending the notice of the referral to the parent and the Principal, with a copy to the School Psychologist. The school team will then be responsible for completing the case.

To ensure transfer of files the courier service (Moveway) will go to the Regional CSE and each school and then back to the Regional CSE twice a week.

Team membership and levels of decision making are outlined in Attachment B.

Students with disabilities are to be educated in the Least Restrictive Environment (LRE) in which their needs can be met. School teams are required to make decisions consistent with LRE requirements. The least restrictive environment (LRE) placement rules require that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature or severity of the student's needs are such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

To this end, the IEP Team (which includes the parent) will consider the first option to be the general education setting in the school which the child would attend if not disabled, with the supplementary aids and services necessary for the student to benefit from such placement. Thus, before a student with a disability can be recommended to receive services outside of the general education classroom, the full range of supplementary aids and services that would facilitate the student's progress in the general education classroom must be considered. The IEP Team must determine whether the student can achieve his or her IEP goals within the general education classroom with the use of supplementary aids and services. Please refer to *Special Education Services As Part of A Unified Service Delivery System (The Continuum of Services for Students with Disabilities)* and *Creating a Quality IEP* for more detailed information on IEP development and special education services. Both are available on-line at www.nycenet.edu/Administration/Offices/SpecialServices/specialservices

Any decision for a student with disabilities not to participate with non-disabled students in academic or nonacademic activities must be educationally justified on the student's IEP. A decision for a student with a disability not to participate in the general education setting must be based on the individual needs of the student and may not be based upon the nature of the student's disability.

To the greatest extent possible, the goal is for students with disabilities to attend the schools they would normally attend if they did not require special education services to address their learning needs. It is at the neighborhood school or the "home zoned school", that services to meet the full range of the student's needs are to be provided whenever possible.

To assist the Regional CSE Chairpersons, Supervisors of School Psychologists, Lead Regional Administrators of Special Education, Regional Administrators of Special Education and Principals to provide oversight, a new Matrix report will be available on-line as of October 1, 2003 in RMDS.

The Matrix report provides a summary of program recommendations by school for each student (e.g. self-contained classes, general education) who had an IEP meeting. The report indicates the primary program prior to the meeting and the program recommendation made as a result of the meeting. (See Attachment C for a sample report.) The information in this report should not be used to influence placement decisions regarding individual students.

III. Psychoeducational Assessments

To conform to best practice and the national model, School Psychologists will conduct psychoeducational assessments and will become the case manager for evaluations. The purpose of psychoeducational assessments in the schools is to explore and systematically study aspects of the student's academic skill development, intellectual functioning, strengths and weaknesses in cognitive/learning processes and social/adaptive functioning.

Psychoeducational assessment responsibilities of School Psychologists will include implementing strategies to evaluate:

- Reasoning
- Language
- Visuo-spatial skills
- Memory
- Motor skills
- Executive functions
- Social/emotional and behavioral functioning
- Academic achievement in reading, mathematics, written expression, and oral communication

Quality special education evaluations which are aligned more closely to instruction and, therefore, make them more valuable to instructional staff, are critical.

The school psychologist works with school-aged children and their families, with a particular focus on performance in school. School psychologists have a broad knowledge and skill base related to the application of psychology to education-related problems involving teaching and learning. In this sense, they are in a unique position as a link between psychology and education. The aim of psychoeducational assessment is to discover and describe how best to help students learn.

This aim is accomplished through the systematic gathering of data using a variety of sources and methods including: (1) review of student records and current classroom based assessments; (2) observations of behavior in classroom and testing settings; (3) interviews with the student and school staff regarding the student's functioning; (4) consultation with parents; and (5) the use of tests. Tests provide important information through scores, the content or themes of responses, the quality of verbal responses which reflect attitudes and feelings, and the interpersonal relationship between the examiner and the student. Please be reminded that test scores must not be reported for ELL students and other students for whom the norms are unrepresentative. In these cases, only descriptive information about student performance on the tasks included in the test may be reported. The results of this data gathering process must be analyzed and integrated into a report which presents a comprehensive and meaningful description of the student's way of thinking, feeling and acting, in a format and presentation that can be used by instructional staff.

Psychoeducational assessment contributes information about processes which affect learning, thinking, and behavior, and thereby provides a basis for designing an educational plan that builds on the student's strengths and helps to overcome weaknesses.

IV. Special Education Teacher Participation at IEP Meetings

School Principals are responsible for ensuring the participation of general education and special education teachers at IEP Meetings. The involvement and progress of students with disabilities in the general curriculum and participation of students with disabilities in the general education environment must be addressed by the IEP Team.

A general education teacher must participate in the IEP meeting if the student is, or may be, participating in the general education environment. As a member of the IEP Team, the general education teacher helps the IEP Team determine appropriate behavioral interventions, strategies, supplementary aids and services, program modifications and supports for school personnel that are necessary for the student to participate to the fullest extent possible in the general education curriculum.

The general education teacher must participate in the IEP meeting to the extent appropriate. This means that the general education teacher participates whenever the student's needs and program and service recommendations are discussed. The goal is to provide the general education teacher with an opportunity for meaningful participation while minimizing the impact on the teacher's other instructional responsibilities.

A special education teacher or a special education provider must participate as a member of the IEP Team. If the student is receiving special education services it must be the student's special education teacher or special education provider. When the student's only special education services is a related service the Related Service provider participates as the student's special education provider.

As a member of the IEP Team, the special education teacher helps the IEP Team determine appropriate modifications to the general education curriculum, the supplementary aids and services, testing accommodations and other aspects of individualized instruction that are necessary for the student to benefit from their educational program.

Nine hundred and sixty (960) schools received an additional allocation for a full-time special education teacher. In these schools, the special education teacher(s) must have weekly non-instructional periods regularly programmed to allow them to attend IEP Meetings of students initially referred to special education, or to cover classes for teachers who must attend IEP Meetings of their students during a re-evaluation or triennial.

Current procedures for providing coverage for general education teachers to attend IEP meetings must continue.

V. **Clerical Support**

In addition to the Family Paraprofessionals assigned (FTE .5) to School Psychologists, clerical support (510 clericals) will be deployed to schools to assist. These employees will assist with parent outreach, scheduling of meetings, mailing notices, and CAP data entry and other administrative tasks. CAP data entry will be conducted at the school level to improve the accuracy and timeliness of information including, exam completion dates, conference result information, placement information, first attend dates, and changes made as a result of IEP Meetings.

Regional Committees on Special Education

The Regional CSE is responsible for all students ages 5 to 21 years of age who attend school within the geographic boundaries of the region. This includes students attending specialized schools administered by District 75, agency programs, alternative programs administered by the Office of Youth Development, public schools, private schools, parochial schools, Charter schools and State approved Non-Public Schools regardless of their home address. This is considered the service district.

The Regional CSE is also responsible for students who reside within the geographic boundaries of the region who attend preschool programs (ages 3-5 years), Non-Public Schools outside of New York City and New York State, receive home instruction or who are not attending school. This is considered the home CSE.

School staff are responsible for the evaluation and placement of students registered in the public school and for students who are turning five years old who are zoned for that school. All IEP meetings (subcommittee and committee on special education) will be conducted at the school by school staff for these students. Assessment staff assigned to the Regional CSE are responsible for the evaluation and placement of students attending private schools, parochial schools, Charter schools, State approved Non-Public Schools and students not registered in school.

Regional CSEs also maintain assessment staff who are knowledgeable about sensory impairments in order to provide assistance in the evaluation of students who:

- have hearing problems or failed the secondary hearing screening (mild hearing loss of 25 decibels or greater in either ear), or those for whom there is documentation demonstrating that the student has a possible hearing loss in excess of 40 decibels in the better ear with amplification; and/or
- have a visual acuity of 20/70 or greater in the better eye with correction, and those who have degenerative eye disease or significant field loss.

School teams will receive a separate 201 Report listing students with sensory impairments that require an evaluation. In cases where school IEP Teams require assistance to assess a child with a sensory impairment, they will contact the Regional CSE to access these professionals.

Regional CSEs will continue to be responsible for coordinating per session activities, arranging for initial speech and language evaluations, assistive technology evaluations that cannot be provided by school staff and for contracting-out or issuing Assessment Authorizations in instances where Department of Education staff is unavailable to complete assessments.

Regional Committee on Special Education

Chairperson

Linkage with
10 Lead Regional
Administrators of Special
Education and 40 Regional
Administrators of Special
Education

**4
Evaluation, Placement and
Program Officers**

**Assessment
Professionals for Non-
Public School
Assessments**

**Pre-School
Assessment Teams**

**Regional Pre-School
Administrators**

**3
Supervisors of School
Psychologists**

Clerical Support

- answering phones
- tracking cases
- transferring records
- entering data
- maintaining records room
- generating letters

**Evaluators of
Deaf/Hard of Hearing,
Blind/Visually Impaired
Students**

IEP MEETINGS

All IEP Meetings (Annual Review, EPCs and CSE Reviews) will be held and finalized at the student’s school for students attending public schools. The following chart summarizes the required participants at IEP Meetings:

	SUBCOMMITTEE ON SPECIAL EDUCATION			School Level CSE Reviews
	Annual Review	Educational Planning Conference		
		Initials	Reviews/ Triennials	
Special Education Teacher/Related Service Provider	✓	✓	✓	✓
General Education Teacher (1)	✓	✓	✓	✓
Parent (2)	✓	✓	✓	✓
Student (3)	✓	✓	✓	✓
District Representative	✓ (4)	✓ (4)	✓ (4)	✓ (4)
School Psychologist	N/A	✓	✓	✓
School Social Worker	N/A	(5)	(5)	(5)
Parent Member	N/A	N/A	N/A	✓ (6)
Physician	N/A	N/A	N/A	(7)

Notes:

- (1) A general education teacher is a required participant if the student is, or may be, participating in the general education environment.
- (2) The parent must be invited to participate and efforts must be made to select a mutually agreeable date for the IEP meeting; however, the meeting may proceed without the parent provided that documented appropriate outreach was conducted and attempts were made to arrange a mutually agreed upon date and time for the meeting. If the parents indicate that they will be unable to attend and cannot reschedule, they will be informed that they may participate via a telephone conference. Outreach is defined as at least two (2) attempts at telephone contact at different times of the school day, if the parent has a telephone or a follow-up letter sent to the parent by mail and also sent home with the student, if the parent does not have a telephone. All contacts with and attempts to contact the parent (including copies of all letters) and the reason for the rescheduled appointment must be documented on the student contact sheet in the student’s file.
- (3) The student, where appropriate, should participate. Students 14 or older must be invited to participate in IEP meetings where transition planning is or will be part of the IEP.
- (4) A district representative is a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources of the school district. The person serving as the district representative may also fulfill the role of another person on the IEP Team (e.g. school psychologist, special education teacher) if they meet all the requirements. In addition, the role of the district representative may also be filled by the Principal, Assistant Principal, Supervisor of Psychologists, Supervisor of Speech Improvement,

Regional Special Education Evaluation, Placement and Program Officer, Regional Administrator of Special Education, CSE Chairperson. **In schools that have been identified by the School Improvement Team as having an over referral to more restrictive settings (in school or out of school) the district representative must be one of the above identified Regional Special Education staff for a designated period of time determined by the School Improvement Team in consultation with the Regional Superintendent and the Local Instructional Superintendent.**

- (5) The school social worker may participate in an EPC or CSE Review meeting if he/she is involved in any aspect of the evaluation process.
- (6) A parent member of the Committee on Special Education must participate. The parent has the right to decline their right to have a parent member participate in the CSE Review. If the parent opts to decline their right for the participation of a parent member, this must be documented by obtaining the parent's signature on the **Declination Letter for Parent Members** declining the parent member.
- (7) A physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting must participate.

In addition to the required participants noted above, the following individuals should also be invited to participate in IEP meetings:

- Any school personnel with contributions to make to the decision making process; (Please note: For students who receive related services in addition to their primary special education program every effort should be made to schedule IEP Team meetings at a time when their Related Service provider(s) can attend. If the Related Service provider cannot attend the meeting, he/she must submit a progress report indicating the student's current level of performance, progress towards meeting the annual goals, proposed annual goals and short-term objectives, and recommendations for continuation or termination of the service and changes in the frequency, duration, and group size. Related Service providers should be notified in September of the triennials that are due that year. Related Service providers must be given written notice of the need for a progress report at least 10 days in advance of an upcoming review or triennial conference. If the IEP meeting is convened for the purpose of modifying a Related Service recommendation, all attempts should be made to ensure the participation of the Related Service provider.
- At the discretion of the parent or the school, any individual with special expertise or knowledge of the student; and
- Non-Department of Education assessment professionals or service providers involved in conducting the assessment or providing service to the student.

If a purpose of the IEP meeting is to consider the need for transition services, the student and a representative of the agencies likely to be responsible for providing or paying for transition services must be invited:

- If the student does not attend, the team must ensure that the student's preferences and interests are considered; and
- If an agency invited to send a representative to a meeting does not do so, steps to involve the other agency in the planning of any transition services shall be taken.

For initial referrals and re-evaluations of students who are English Language Learners, **one** professional team member must be bilingual.

The bilingual team member may be:

- a bilingual social worker
- a bilingual special education teacher
- a bilingual general education teacher
- a bilingual speech teacher
- a bilingual guidance counselor
- contracted bilingual school psychologist

Efforts must be made to select a mutually agreeable date for the IEP meeting by inquiring, during the social history interview, about the parent's availability to attend the IEP meeting. During the initial social history interview, the parent is informed that an IEP meeting will be held after all necessary information is gathered and is informed that he/she is a member of the IEP Team and serves as a full participant in all decisions regarding eligibility and service provision and staff obtains information about parent availability. Parents will be invited through the written notice, **M-2 IEP Meeting Notice** that will include the names of the expected participants and must be received at least five calendar days prior to the meeting. In order for the parent to receive the notice five calendar days prior to the meeting, this notice will be mailed at least seven (7) calendar days in advance of the meeting or hand delivered at least five days prior to the meeting. The notice will be in the preferred language of the parent. All appointments and contacts must be documented on a contact sheet and maintained in the student's official CSE file.

A confirming telephone call is made two (2) to three (3) days prior to the IEP meeting. At least two attempts must be made to contact the parent by telephone. If the parent does not have a telephone and the notice was returned undeliverable, appropriate outreach efforts will be made. All attempts must be documented on a contact sheet and maintained in the student's official CSE file.

If a parent requests that the conference be rescheduled, a mutually agreeable date must be set for the IEP meeting. This request should also be documented on the contact sheet. If the parents indicate that they will be unable to attend and cannot reschedule, they will be informed that a telephone conference can be arranged after the conference to discuss the recommendation.

The IEP meeting may be held without the parent present, provided that written notice and/or outreach efforts were made and documented and the parent did not respond. Each IEP Team member brings important information to the IEP Team meeting. Each team member shares his/her information which adds to the team's overall understanding of the student's needs. Decision-making at their IEP meeting is consensus driven process, but the Department has ultimate responsibility to ensure that the IEP includes the services that the student needs in order to receive a free appropriate public education (FAPE).

The IEP Meeting

At the IEP meeting, a student is determined to be eligible or ineligible for special education services and, if eligible, a recommendation for special education services is made.

Ineligible for Special Education Services (Initial Referrals)

If a student is determined to be ineligible for special education services, (i.e., the student does not meet the criteria for one of the 13 disabling conditions), is disabled but does not require special education services to benefit from their educational program, or the determining factor for the student's difficulty is lack of instruction in reading or math or limited English proficiency, the School Psychologists will ensure that the following actions occur:

- A C-4 Final Notice of Recommendation to remain in General Education and a copy of pages 1 through 5 of the IEP is provided to the parent and the school principal. The principal will use this information to determine alternative strategies to assist the student is sent or given.
- The CAP Conference Result Form and Final Notice of Recommendation is entered into the computerized tracking system.
- The Case Transmittal to CSE Form is completed and a package containing all documentation is prepared and sent to the CSE to be placed in the student's official CSE file.

Eligible for Special Education Services (Initials)

The School Psychologist will ensure the following actions occur:

- IEP is completed.
- If the site is known, a C-6 Final Notice of Recommendation – Initial is issued in the preferred language of the parent.
- If the parent is in attendance and the site is known:
 - the parent is given a copy of the IEP and the Final Notice of Recommendation
 - if the parent agrees with the recommendation, obtains written consent/acknowledgement and issues the A-1 Authorization to Attend.
- If the parent was not in attendance, the IEP and the Final Notice of Recommendation is sent to the parent and outreach conducted to obtain parental consent.
- The CAP Conference Result Form, Final Notice of Recommendation, Parental Consent, and Authorization to Attend is entered into the computerized tracking system.
- The Case Transmittal to CSE form is completed and a package containing the IEP, all reports, letters and other documents is prepared and sent to the CSE to be placed in the student's official CSE file.
- The principal/designee is informed of the recommendation. If the student is remaining in the school, prepares a copy of the IEP, reports and consents to be placed in the student's confidential special education school file.

- If site is not known, and the parent is in attendance and the recommendation is for the initiation or change of staffing ratio of a self-contained special class, the parent will be offered the opportunity to participate in a conference call with a representative of the Regional CSE to discuss available school sites with the recommended program closest to the student's home. Arrangements should be made for the parent to visit if a site is identified. The CAP Conference Result Form is entered into the computerized tracking system, and the case (Case Transmittal to CSE form, the IEP, all reports, letters and other documents) is immediately forwarded to the CSE to secure a site or finalize site offer.
- If the site is not known or arrangements were made for a site visit, (but site has not been finalized) the Final Notice of Recommendation is sent by the CSE to the parent and consent obtained by CSE.
- If the meeting is a subcommittee on special education, informs the parents of their right to request a meeting of the full committee on special education.
- Upon the request of the parent, the IEP is translated into the preferred language of the parent. The School Psychologist will contact the Regional CSE to arrange for transition services.

Confirming Eligibility-Offering a Site for Reevaluations/Triennials

The school psychologist ensures that the same actions outlined for initial cases are completed with the following exceptions:

- If the primary service remains the same, issues a C-8 Final Notice of Recommendation of Modification of IEP.
- The date the recommended changes are to be put into effect should be no less than fourteen (14) calendar days from the date the notice is mailed to the parent. These notices and the IEP are sent to the school principal/designee, the parent and the CSE. Copies are placed in the student's confidential Special Education school file and the student's official record at the CSE.
- If the primary service is different (e.g. change from Special Class 12:1:1 to a Special Class 12:1), and the site is known, issues a C-10 Final Notice of Recommendation Change of Program/Service Category. The date the recommended changes are to be put into effect should be no less than fourteen (14) calendar days from the date the notice is mailed to the parent.

Resolving Conflicts

When the IEP Team and the parent of a student cannot reach consensus at an IEP meeting, there is a hierarchy of conflict resolution strategies.

- If the IEP Team was a Subcommittee on Special Education, the parent can request a meeting of the full Committee on Special Education.
- If the IEP Team was a Committee on Special Education, another meeting of the Committee on Special Education with the participation of a representative from the Region as the District Representative can be requested (the Regional District Representative may be any of the following: Regional CSE Chairperson, Lead

Regional Administrator of Special Education, Evaluation and Placement Officer, Regional Administrator of Special Education, Supervisor of School Psychologists).

- If the IEP Team was a Committee on Special Education, the parent or CSE may request mediation or an Impartial Hearing.

While it is not required to participate in mediation prior to an Impartial Hearing, it is strongly recommended that this mechanism be utilized to resolve conflicts whenever possible.

Levels of Decision Making

Initial Cases

All initial cases culminate in either a Subcommittee (i.e. EPC) or Committee on Special Education meeting. For students attending public school, both types of meetings are held at the school the student attends and are arranged and conducted by the school psychologist. For students attending non-public schools and charter schools, the staff assigned to the Regional CSE arranges and conducts the meeting. For students in non-public schools and Charter Schools, every effort should be made to hold the meeting at the non-public or Charter school the student attends to facilitate the attendance of the student's teachers. A Subcommittee (i.e. EPC) on Special Education may make all decisions for initial referrals **except** for the following which require a CSE Review Meeting at the school.

- Special Class (full-time or part-time)
- Special Class in a Specialized Public School (D. 75)
- Defer to CBST for Assistance
- Home Instruction

If the IEP Team is considering making one of the above recommendations the school team should convene a CSE Review Meeting not an EPC at the school to avoid holding multiple meetings for a student.

Re-evaluations

The chart on the following page delineates the type of IEP meeting that is required to make a change in the primary special education program for a student currently receiving special education services.

Re-Evaluations

Changing the primary special education program for a student receiving special education services

SUBCOMMITTEE ON SPECIAL EDUCATION			
Current Service	Annual Review	Educational Planning Conference	Committee on Special Education
General Education with Related Service(s) Only		<ul style="list-style-type: none"> • Decertification • Special Education Teacher Support Services • Collaborative Team Teaching 	<ul style="list-style-type: none"> • Special Class in a CSD/HS • Special Class in a Specialized School (D. 75) • Defer to CBST • Home Instruction
Special Education Teacher Support Services	<ul style="list-style-type: none"> • Related Service(s) Only • Collaborative Team Teaching 	<ul style="list-style-type: none"> • Decertification 	<ul style="list-style-type: none"> • Special Class in a CSD/HS • Special Class in a Specialized School (D. 75) • Defer to CBST • Home Instruction
Collaborative Team Teaching	<ul style="list-style-type: none"> • Related Service(s) Only • Special Education Teacher Support Services 	<ul style="list-style-type: none"> • Decertification 	<ul style="list-style-type: none"> • Special Class in a CSD/HSI • Special Class in a Specialized School (D. 75) • Defer to CBST • Home Instruction
Special Class in a CSD/HS	<ul style="list-style-type: none"> • Related Service(s) Only • Special Education Teacher Support Services • Collaborative Team Teaching • Special Class with less intensive staffing ratio if it exists in the current school • Change in staffing ratio from 12:1 to 15:1 for students articulating to a special class in high school 	<ul style="list-style-type: none"> • Decertification • Special Class with more intensive staffing ratio if it exists in the current school 	<ul style="list-style-type: none"> • Special Class with a different staffing ratio in a CSD/HS if it does not exist in the current school • Special Class in a Specialized School (D. 75) • Defer to CBST • Home Instruction
Special Class in a Specialized School (D. 75)	<ul style="list-style-type: none"> • Special Class in a specialized school with less intensive staffing ratio if it exists in the current D. 75 site 	<ul style="list-style-type: none"> • Decertification • Related Service(s) Only • Special Class in a specialized school with a more intensive staffing ratio if it exists in the current D. 75 site • Special Education Teacher Support Services • Collaborative Team Teaching 	<ul style="list-style-type: none"> • Special Class in a CSD/HS • Special Class in a specialized school with a different staffing ratio if it does not exist in the current D.75 site • Defer to CBST • Home Instruction

**Changes to Special Education Services
(Other than primary program recommendation)**

All decisions **that do not** involve a change in the student's primary program recommendation can be made at the Annual Review except for the following recommendations, which must be made at an EPC as they require the school psychologist.

- Initiation of Related Services
- Initiation of classroom paraprofessional support
- Change of test category to participation in the State Alternate Assessment
- Initiation of door-to-door (special) transportation
- Specification whether counseling should be provided by a social worker/psychologist
- Initial recommendation of ESL Only (e.g. change from bilingual services to ESL only)
- Termination of bilingual services for students scoring at or below the cut point on the LAB
- Recommendation of 12 month school year for students with disabilities not attending a specialized school , State Approved Non-Public School, or Home Instruction
- Initiation of Assistive Technology for high tech devices (e.g., computers, augmentative communication devices, etc.)
- Initiation of an Awaiting Placement Paraprofessional

PROGRAM RECOMMENDATION MATRIX' – Consolidated Service Category version

- A consolidated version of the Program Recommendation Matrix is now available. The report contains a version for **Public** Schools (DSEB5141.R1), **Other** Schools (DSEB5141.R2), and a total for all schools (DSEB5141.R3). In addition to totals by school, each version contains a District and Citywide summary. The report will be produced twice monthly, preliminary and final versions. A separate report will be available reflecting year-to-date data.
- As in the original version of the Matrix Report, the data in this report will reflect the outcome of program recommendations made for initials, reviews and triennials during the report month. However, the service categories have been aggregated into representative groups, making the report easier to read and analyze. As before, the matrix will expand and contract based upon program recommendation activity.
- Consolidated Service Category assignments:
 - SC – Self Contained (consolidation of Service Categories SE (1R,2R,3R,4R,5R and 6R)
 - SC-D75 – Self Contained(D75) (consolidation of Service Categories SS (1R,2R,3R,4R,5R,6R)
 - HI – Home Instruction
 - GE – General Ed.
 - NPS – Non-Public School
 - RS - Related Service only (consolidation of all Related Services codes)
 - ST - Special Education Teacher Support Services
 - ST-SL – District 75 inclusion
 - TT – Team Teaching
 - OTHR – students recommended from, or going to, an Old Continuum category. There should be fewer of these as time goes on.
- If you need to look at the more detailed Service Category movement, use the original Matrix report (DSEB5041).

ID DSEB5141.R1
 1078
 DATE CREATED 07/31/03

NEW YORK CITY DEPARTMENT OF EDUCATION

DIIT - OFFICE OF STUDENTS SYSTEMS - CAP
 PROGRAM RECOMMENDATIONS MATRIX (ALL EVALUATIONS) ** CITYWIDE TOTAL FOR PUBLIC SCHOOLS

**

FROM 07/01/03 TO 07/31/03 *** FINAL ***

	TO CURRENT RECM										CITYWD TOTAL
	GE	HI	NPS	RS	SC	SC-D75	ST	ST-SL	TT		
FROM PRIOR RECM											
GE	129	2	11	56	288	39	323	0	71	919	
HI	0	5	1	0	0	5	0	0	1	12	
NPS	0	0	6	0	0	0	0	0	0	6	
OTHR	10	1	3	8	75	7	160	2	31	297	
RS	24	0	2	69	24	1	31	0	7	158	
SC	2	1	23	9	484	110	29	0	39	697	
SC/D75	3	1	29	3	55	245	6	14	3	359	
ST	8	0	7	5	90	5	96	0	18	229	
ST/SL	0	0	0	0	1	2	0	1	1	5	
TT	1	0	3	6	26	0	2	0	22	60	
CITYWD TOTAL	177	10	85	156	1043	414	647	17	193	2742	