




United Federation of Teachers
A Union of Professionals

MEMORANDUM

To: Officers
District Representatives
Borough Representatives
Special Representatives
Staff

From: Carmen Alvarez 

Date: September 20, 2007

Re: Children's First Reforms in Special Education Effective July 1, 2007

On September 12, 2007, the DOE issued a 22 page memo explaining how the latest reorganization would affect the evaluation and placement of students with disabilities. While responsibility for some tasks will shift to new organizations, the underlying procedures will largely remain the same. These are some of the key points in the memo:

- District 75 remains in place and the District 75 Superintendent's Office will continue to arrange for special education services for D 75 schools. Business services for D 75 schools previously performed by the ROC (budget, procurement & payroll) will be handled by a special unit in the Queens ISC.
- CSE's will remain in the same location and be part of the ISC. With the exception of Districts 7, 27 and 32, which will remain aligned with their current out-of-borough CSE, the CSEs are "mapped" to one of five borough based ISCs.
- Certain administrative functions for public school students previously handled by the CSEs have been shifted to the ISCs. These functions include arranging for translation services, reviewing requests for specialized transportation, contracting out for assessment and related service personnel (when DOE personnel are not available to perform the assessment or provide the service), and assisting with evaluations that cannot be completed at the school. The CSEs will continue to "open" new cases, maintain special education records and provide evaluations for students in non-public schools and non-attending students.
- After receiving training on the SEC, the DOE's computerized placement system, schools will be able to offer seats in CTT and self-contained classes (in addition to SETSS and related services) to students recommended to receive those services if the program exists in the school building.
- OSEPO (Office of Student Enrollment Planning and Operations) will secure seats for students at all grade levels who require a self-contained class or CTT outside of their current school. (Every school must be able to offer SETSS and related services in the building.) To encourage schools to take responsibility for all students within their zone, when students are placed outside of their home-zoned school, the sending and receiving schools will "share" accountability, i.e., the students will appear on the progress reports of both schools.
- The principal (or CSE Chair, in the case of meetings held at the CSE) will designate who will serve as the district representative for IEP meetings.
- **All mandated participants must attend IEP meetings and IEPs may not be changed without an IEP meeting.**

More changes, particularly in the area of IEP meeting participation, are expected after the State completes the revision of special education regulations next Spring.



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

MEMORANDUM

September 12, 2007

**TO: Deputy Executive Directors, Special Education
Special Education Administration and Operations Managers
Administrators of Special Education
Committee on Special Education Chairpersons
Supervisors of School Psychologists**

FROM: Linda Wernikoff, Executive Director *Linda Wernikoff*
Office of Special Education Initiatives

SUBJECT: Children First Reforms in Special Education effective July 1, 2007

Please distribute this memorandum and attached enclosures to School Psychologists, School Social Workers, Related Service Providers and other appropriate supervisory and pedagogical personnel.

This correspondence provides updated information regarding the evaluation and placement of students with disabilities and students suspected of being disabled and also serves as a reminder regarding current practice for evaluation processes and IEP Team meetings. This memo includes the following:

Section 1: Organizational Overview.....	pages 2- 6
Section 2: Special IEP Considerations and Alerts.....	pages 7-9
Section 3: Assessments.....	pages 10-11
Section 4: Clerical Support in Schools.....	pages 11
Section 5: Participation in IEP Meetings.....	pages 11-18
Section 6: Concluding the IEP Meeting.....	pages 19-20
Section 7: The Program Recommendation Matrix.....	pages 21-22

Section 1: Organizational Overview

Special education services will be provided and supported through three organizations:

(1) Integrated Service Center (ISC)

All mandated and operational functions will be handled at five newly formed Integrated Service Centers (ISCs). Each ISC will have a Deputy Executive Director of Special Education and will be staffed with our best, most experienced managers, special educators and analysts who will streamline the process of deploying special education personnel, contracting out for services and approving services by independent providers for students attending public schools.

The CSEs will be staffed with experienced managers and special education personnel who will continue to arrange for special education services including contracting out and approving services by independent providers for students in *non-public and Charter schools as well as non-attending students*.

(2) Office of Student Enrollment Planning and Operations

The Borough Enrollment Offices reporting to the central Office of Student Enrollment Planning and Operations (OSEPO) will be responsible for the placement of students recommended for self-contained special education classes and Collaborative Team Teaching who cannot be served in their current schools. The transfer of the placement process to this centrally-operated office, with the full weight and authority of the Chancellor, will ensure better access to special education programs across the City and more efficient planning for allocation of special education classes where they are needed geographically. It will also ensure participation of students with disabilities in choice programs.

(3) School Support Organizations

During the spring, all principals in consultation with their School Leadership Teams selected a School Support Organization (SSO) that will provide curriculum and instructional support for their students, including students with disabilities, aligning themselves with schools similar in nature and need. Some of the SSOs will be led by and primarily made up of New York City public school personnel, and others will represent the best that colleges, universities and other private, non-profit organizations have to offer. Schools selected an SSO that will provide the support needed by their teachers and students. It will keep decision-making in the school and make it possible for schools with similar needs to easily share and replicate best instructional practices.

In addition, please note the following:

District 75

District 75 will remain in place to support District 75 schools. It will continue to be a separate citywide district for children with severe disabilities. The Children First school reforms seek to strengthen the district so it is serving children well and so its schools share best practices with one another. The D75 Superintendent's Office will continue to arrange for all special education services and handle all related issues for D75 schools. The Queens ISC will have a singular D75 unit that will take the place of the ROC in providing business services to D75 schools (e.g., budget, procurement, and payroll).

Committees on Special Education

The 10 Committees on Special Education (CSE) offices and attendant records rooms will remain in their current locations. The CSEs will report to the Integrated Service Centers (ISC) and there will be no change in the location of the evaluation process:

- **Referrals for re-evaluations (including mandated three-year reviews) will be clocked in and opened at the student’s school. All initial referrals will continue to be sent to the CSE to open.**
- Students attending public schools will continue to receive evaluations and have their Individualized Education Program (IEP) meetings held and finalized at their school, where personnel who know the child and are likely to provide service to the child can participate fully in this process.
- For students who will remain in the current school, all placement activities will continue to be completed at the school. Schools will now be able to use SEC, the computerized placement system, to offer seats within the current school. The ISC will be sponsoring trainings later this semester for school teams to become familiar with the enhancements to SEC.
- As outlined above, OSEPO will facilitate the placement of all students in public schools grade levels K-12 who require a self-contained special class or Collaborative Team Teaching class outside of their current school.
- When it has been determined by the IEP Team at the school for public school students or at the CSE for non-public, Charter or non-attending students that no appropriate public school services (including D75 services) exist for a student, the case will be mailed directly to the Central Based Support Team (CBST) for assistance in identifying a placement. The program recommendation for these students should read “deferred to CBST”. Cases that require deferral to CBST must be mailed to the following address with the appropriate cover sheets (see Attachment A):

**Jacqueline Bland
Central Based Support Team
1780 Ocean Avenue, 4th Floor
Brooklyn, New York 11230**

Subsequent to CBST identifying an appropriate site they will send the information to the School Psychologist. The IEP Team must then reconvene to put the name of the non-public school on the student’s IEP. The final notice, consent, and authorization will be completed at that time.

CSEs will continue to be responsible for the evaluation of students in non-public schools and charter schools as well as other non-attending students. In addition, CSEs in collaboration with the Office of Student Enrollment, Planning and Operations (OSEPO) will facilitate placements of these students in public schools and CSEs will defer cases directly to CBST as needed.

The Integrated Service Center (ISC)

Below is a chart mapping current CSEs to one of the five borough ISCs. All public schools in a borough will be supported by their borough ISC. In the case of Districts 7, 27 and 32, however, non-public and charter school and non-attending cases and the opening of initial referrals from public schools will remain with the CSE it is currently aligned with despite being aligned with an out-of-borough ISC. This decision was made to maintain the stability of CSE and their attendant records rooms and to avoid any confusion among parents.

CSE	District(s)	ISC Borough Mapping
1	9, 10	Bronx
2	8, 11, 12	Bronx
3	25, 26, 28, 29	Queens
4	24, 30, 32	Queens
5	19, 23, 27	Brooklyn
6	17, 18, 22	Staten Island
7	20, 21, 31	Staten Island
8	13, 14, 15, 16	Brooklyn
9	1, 2, 4, 7	Manhattan
10	3, 5, 6	Manhattan

The ISC will provide assistance with special education evaluation and support for provision of services in public schools. This assistance includes arranging for translation services, contracting out for assessment and related service personnel, issuing and approving related service and assessment authorizations, allocating assessment per session, reviewing requests for specialized transportation, assistance with all aspects of due process requests, and assistance with any evaluation that cannot be completed by school personnel. To request assistance from the ISC, please utilize the Request Form (Attachment B). These requests should be sent from schools to the ISC Special Education Administration and Operations Manager (see list below) utilizing the regular DOE school courier. School Psychologists working in D75 programs should request assistance with evaluation services from the Special Education Administration and Operations Manager in the Integrated Service Center where the school is geographically located. **Note:** Schools have already established courier service with the ISC. Please ensure the envelope indicates the name of the appropriate Special Education Administration and Operations Manager and the complete address at the ISC.

Schools Geographically in CSDs	Integrated Service Center Location	Special Education Administration and Operations Manager	Phone Number and Email Address
1, 2, 3, 4, 5, 6	MANHATTAN 333 Seventh Avenue Room 725 New York, New York 10001	Claudia Rothman	(212) 356-3882 crothma@schools.nyc.gov
7, 8, 9, 10, 11, 12	BRONX One Fordham Plaza 7 th Floor Bronx, New York 10458	Chris Adeyemi	(718) 741-7095 cadeyem@schools.nyc.gov
13, 14, 15, 16, 19, 23, 32	BROOKLYN 131 Livingston Street Room 501 Brooklyn, New York 11201	Verna Phillip Yalley	(718) 935-3297 vphillip@schools.nyc.gov
17, 18, 20, 21, 22, 31	STATEN ISLAND 715 Ocean Terrace Building A – Room 208 Staten Island, New York 10301	Sherri Schulman	(718) 390-1562 sschulman@schools.nyc.gov
24, 25, 26, 27, 28, 29, 30	QUEENS 28-11 Queens Plaza North Long Island City, New York 11101	Michelle Singleton	(718) 391-8220 msingle@schools.nyc.gov

Each ISC will have a Deputy Executive Director of Special Education with a Special Education Administration and Operations Manager and 3 Administrative and Operations Specialists reporting to the Director. The rest of this powerful team at each ISC will include:

- One IEP Manager and 6 IEP Specialists who will provide technical assistance, quality review oversight and enforce consistent standards for IEP development throughout the system.
- A Transportation Liaison to assist school IEP teams in the process of making appropriate specialized student transportation requests.
- Two Special Education Analysts, a Manager of Contracting and Related Service Authorization (RSA) and between 10 and 13 special education clerical support personnel. This team will streamline the process of deploying special education personnel, contracting out for services, and issuing and approving services by non-DOE independent providers (RSAs) for students attending public schools.
- Five Administrators of Special Education will provide support to schools and ensure that these services are being provided in a timely and appropriate manner. They will essentially serve as “guarantors” of special education services.
- Six Supervisors of School Psychologists and 6 Supervisors of Speech Teachers, 2 or 3 Supervisors of Occupational Therapy and 1 or 2 Supervisors of Physical Therapy based upon caseload will also be located at the ISCs to develop strong networks of senior-level service expertise and collaboration with schools to improve service delivery.
- Special education attorneys and paralegals to provide legal support for schools and ISCs in the area of special education.

Please note that all of the above activities for non-public, charter and non-attending students will continue to be provided by the CSE.

The Office of Student Enrollment Planning and Operations (OSEPO)

The central Office of Student Enrollment Planning and Operations (OSEPO) facilitates student placement, transportation, enrollment, zoning and choice programs on a citywide basis for all grade levels. OSEPO will facilitate the placement of all students in public schools grade levels K-12 who require a self-contained special class or Collaborative Team Teaching class outside of their current school. We expect that to the greatest extent possible, students with disabilities will be served in their current school. If, however, it is determined by the school team that the student requires services that cannot be provided at the school, there will be shared accountability for these students. These students will remain on the Progress Report of the sending school as well as the receiving school. OSEPO will also work with District 75 to identify and place students in need of District 75 programs.

The transfer of the placement process, along with the establishment of a Senior Executive Director for Special Education Enrollment, an Assistant Director for Special Education Enrollment at OSEPO Central, field-based Borough Directors of Special Education Enrollment and assignment of 32 placement officers and attendant clerical support to the Borough Enrollment Offices, with the full weight and authority of the Chancellor, will ensure better access to special education programs across the City.

- OSEPO will work with the central Office of Portfolio Development to secure space where needed for special education classes.
- OSEPO will manage special education enrollment projections for schools. OSEPO will participate in the special education class allocation process.
- OSEPO will also ensure greater participation of students with disabilities in choice programs.

Please Note:

To ensure timely transfer of files, the CSE courier service will continue to provide service twice a week from schools to the CSE. Additionally, the courier will also provide this service from the school to OSEPO. All documents for cases completed through the placement process must be sent to the CSE for filing in the student’s CSE file. Additionally, any new document developed after case completion must be sent to the CSE for filing in the student’s CSE file. A copy of the documents must be placed in the student’s special education file in the school.

- One folder will continue to move between the CSE and the school. The folder must indicate CSE “School Psychologist” and provide the address of the school. In the left corner indicate “CSE” and the address of the CSE.
- A second folder will move between the Borough Enrollment Office and the school for students in public schools grade levels K-12 who require a self-contained special class or Collaborative Team Teaching class outside of their current school. This folder must indicate OSEPO “School Psychologist” on the front as well as the address of the school. In the left corner, indicate “OSEPO” and the address of the appropriate OSEPO enrollment office. The original and a copy of the case materials must be included.

Responsibility Center for Various Special Education Actions for Public School Students

Action (for public school students)	ISC	OSEPO	CSE	CBST
Logging in of initial referrals only for evaluation for all students (public and non-public)			✓	
Request for translation services	✓			
Request for assistive technology evaluation/procurement of devices	✓			
Request for assistance for assessments (per session, contracting or issuance of assessment authorizations)	✓			
Request for specialized assessments such as Speech, OT, PT evaluations, if necessary	✓			
Issuance of related service authorizations, P-3’s	✓			
Placement of students in CTT and self-contained classes outside of their current school including D75		✓		
Student evaluation/placement materials for file upon completion of case			✓	
Case deferred for review for non-public school placement				✓
Assistance with litigation, impartial due process hearings and resolution sessions	✓			
Allocation of special education classes to schools		✓		

Section 2: Special IEP Considerations and Placement Alerts

All IEP Meetings will continue to be conducted at the student's school for public school students. Team membership and levels of decision making are outlined below. The following section contains information regarding current evaluation and IEP Meeting practice as well as updates that require special attention. The updates are noted throughout the document with an "Alert." While the evaluation process has not changed, please pay particular attention to the following issues which were addressed during the prior school year:

Home Instruction

Home instruction may be recommended by the relevant IEP Team for students with disabilities who have a medical or psychological illness which prevents the student from attending a public or private facility for an extended period of time (i.e., one year or longer). Requests for Home Instruction for medical/physical conditions must include a fully completed **Home Instruction Referral Form**, the **Medical Request Form** and a **physician's request on official letterhead that includes the diagnosis and expected duration of the condition**. These referrals should be submitted directly to the appropriate Borough Office of Home Instruction prior to recommending Home Instruction as the student's Individualized Education Program (IEP) placement.

Requests for Home Instruction for severe psychiatric conditions must include a fully completed **Home Instruction Referral Form**, the **Medical Request Form** and a **psychiatrist's request on official letterhead that includes the diagnosis, the reason that the student cannot attend school and the projected date that the student can return to school**. These referrals should be submitted directly to the Guidance Office of the Office of Home Instruction located at 3450 Tremont Avenue, Bronx NY 10465 prior to recommending Home Instruction as the student's Individualized Education Program (IEP) placement.

Prior to recommending home instruction on the student's IEP, the IEP Team must review the recommendation submitted by a DOHMH or DOE physician or DOE psychiatrist based on their review of documentation submitted (as described above) by parents and the student's medical providers.

Interim home instruction may be recommended by the relevant IEP Team for students with disabilities who are awaiting placement in a specialized setting, an SED-approved private school or a residential environment and cannot be maintained in their current setting with the addition of supplementary aids and services while the CSE arranges the placement.

Students who have a medical/physical and/or severe psychiatric condition which renders him/her temporarily unable to attend his/her regular school placement for an anticipated duration of at least four weeks but less than a year may request Home Instruction by submitting a fully completed Home Instruction Referral Form. The Medical Request Form, and a physician's request on official letterhead that includes the diagnosis and the expected duration of the condition must be included. These referrals are submitted directly to the Borough Office of Home Instruction. In these cases students with and without disabilities are expected to return to their prior school placement when the short-term need for home instruction no longer exists. As such, there is no change to the student's IEP and a new IEP or ISP recommending Home Instruction as the special education placement is not needed.

If the request for Home Instruction is approved, instruction is provided by New York City public school teacher(s) at the student's home, or at another place outside of the customary school location.

For more information or copies of the Home Instruction Forms, please refer to Regulation of the Chancellor A-170 on the Department's website.

Specialized Transportation

Students with disabilities attending New York City public and non-public schools are entitled to receive transportation services according to the same criteria as general education students. For students whose disability requires specialized transportation service, specialized services are available and may be recommended on the student's IEP. Specialized Transportation services include door-to-door (i.e., the bus stops at the curb as close to the student's home as possible) pick-up and drop-off and utilizes specialized vehicles. IEP Teams may recommend specialized transportation on a student's IEP if warranted by the nature of the student's disability. The following factors must be taken into consideration when determining whether Specialized Transportation is warranted:

- Does the student with disabilities have a chronic medical or orthopedic disability that requires specialized transportation?
- Does the student with disabilities have a severe emotional disability and documented aggressive and/or acting-out behavior that requires support on the bus to and from school?
- Does the student have a severe cognitive impairment to the extent that continued management and support on the bus to and from school is necessary?

Documentation or reports describing the student's need for Specialized Transportation must be provided. Factors unrelated to the student's disability are not appropriate justifications for recommending specialized transportation and such recommendations will not be approved by the Office of Pupil Transportation and ISC special education personnel.

Students who are eligible for Specialized Transportation may require additional accommodations (e.g., specialized equipment on the bus, a shorter bus ride, etc.) based on their disability. Documentation from a physician substantiating the need for these additional accommodations **must** be provided for the student **before** an IEP Team meeting and a recommendation for the service.

Requests for additional accommodations and the associated medical documentation must be submitted to the Transportation Liaison at the ISC for review by the DOHMH physician prior to the student's IEP meeting. Based on the review, the DOHMH physician will make a recommendation on the need for the accommodation and submit it to the IEP Team for review prior to the IEP meeting. Copies of all relevant forms for requesting accommodations are available at the ISC.

Least Restrictive Environment (LRE) Requirements

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) requires that, to the maximum extent appropriate, students with disabilities are educated with their non-disabled peers. 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 <http://schools.nyc.gov/Parents/Essentials/Special+Education/Documents.htm>.

Any decision for a student with disabilities not to participate with non-disabled students in academic or non-academic 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 Deputy Executive Directors of Special Education, Supervisors of School Psychologists, Administrators of Special Education and Principals to provide oversight, a Matrix report is available on-line 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 (see sample report attached) indicates the primary program prior to the meeting and the program recommendation made as a result of the meeting. The information in this report should not be used to influence placement decisions regarding individual students.

Alert! The IEP Process including Placement will be Finalized at the School for Students Recommended for CTT or Self-Contained Classes if the Student Can Remain in the Same School. Similar to related services and Special Education Teacher Support Services (SETSS), the school can directly place a student in CTT or a self-contained class if the student is remaining in the same school. The School Psychologist, district representative or designee will enter the information in the placement module of the SEC system and, after consent and authorization, send a copy of the student file to the appropriate CSE for filing. Updated training on using the SEC system will be provided to school staff by the ISC.

Section 3: Assessments

The Psychoeducational Assessment

To conform to best practice and the national model, School Psychologists will conduct psychoeducational assessments. 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, motor skills, language, executive functions, visuo-spatial skills, social/emotional and behavioral functioning, memory, 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.

Hearing Handicapped/Visually Impaired Evaluations

Each ISC maintains assessment staff 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);
- Have loss of 25 decibels or greater in either ear;
- Have documentation demonstrating that the student has a loss of 40 decibels in either ear with amplification;
- Have visual acuity of 20/70 or greater in the better eye with correction; and/or
- Have degenerative eye disease or significant field loss.

In cases where school IEP Teams requires assistance to assess a child with a sensory impairment, they are asked to contact the ISC for assistance. The School Psychologist remains the case manager for these students.

Section 4: Special Education Clerical Support in Schools

Family paraprofessionals and/or clerical support personnel will be deployed to schools to support School Psychologists (1 FTE per psychologist) and assist schools in various special education support functions. These employees will assist with outreach, scheduling of meetings, mailing notices, and CAP/SEC data entry and other administrative tasks. CAP/SEC data entry will continue to be conducted at the school level to improve the accuracy and timeliness of information including, receipt of requested evaluations, exam completion dates, conference result information, placement information, first attend dates, and changes made as a result of IEP Meetings. Questions regarding special education support personnel can be addressed to the ISC Special Education Administration and Operations Manager.

Section 5: Participation at IEP Meetings

Principals are responsible for ensuring the participation of general education and special education teachers at IEP Meetings. **Alert! The Principal will designate the individual who will serve as the district representative for IEP Meetings held at the school. The Committee on Special Education Chairperson will designate who will serve as the district representative for IEP Meetings held at the Committee on Special Education Office.**

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.

The IEP Meeting: Levels of Decision Making

Initial Cases

All initial cases culminate in either a Subcommittee or Full Committee meeting. For students attending public school, both types of meetings are held at the school the student attends. For students attending non-public schools and charter schools, the staff assigned to the 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 on Special Education may make all decisions for initial referrals **except** for the following which require a Full Committee 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 Full Committee at the school to avoid holding multiple meetings for a student.

All IEP Meetings 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			Full Committee
	Annual Review	Initials	Requested Reviews/Mandated Three-Year Review	
Special Education Teacher/Related Service Provider	✓	✓	✓	✓
General Education Teacher	✓	✓	✓	✓
Parent (see below)	✓	✓	✓	✓
Student (see below)	✓	✓	✓	✓
District Representative	✓	✓	✓	✓
School Psychologist	Not Required	✓	✓	✓
School Social Worker	Not Required	See below	See below	See below
Parent Member	Not Required	Not Required	Not Required	See below
Physician	Not Required	Not Required	Not Required	See below

Special Education Teacher

At least one special education teacher of the student must participate in the IEP Team meeting.

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 commonly known as an “IEP Teacher.” In these schools, the IEP Teacher must have weekly non-instructional periods regularly programmed to allow them to prepare for and 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 reevaluation or triennial.

The General Education Teacher

At least one **general education teacher** must be a member of the IEP Team if the student is, or may be participating in the general education environment.

The general education teacher is expected to present information about the student's performance in the general education class and to help the IEP Team make decisions about participation in the general education curriculum and other school activities. The general education teacher must participate in the IEP meeting to the extent appropriate. 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.

Keeping in mind that the participating general education teacher must be the student's teacher if the student is currently attending one or more general education classes, general education teacher selection should proceed as follows:

- For students participating in general education classes with supplementary aids and services (i.e., Related Services, Special Education Teacher Support Services, Collaborative Team Teaching) full-time or part-time or who are mainstreamed, the general education teacher or the preschool teacher who attends the IEP meeting must be the student's general education or preschool teacher.
- For students not participating in general education classes with supplementary aids and services or who are not mainstreamed, the general education teacher or the preschool teacher must be one who is likely to provide general education or preschool instruction for the disabled student being considered for participation in general education classes or participation in age appropriate activities or one who is knowledgeable regarding the curricula adaptations and the range of available general and special education supports and services appropriate to the age and grade level of the student. For preschool students, the general education teacher is an individual qualified by the State Education Department to teach a student of the same age.
- For students who have more than one general education teacher, only one of the student's teachers must attend the meeting. Input from all the student's teachers who will not be attending should be obtained and presented at the meeting.
- For students attending non-public school programs and who are participating in general education classes with supplementary aids and services or who are mainstreamed, the student's general education teacher must be invited to participate at the IEP meeting. Attempts to arrange for the participation of the general education teacher must be documented. If the student's general education teacher is unable to participate, the IEP Team must identify a general education teacher to participate at the IEP meeting. The general education teacher identified must have knowledge of curricular adaptations and the range of available general and special education supports and services appropriate to the age and grade level of the student.

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

The Parent

In New York State, **parent(s)** have long participated in making eligibility and placement decisions about students with disabilities. Under the IDEA parents must be informed of and provide written consent to initial referrals and new assessments as part of a reevaluation; have their concerns about the education of their child considered during the evaluation; be part of the group that reviews existing evaluation data during any evaluation or reevaluation of their child and understand the results of evaluations. Additionally, where the IEP Team determines that no additional data is needed to determine continuing eligibility, parents must receive notice of that determination with a statement of the reasons for that decision. Parents have the right to request additional assessments if they disagree with the IEP Team decision. Parents have the right to be provided with the student's IEP and all due process notices in their preferred language or mode of communication.

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 telephone conference.

Outreach is defined as:

- (1) At least two attempts at telephone contact at different times of the school day, if the parent has a telephone; or
- (2) A follow-up letter sent to the parent by mail, and sent home with the student if the parent could not be reached by 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.

The Student

The student may participate when appropriate. Students 14 or older must be invited to participate in IEP meetings where transition planning is or will be part of the IEP.

The District Representative

The District Representative is a representative of the school district who is:

- qualified to provide or supervise the provision of special education; **and**
- knowledgeable about the general education curriculum; **and**
- knowledgeable about the availability of district resources.

ALERT! The principal will designate the individual who will serve as the district representative for IEP Meetings held at the school. The Committee on Special Education Chairperson will designate who will serve as the district representative for IEP Meetings held at the Committee on Special Education Office.

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, IEP Specialist, Administrator of Special Education or Committee on Special Education 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 ISC Special Education staff for a designated period of time determined by the School Improvement Team in consultation with the ISC and District Superintendent.

The School Psychologist

The School Psychologist must participate in subcommittee meetings whenever a new psychological evaluation is reviewed, or a change to a service option with a more intensive staff/student ratio is considered.

The School Psychologist must participate in all Full Committee reviews.

School Social Worker

The School Social Worker may participate in a Subcommittee or Full Committee IEP Meeting if he/she is involved in any aspect of the evaluation process.

Parent Member

The Parent Member must participate in all Full Committee Reviews. The IEP Team must inform the parent(s) of his/her right to have a parent member participate at the IEP meeting itself. Parents must also be informed of their right to decline the participation of the parent member. If the parent opts to decline his/her right for the participation of a parent member this must be documented in writing in the student's IEP file.

School Physician

A School Physician is also a required participant if the parent, member of the school, or IEP Team member at the Committee on Special Education Office makes a request for a physician to attend at least seventy-two (72) hours prior to the IEP meeting.

Individual to Interpret Instructional Implications

The individual who interprets the instructional implications of the evaluation results may also be a member of the IEP Team who is fulfilling another role. The individual who interprets the instructional implications must be able to talk about how the evaluation results will impact on the instruction provided to the student and assist the team in determining what instructional modifications, strategies or interventions may be required. This role can be filled by the Special or General Education Teacher, the District Representative, or the School Psychologist.

Related Service Provider

When the student's only special education service is a related service, the Related Service Provider participates as the student's special education service provider. If the "related services only" student is served by a non-Department of Education employee (e.g., contractor, independent provider, etc.), the School Psychologist is responsible for conducting the Annual Review with all required participants. The Principal or designee should provide the names of students who fall into this category to the School Psychologist.

Additional Members

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 mandated three-year reviews 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 IEP meeting. 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. Parental consent must be obtained prior to inviting these representatives.

- 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
- a bilingual school psychologist

Reevaluations

The following chart 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.

Current Service	Subcommittee on Special Education Note: The School Psychologist is ONLY required for services with an asterisk (*) The Parent Member is NOT required	Full Committee on Special Education Note: The School Psychologist is ALWAYS required The Parent Member is ALWAYS required
General Education with Related Service(s) Only	<ul style="list-style-type: none"> • Declassification* • 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 • Declassification* • 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
Collaborative Team Teaching	<ul style="list-style-type: none"> • Related Service(s) Only • Special Education Teacher Support Services • Declassification* 	<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 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 • Declassification* • 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 • Declassification* • 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* • SETSS provided by D75 	<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 • Home Instruction • Defer to CBST

The following recommendations require the participation of the School Psychologist:

- Initiation of related services
- Initiation of classroom paraprofessional support
- Change of classification
- 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

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 must be invited through the written notice that includes 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 a 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).

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.

Section 6: Concluding the IEP Meeting

Requirements for Students found 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 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.
- The CAP Conference Result Form and Final Notice of Recommendation are 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.

Concluding the IEP Meeting: Requirements for Students Determined to be a Student with a Disability

At the conclusion of the meeting at which a final decision and recommendation is made the following steps must be taken by the School Psychologist:

- The IEP is completed (and provided to the parent regardless of whether an FNR was immediately provided to the parent). Upon the request of the parent, the IEP must be translated into the parent's preferred language.
- If the meeting is a Subcommittee meeting, the parent must be informed of their right to request a Full committee meeting.
- If, after looking in the Special Education Component (SEC) placement system it is determined that the program is available at the student's current school, an appropriate Final Notice of Recommendation must be completed and provided to the parent in their preferred language. If the parent was not in attendance, the IEP and FNR must be sent to the parent. If the parent agrees with the recommendation, obtain written consent for an Initial case (and acknowledgement thereafter). The A-1 Authorization to Attend letter must be issued.

Please note: If the student is remaining in their current program or is recommended to receive Related Services Only, or SETSS with or without related services, they will remain in their current school (or if aging out of their school, attend their neighborhood school or school they would otherwise attend). In other words, the site for this group of students will always be known immediately following the IEP Meeting. If after completing outreach, there is no response from the parent, these services may be implemented except if it is an initial case.

If the **Special Class** program or **CTT Services** recommended by the IEP Team are NOT available at the student's current school:

- The District Representative will discuss with the parent the schools within the student's district at which the program/service is available. This information is available to the school team by searching the SEC placement system for appropriate classes with a vacancy. The district representative will inform the Office of Student Enrollment Planning and Operations (OSEPO) of any preferences the parent expressed at the meeting regarding the school at which the student may be offered Special Class or CTT.

The following items must be completed and tracked in the computerized tracking system:

- The Case Conference Summary Form
- The Final Notice of Recommendation, if issued,
- If the parent provided consent for the recommendation, the consent and Authorization to Attend
- The Case Transmittal Form

Confirming Eligibility: Offering a Site for Re-evaluations and Mandated Three-Year Reviews

The School Psychologist ensures that the same actions outlined for above cases are completed with the following exceptions:

- The date the recommended changes are to be put into effect are indicated on the Final Notice of Recommendation and should be no less than fourteen (14) calendar days from the date the Final Notice is mailed to the parent.
- 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 Final Notice of Recommendation. 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 and the parent and placed in the student's confidential Special Education school file. After finalization of this process, all case materials are sent to the CSE for filing in the student's official record at the CSE.

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 ISC as the District Representative can be requested (the District Representative may be any of the following: IEP Manager, IEP Specialist, Administrator of Special Education, Supervisor of School Psychologists, Supervisor of Speech Improvement).
- If the IEP Team was a Committee on Special Education, the parent or ISC 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.

Section 7: The 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 in 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 initial reviews, annual reviews and re-evaluations 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.

- o Consolidated Service Category assignments:
- o SC – Self Contained (consolidation of Service Categories SE (1R,2R,3R,4R,5R,6R))
- o SC-D75 – Self-Contained (D75) (consolidation of Service Categories SS (1R,2R,3R,4R,5R,6R))
- o HI – Home Instruction
- o GE – General Ed.
- o NPS – Non-Public School
- o RS - Related Service only (consolidation of all Related Services codes)
- o ST - Special Education Teacher Support Services
- o ST-SL – District 75 inclusion
- o TT – Team Teaching
- o 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 view the more detailed Service Category movement, use the original Matrix report (DSEB5041).

SAMPLE REPORT

ID DSEB5141.R1 NEW YORK CITY DEPARTMENT OF EDUCATION
 DATE CREATED 07/31/03 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|
| | GE | HI | NPS | RS | SC |SC-D75| ST |ST-SL | TT |TOTAL |
|-----+-----+-----+-----+-----+-----+-----+-----+-----+-----|
| 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|
-----
  
```

SCHOOL LETTERHEAD

To: Central Based Support Team

FROM: _____, School Name/Number _____
School Psychologist
District #: _____ Telephone #: (____) _____

SUBJECT: ASSURANCE CHECKLIST

Student Name: _____ D.O.B.: ____/____/____ Sex (circle one) M F
Last FirstNYC ID#: _____
Racial/Ethnic Category (circle one)
Native American/Alaskan Native, Asian, Black,
Hispanic, White, Unknown

Please review the following assurance checklist and provide responses as requested.

EVALUATIONS

1. Number of individuals who conducted the evaluations: _____
2. Date of social history: _____
- 3a. Date of Psychological: _____
- 3b. Psychological completed by (check one) _____ Licensed Psychologist
_____ Certified School Psychologist
- 4a. Date of physical examination: _____
(Required for students with no prior school age special education {within 3 years of the CSE Review} or for students with medical needs, {within 1 year of the CSE Review})
- 4b. Physical examination completed by (check one) _____ Physician
_____ Physician's assistant
_____ Nurse practitioner
- 4c. Date of Psychiatric (required for any student classified as ED unless a written justification why it is not needed is submitted): _____
5. Date of education evaluation: _____ (must be within 6 months of the Review)
6. Date of functional behavior assessment (if applicable): _____
7. Date of observation: _____
(Students must be observed in their current education setting. The observation required for students with no prior school age special education must be conducted within 6 months of the Review)
8. The current education setting for this student is: _____

REVIEW

1. Date of meeting _____
2. Did all mandated members of the IEP Team participate in the Review (circle one) Y N
3. Are all components of IEP completed? e.g. present levels of performance, test accommodations, BIP, transition plan, where applicable (circle one) Y N
4. Were other less restrictive recommendations considered during the review and indicated on page 8 of the IEP? (circle one) Y N
5. Is a separate LRE statement included (circle one) Y N
6. Type of setting believed appropriate for this student (circle one) Day Residential

If the answer to any question above was no, please take corrective action prior to submitting the case to CBST.

I certify that these evaluations were conducted on the dates, and by the persons, indicated above and that these evaluations were duly considered review date in accordance with Sections 200.4 and 200.6 of the Commissioner's Regulations and Section 4402 of the Education Law. I also certify that the Individualized Education Program and attached LRE statement, which were generated as a result of the review, conform to the requirements of Section 200.4 and 200.6 of the Commissioner's Regulations and Section 4402 of the Education Law.

Principal_____
Date

DOCUMENTATION OF CSE EFFORTS TO PLACE STUDENT IN
LEAST RESTRICTIVE ENVIRONMENT
FOR PRIVATE SCHOOL REIMBURSEMENTS

(Attach to Assurance Form for All Submissions)

STUDENT: _____ DOB _____

School Name/Number: _____ District: _____

PERSON COMPLETING FORM: _____ Tel # _____

Efforts to place student in a public facility/CSE findings regarding lack of suitability of public placements (Complete each item for ALL students):

The following is the most restrictive public special education program tried or considered by the CSE (check one and complete ratio):

_____ IN-DISTRICT _____ BOCES _____ NEIGHBORING DISTRICT

CLASS SIZE/RATIO OF SPECIFIC PROGRAM TRIED/CONSIDERED: _____:1:_____

The following supplementary aids/supports services were tried with or considered as additions to (or are integrated components of) the most restrictive public special education program (check one):

_____ Counseling _____ 1:1 Aide _____ Psychological Services

_____ OT _____ PT _____ Speech _____ Consultant Teacher

_____ Other (specify – may not be “none”): _____

_____ Any Combination of the above

Evidence of lack of progress in less restrictive programs (Complete for ALL students: Check and complete all that apply):

The following number of goals on the student’s IEP have not been achieved: _____ out of _____

A lack of progress is not relevant because:

_____ The student was not previously in any school-age special education setting.

_____ The CSE referral was made as a result of a hospitalization, arrest or assault.

_____ CSE is recommending change of placement from one approved private day or residential school to another approved school.

CSE reason that residential services are necessary to meet one or more educational needs as specified in the IEP: (Complete for all residential placements only):

The following number of goals on the IEP could not be met without placement in a 24-hour program: _____

CSE Timetable for return to district program/CSE reason timetable not appropriate (Complete for all residential placements only; at least one item must be completed):

_____ The CSE believes that the student will return to a district program by: _____

_____ Student’s rate of progress will be assessed and placement will be reviewed on: _____
(must be within one year of CSE Review date indicated on first page of this application)

_____ The student will be transitioning to adult services by the beginning of the next school year.
CSE folder



THE NEW YORK CITY DEPARTMENT OF EDUCATION
 JOEL I. KLEIN, *Chancellor*
 52 Chambers Street · New York, NY 10007

REQUEST FOR SPECIALIZED EVALUATIONS
Including Social History or Psychoeducational Bilingual Evaluations

Parent & Child are available for:

Mon: PM _____
 Tue: PM _____
 Wed: PM _____
 Thu: PM _____
 Fri: PM _____
 Sat: PM _____

STUDENT AND PARENT/GUARDIAN INFORMATION

Service District: _____ ID #: _____ Case #: _____ D.O.B. ___/___/___
 Last Name: _____ First Name: _____ Sex (M) ___ (F) ___
 Address: _____ Home Borough: _____
Number, Street and Apartment #
 Zip Code: _____ Home Tel. #: _____ Work #: _____
 Parent/Guardian: _____
Last Name First Name
 Parent's Language: _____ Student's Language: _____
 Bilingual/ESL: NYS LAT or Lab-R Score: _____ Date: _____

SCHOOL INFORMATION

Current Program: _____ Special Alerts: _____
 School: _____ School Address: _____
 IEP Team Contact Person: _____
 IEP Team Telephone #: _____
 IEP Team Contact Days: _____

Type of Assessment:

	<u>Monolingual</u>	<u>Bilingual</u> <small>(Specify language)</small>
OT (attach prescription)	_____	_____ NA
PT (attach prescription)	_____	_____ NA
*Psychiatric (attach current reports, relevant data)	_____	_____
Social History	_____	_____
Psychoeducational	_____	_____
Other: _____	_____	_____

School Psychologist Request for Assistance to the ISC

School Psychologists assigned to public schools should contact the Integrated Service Center (ISC) for assistance with issues affecting the special education referral/evaluation of public school students. School Psychologists should generally contact the Supervisor of School Psychologists at the ISC to whom they directly report. Below is a form for requesting assistance from the ISC and typical issues which you may require ISC assistance in resolving. Thank you.

Name	School	Telephone #	Date

I am requesting assistance with the following issue(s):

Issue	Check All That Apply <input checked="" type="checkbox"/>	Brief Description
Psychoeducational evaluation (please complete attached specialized evaluation request form)	<input type="checkbox"/>	
Psychiatric Evaluation (please complete attached specialized evaluation request form)	<input type="checkbox"/>	
Speech Evaluation (please complete attached speech request form)	<input type="checkbox"/>	
OT, PT Evaluation (please complete attached specialized evaluation request form)	<input type="checkbox"/>	
Hearing/Vision Testing	<input type="checkbox"/>	
Translation Services	<input type="checkbox"/>	
Assistive Technology Evaluation/Procurement	<input type="checkbox"/>	
IEP Meeting Representation	<input type="checkbox"/>	
Parent Member	<input type="checkbox"/>	
Surrogate Parent	<input type="checkbox"/>	
Legal (Due Process) Support	<input type="checkbox"/>	
Specialized Transportation	<input type="checkbox"/>	
Clerical/Family Paraprofessional Issues	<input type="checkbox"/>	
Computer/Hardware Support	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	