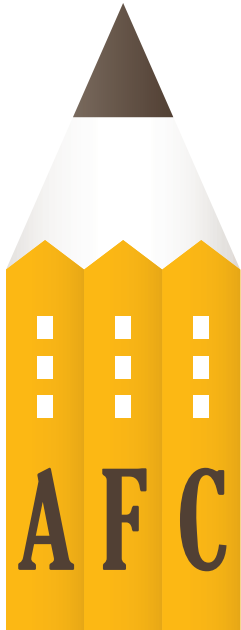


 AFC'S GUIDE TO

Special Education

October 2009



Advocates for Children of New York
Protecting every child's right to learn

INTRODUCTION

Whether you are considering special education services for your child or your child already receives special education services, you should learn as much as you can about the special education system. You and your child have many rights, but the rules about special education services are complicated.

Some important documents that every NYC parent should read are:

- **Special Education in New York State for Children Ages 3-21, A Parent's Guide**
Published by the New York State Education Department. You can get this document from your Committee on Special Education (CSE) or your school based support team or at: <http://tinyurl.com/fae9>
- **Revised Procedural Safeguards Notice** this document discusses parents' rights in the special education system. You can get this document from the CSE or find it at the following web address: <http://tinyurl.com/6bdcp7>

Documents published by the New York City Department of Education:

- **ChildrenFirst Reforms in Special Education** (guide to July 2007 NYC changes): <http://tinyurl.com/63gnqx>
- **Guide to Special Education for Principals** <http://schools.nyc.gov/NR/rdonlyres/E8BD811F-1607-465A-850E-F82C04B5A6A8/22459/PrincipalsGuidetoSpecialEducationMay2007.pdf>
- **Guide to ChildrenFirst Reforms** (for Parents) <http://schools.nyc.gov/NR/rdonlyres/2BCCCCF14-9EAE-4506-BD3E-42E9789BCE99/42329/SpecEdFactSheet200884v2.pdf>
- **The Addendum to the Parent's Guide to Special Education:** <http://tinyurl.com/59plfv>
- **Special Education Services as Part of a Unified Service Delivery System (the "Continuum")** This booklet explains the "menu" of NYC special education services: <http://schools.nyc.gov/NR/rdonlyres/2BCCCCF14-9EAE-4506-BD3E-42E9789BCE99/28444/ContinuumofServices.pdf>
- **Creating A Quality IEP** (IEP stands for "Individualized Education Program") [http://schools.nyc.gov/documents/d75/iep/The New IEP Manual January 2005.pdf](http://schools.nyc.gov/documents/d75/iep/The%20New%20IEP%20Manual%20January%202005.pdf)

You should be able to obtain all of the above documents at the CSE or from your school based support team.



(NOTE: most of these documents are not updated to include IDEA 2004 legal reforms. DOE websites sometimes change so the provided links may stop working. You can use a search engine (Google, Yahoo, etc.) to find the updated location for most of these resources.)

This guide does not constitute legal advice. This guide attempts to summarize existing policies or laws without stating the opinion of AFC. If you have a legal problem, please contact an attorney or advocate.

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WHAT IS SPECIAL EDUCATION?

Background

The federal law governing special education is called the Individuals with Disabilities Education Act (IDEA). The IDEA guarantees a free, appropriate public education (FAPE) for each student. New York State and New York City also have laws and policies governing special education and there is a federal court case called Jose P. which provides some additional rights to parents living in New York City.

Many people think of special education as separate classes or separate schools. Actually, special education is specially designed instruction that meets the unique needs of a child with a disability. These services are documented in a student's Individualized Education Program (IEP). Depending on the needs of the child, these services may be provided in the general education setting, in a separate special education setting, or in a combination of both settings (see pages 5-8 for the continuum of services).

Least Restrictive Environment

The law requires that every student with a disability be educated in the "least restrictive environment" (LRE), which means, to the maximum extent possible, a child with a disability should be educated alongside non-disabled peers. A student with a disability should receive the extra academic and/or behavioral help he or she needs to progress enough to remain in the least restrictive environment.



A student with a disability should only be removed from the general education environment when his or her disability is so severe that the child cannot progress even with the help of aides and services in a general education setting. LRE also applies to non-academic activities.



NOTE: Before being referred for special education, a student should be offered pre-referral intervention services, such as counseling or tutoring. Parents can request these services from the school if they feel their child is struggling.

Since **special education** is specially designed instruction that meets the unique needs of a child with a disability, it may take many forms and occur in many places. Special education includes instruction in the classroom, at home, and in hospitals and institutions.

Special education may include the following:

- ↙ **Related services.** Some students may receive related services such as speech, physical (PT) or occupational (OT) therapy, and counseling services. Other services may fall under this category.
- ↙ **Transition services.** Transition services must be included on an IEP by the time a student is 15 years old and are meant to help students prepare for life once they leave high school. These services may include instruction, community experiences, and development of employment or other post-school adult living skills.
- ↙ **Supplementary aids and services.** Such services may include special education teacher support services (SETSS), formerly known as resource room, consultant teacher services (teacher support), and one-to-one paraprofessionals.
- ↙ **Testing Accommodations.** There are many possible accommodations, but some common ones include extra time for your child to take a test, having test questions read aloud, testing in a separate location, and using a calculator.
- ↙ **Assistive Technology (AT).** Assistive technology includes equipment, products, and services used to enable a student to participate in the classroom. Assistive technology can also include training for parents, professionals, and students.



CONTINUUM OF SERVICES IN THE NYC DOE

The New York City Department of Education (DOE) continuum is a list of special education services and programs. This list ranges from services and instructional supports designed to help a student remain in general education classes (less restrictive) to self-contained settings (more restrictive). Detailed below is a description of those supports and services. Further information on services is available in the NYC pamphlet on the Continuum of Services available from the following web page:

<http://schools.nyc.gov/NR/rdonlyres/2BCCCF14-9EAE-4506-BD3E-42E9789BCE99/28444/ContinuumofServices.pdf>



NOTE: Remember that although this continuum represents the typical options offered at an IEP meeting, the team is not limited to using these options, and can think “outside of the box.”

General Education with Supplementary Aids and

Services: Students are educated in a general education class with additional support.

Supplementary aids and services include, but are not limited to:

- **Related Services** For example, speech and language, occupational, and physical therapy, and counseling. These may be provided individually or in a small group.
- **Special Education Teacher Support Services (SETSS)** Formerly known as resource room. A student is either removed from class and taught in a smaller class for a portion of the day (pull-out) or a teacher may come into the classroom to work with the student, a small group of students, or the classroom teacher during the regular lesson (push-in).
- **Paraprofessionals** (also called aides or paras) can be assigned to students to meet individual management needs, such as behavior management, health, and interpretation services.

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Integrated Co-Teaching (formerly known as CTT): An integrated classroom where non-disabled students (about 60% of the class) and students with disabilities (about 40% of the class) are taught together by a general education teacher and a special education teacher.



Special Class in Community School (Self-contained Special Education):

A class of special education students in a neighborhood school that also has general education students. Students in this type of class are grouped by age and functional ability. The classroom student-to-teacher ratios offered by DOE include:

- **12:1** (elementary and junior/middle school only); **15:1** (high school only) – for students with academic and/or behavior management needs
- **12:1:1** – for students with academic and/or behavioral management needs who require extra adult support and specialized instruction



NOTE: When you see a ratio, such as 12:1:1, it means that there are **not more than** 12 students, one teacher and one paraprofessional in a single class. A child's IEP should note both the class ratio and whether the class is in a community school or a specialized school.



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Special Class in a Special School (District 75):

District 75 is a separate school district intended for students who have severe needs that require more intensive support. Sometimes these programs are in a school consisting only of students with disabilities. Other times these programs can be located in a school that has general education students, but these programs are run separately from the general education programs. A small number of District 75 “inclusion” programs integrate disabled students into community schools.

District 75 classes offer the following student-to-teacher ratios:

- **12:1:1** – for students with academic and/or behavioral management needs who require additional adult support and specialized instruction.
- **8:1:1** – for students whose needs are severe and on-going and who require constant, intensive supervision, a significant degree of individual attention, intervention and intensive behavior management.
- **6:1:1** – for students with very significant needs, including academic, social and/or interpersonal development, physical development, and management needs. Students’ behavior may be aggressive, self-abusive or extremely withdrawn. Students may have severe difficulties with language and social skills. These programs provide intense support and continual adult supervision including specialized behavior management intervention.
- **12:1:4** – for students with severe and multiple disabilities and limited functioning in all areas. This program primarily provides habilitation and treatment, including training in activities of daily living (ADL) and the development of communication skills.



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PLACEMENT POSSIBILITIES: Outside of a Community School



State-Approved Non-Public School (NPS): Private special education schools approved by the state for students whose educational needs **cannot** be met in a public school program. See discussion pp 29-30.

Residential Placement: Children who require services on a 24-hour basis may be recommended for a residential placement in NY state. If no New York-based program is appropriate a student may be placed in another state.

Home Instruction: Intended as a temporary placement for students. The DOE sends home instructors to the home or a public site like a library for a minimum of two hours per day for high school students and one hour per day for other students. Although often used for students with medical needs, it can be used as a short-term solution when a student is waiting for a specialized placement.

Hospital Instruction: The DOE is required to provide instruction to all students who are in the hospital.

HOW DOES SPECIAL EDUCATION WORK?

Special education is a four-step process

1. Referral/Consent
2. Evaluation
3. IEP Development (Eligibility, Classification, and Program Recommendation)
4. Placement Offer (Parents have the right to visit a recommended placement before accepting it.)



NOTE: In this guide the IEP team, Committee on Special Education (“CSE”), Integrated Services Center (“ISC”) and other DOE personnel, including principals, are all referred to as “DOE.”

Parents Rights

The laws governing special education give a number of rights to parents, including, but not limited to:

- The right to participate in decision-making at an IEP meeting,
- The right to notice regarding meeting appointments and decisions,
- The right to regular progress reports,
- The right to request private evaluations at DOE expense, and
- The right to administrative hearings and mediation to resolve disputes.



NOTE: The DOE/IEP Team must review every student’s IEP **each year** to see whether the child is making progress and to determine whether a change in services is needed. **A parent is a legally required member of the IEP team.**

STEP 1: Referral/Consent

Who may request a referral?

A parent (or person in a parental relationship to the child), selected school personnel, a licensed doctor, a judicial officer, certain public officials, and the student (if he or she is over 18 or emancipated) can request that a child be evaluated for special education services.



How do you request a referral?

If you are making a referral for the first time (“an initial”) on behalf of your child, make the referral in writing to your CSE Chairperson (see p.37) and your child’s school’s IEP team. You should save a copy of the letter as well as proof that the DOE received it — you can do that by faxing the letter and saving the fax confirmation sheet, hand-delivering the letter to the school and having a copy stamped as received, or sending it by certified mail return receipt requested.

Why would you want your child evaluated?

You might want your child evaluated if he or she has poor school performance, frequent behavioral difficulties, school avoidance, or diagnosis of a medical or mental health condition. Under a part of the law known as “Child Find,” the DOE must refer a child for evaluation if the DOE suspects a disability.

When can a child be referred?

A child can be referred for an evaluation at any point until he or she reaches the age of 21 or graduates with a local or regents diploma.

Does an evaluation mean I have to accept services?

Agreeing to an evaluation does not mean you have to accept services. You may decide not to consent to services after the **initial evaluation** is complete. However, if it is a **re-evaluation**, the DOE may seek to change your child’s program or placement even without your consent. If you believe your child still needs special education support, you may have to request a new IEP meeting or an impartial hearing to prevent such a change. You also have the right to withdraw your child from special education entirely. (see p.31)

What is informed consent?

Once a referral is made, the law says that the school district must obtain a parent’s “informed consent” before starting the evaluation. **Informed consent** means that the DOE has fully informed the parent, in his or her native language, of all relevant information and rights. The parent’s consent must be voluntary and in writing and can be revoked at any time before the evaluation. After the DOE obtains signed consent, the evaluation process begins.

STEP 2: Evaluation & Re-Evaluation

A Child Must Be Evaluated in All Areas of Suspected Disability:

You should request as extensive an evaluation as possible to ensure that your child's needs have been correctly identified. Under a legal requirement called **Child Find**, school districts must identify all children in need of services, at any time, even if not previously identified.

Initial Evaluations: Initial evaluations, when a child is first evaluated, have different rules than when a child has been evaluated previously ("re-evaluation"). An initial set of evaluations must at least consist of:

- a psycho-educational evaluation (includes IQ and academic testing),
- a social history,
- a classroom observation, and
- a recent physical evaluation (if not available from the student's doctor, the DOE must arrange for a physical).

Other possible evaluations include:

- a physical/occupational or speech and language evaluation
- a neurological exam
- an auditory processing evaluation
- a hearing or vision exam



If you feel your child should be tested in a specific area, request it from the DOE. The DOE may ask you to provide a prescription or letter from a doctor before conducting certain evaluations, such as occupational and physical therapy.

The law also requires a functional behavioral assessment (*FBA*) for children exhibiting behavioral problems. An FBA describes the factors that affect your child's behavior in the classroom and helps the school and parents plan how to address any behavioral issues.

Re-evaluation at Least Every 3 Years (Triennial): A student who is already receiving special education services must be re-evaluated at least once every three years unless you agree in writing that testing does not need to occur (**note:** it is rare that such testing should be skipped; be careful not to agree unless you really believe it is not necessary). You do not need to wait three years before asking for new evaluations. A parent or a school district can request evaluations at any time, and the school district should complete testing. However, new testing can only be done once each year unless the parent and school district agree otherwise.

New evaluations should be requested when a district or parent seeks to change a child's services, if the child is not making progress, or if the child has made so much progress that a change in program is needed.

Copies of evaluations: You are entitled to receive copies of your child's evaluations. It is a good idea to request the evaluations in writing so you can review them before the IEP meeting.

Evaluation Timelines: The DOE must arrange placement and services for a student with a disability within **60 school days** of receipt of your consent to evaluate. Please note that under law, consent is not the same as referral. Typically, a social worker should explain your rights and then obtain your signed consent (see p.11). If you have referred your child, but have not heard from the DOE, contact the school social worker.

FREQUENTLY ASKED QUESTIONS about the EVALUATION PROCESS



What happens if I do not consent to an evaluation?

If a parent does not consent to evaluations (initial evaluation or re-evaluation), the DOE cannot evaluate the child unless the school or region files an impartial hearing against the parent and an impartial hearing officer (IHO) orders the evaluations. At the impartial hearing, the school must (1) prove that the child needs an evaluation and (2) show that the school offered the child intervention services before requesting evaluations. If the school proves these things, the IHO may order evaluations even without a parent's consent.

Can I take back my consent after I have given it?

Yes. You have the right to end the evaluation process at any time by simply writing to the DOE. Once you choose to stop the evaluation process, your child's case will often close automatically. As described above, however, the DOE may request an impartial hearing and ask the hearing officer to order evaluations without your consent.



NOTE: the DOE cannot place a student in special education for the first time without parental consent!

Can I just ignore the DOE if I don't want my child evaluated?

No. Ignoring the DOE can cause problems and lead to accusations that you have not cooperated. Although, as stated above, you do not have to consent to an evaluation, you should **always** respond to requests from the DOE and send all correspondence by certified mail return receipt requested, by fax (keep the confirmation), or by hand delivery (and make sure your copy is stamped "received" and dated by a DOE official).



Can I give an evaluation from a private doctor to the DOE?

Yes. The DOE must consider all information about the student, including information you provide. The DOE must consider the private evaluations you bring them, but they may disagree with those evaluations and conduct their own. The DOE will sometimes accept a private evaluation instead of conducting its own.

What happens if I want an Independent Evaluation and can't afford one, or if I am unhappy with the DOE's evaluation?

The law says a parent can request that the school district pay for an independent evaluation if he or she is not satisfied with the evaluation done by the school. You should make your request for an independent evaluation in writing to the DOE (that could be the ISC, the CSE or the school principal). Once you request the evaluation, the DOE has two choices:

1. The DOE can disagree and request an impartial hearing to prove that the DOE evaluations were appropriate, **or**
2. The DOE can pay for the independent evaluation through an assessment authorization form which allows you to find a provider at a DOE approved rate.

If the DOE fails to respond within a reasonable period of time, you may file an impartial hearing request to ask the DOE to pay for an evaluation.

What is the difference between "Independent" and "Private" Evaluations?

Independent evaluations are paid for by the DOE and the DOE has a right to the results. Private evaluations are arranged and paid for by you or your insurance and do not have to be shared with the DOE. However, alerting the DOE that your child is undergoing a private evaluation may create the expectation that you will share the results. For this reason, you may want to wait until you have reviewed the results before notifying the DOE of private evaluations.

STEP 3: IEP Development

Classification

For a child to receive special education services, an Individualized Education Plan (IEP) team must find the child eligible for one of the thirteen different classifications listed in the law. To be classified, the student's disability must affect the student's school performance. A classification for special education is *not* a medical diagnosis. Although a child may fit into more than one of these classifications, in New York only one will be assigned as the primary classification on the IEP. Services should meet the child's individual needs rather than being based on the child's classification.

The 13 classifications are:

Autism	Deafness
Deaf-Blindness	Visual Impairment
Hearing Impairment	Learning Disability
Mental Retardation	Multiple Disabilities
Orthopedic Impairment	Other Health Impairment
Speech or Language Impairment	Traumatic Brain Injury
Emotional Disturbance	

IEP DEVELOPMENT

Your child's IEP is a very important document. It outlines your child's educational needs and all the services your child is entitled to receive.

THE LAW REQUIRES THE IEP TO INCLUDE:

- present levels of educational and social/emotional performance;
- measurable annual goals;
- program recommendations and/or related services;
- the extent to which your child may participate in general education classes, extracurricular and non-academic activities;
- participation in testing, testing accommodations and modifications;
- promotional criteria; and
- a transition plan to prepare the student for life after high school for students 15 and older.

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IEP DEVELOPMENT (continued)

As a parent, you are a legally required member of the IEP team. You must have the opportunity to participate equally in decision-making.

Other **required** team members include:

- ***special education teacher***: **must** be your child's actual teacher or service provider;
- ***general education teacher***: **if** your child is, or may be, participating in a general education class;
- ***school psychologist or a member who can explain the meaning of the evaluations to the team***: the team must include a school psychologist if a new psychological evaluation has been done or if it will be recommending a more restrictive environment; and a
- ***district representative***: who is qualified to supervise special education, knows the standard grade level curriculum, and is familiar with the educational resources available in the district.

Additional team members may include:

- ***parent member***: in some cases, another parent who has a child in special education.
- ***other***: the student, a doctor, or anyone else you wish to invite to the IEP meeting for support or information.

IEP Team Member Excusal: In 2008, the law changed to permit the DOE to ask you to go forward with an IEP review without a required member as long as:

- you receive notice,
- you receive written input from the team member who will not be present, and
- you give the DOE permission.

You have the right to reschedule for a time when all required members can be present.



NOTE: Be sure to get a copy of your child's IEP and determine if you agree with what it says and whether your child is receiving the recommended services.



Preparing for a CSE / IEP Team Meeting

- √ Make sure you are able to describe your child's disability and how it affects his or her school performance.
- √ Determine what program and services you want your child to receive. For information on the possibilities, refer to the descriptions on pp 6-9.
- √ Review all of your child's evaluations, observations and progress reports. If you do not have an evaluation, request a copy in advance of the meeting. **Note:** Think about whether the evaluations support the services you are asking for — be ready to use specific parts of the evaluations to either support what you are seeking or to argue why the evaluations are not accurate.
- √ You may also ask any service providers, teachers, or anyone else who knows your child and has relevant information to participate in the IEP meeting, especially if that provider has helpful information that supports your position and you think that the IEP team may disagree with you.

STEP 4: PLACEMENT/SCHOOL SITE OFFERS

Decisions about your child's placement are made by the IEP team and the Office of Student Enrollment (OSE). Every year at the IEP meeting your child's program and placement recommendations should be reviewed.

The placement should be as close as possible to your home. A child with a disability should attend the school he or she would attend if not disabled. However, if the placement closest to your home is not appropriate, the DOE must provide one somewhere else.

Placement Timelines

First Time Placement

If your child is receiving special education services for the first time, the DOE must arrange for placement and services within 60 school days from receiving your consent to evaluate your child.

Following a Referral for an IEP Review

If your child is already receiving services, the DOE must arrange for placement and services within 60 school days from referral for review.

What if a placement is not offered within 60 days?

If a placement is not offered within 60 days, the DOE must provide you with a P-1 letter (Nickerson letter). This letter allows you to place your child in a state-approved non-public school (NPS) at public expense if an NPS accepts your child (see page 29).

The DOE may also ask that you agree to postpone (defer) the placement recommendation for a later date. Typically this occurs in late spring and early summer and the deferral is until the fall.

Although you may not want your child moved to a new placement so close to the end of the school year, you may want to ask to see the proposed placement before making your decision as it may be impossible to visit any proposed fall placements in August. If you consent to defer placement over the summer the DOE must make an offer by August 15th. If not, you are entitled to a P-1 letter.



Tips for Considering a Recommended Placement

When the DOE offers your child a placement, you are entitled to visit the class and the school site offered. To determine whether the site is appropriate, we advise that you take the following steps:

1. **RESEARCH:** Find out as much information as you can from various reports on the DOE website, schools.nyc.gov, (go to the school's webpage and click on "statistics" in the left hand margin to find those reports), and read reviews of the school on www.insideschools.org. Additionally, you may want to look to see the school's status under a federal law called No Child Left Behind. If the school is failing you may have the right to transfer from it or to receive supplemental tutoring services. For more information see: www.emsc.nysed.gov/irts/school-accountability/home.shtml.
2. **CLASS PROFILE:** You have a right to the "class profile," which should list the social, academic, and management needs, as well as the genders and age range of the other students in the class. The law says your child cannot be in a class where students are academically functioning more than three years above or below your child in reading or math. Also, no student under 16 can be in a class with an age range of more than three years.
3. **SCHOOL VISIT:** Speak with the teacher for the offered class and show him your child's IEPs and evaluations. Ask the school administrators and teachers how that class and school will be able to meet the recommendations and goals of your child's evaluations and IEP. Find out if your child's recommended services (like speech therapy) are offered at the school. If possible, spend at least one period seated in the recommended class. Some things to consider during your visit include:
 - The location and size of the classroom in the building;
 - The number of students and adults in the class;
 - Instructional methods and materials used (look for student work);
 - Behavioral techniques and plans used by the teachers and staff;
 - Teacher interaction with students (does the teacher individualize instruction?);
 - Access to general education peers;
 - Length of school day and scheduling of art, music, gym, lunch, etc.



FREQUENTLY ASKED QUESTIONS about PLACEMENTS/SERVICES



What rights do I have if the DOE wants to change my child's school, class, or services, but I don't agree?

School officials cannot make most changes until your child's IEP is changed. Prior to making any change, the school district must notify the parent in writing about the proposed change within a reasonable time. Before the initial or annual review meetings, a parent is entitled to five (5) days notice. If you disagree with a proposed change, you may request a new IEP review, mediation or an impartial hearing. You have the right to visit a proposed placement. If you don't think the placement is appropriate, you should tell the DOE in writing and request a new placement.

What rights do I have if my child's school won't or can't provide the related services or Special Education Teacher Support Services (SETSS) required by the IEP?

If your child's school cannot provide the related services or SETSS required by your child's IEP, the DOE should provide you with a voucher so that you can obtain these services from an outside provider at DOE expense. This voucher is called an RSA (Related Service Authorization) for related services, and a "P-3" letter for SETSS. You should receive a list of providers who accept RSAs and P-3 letters. These are also available on line at: <http://schools.nyc.gov/Academics/SpecialEducation/ParentResources/Related+Services+Information.htm>.

If you find a provider, but the provider's rate is higher than the DOE's rate, you can ask the DOE for approval of the increased rate. If they deny your request you can file a hearing for the increased rate. You may need an attorney or advocate to secure a higher rate.

TRANSPORTATION

When can I get transportation for my child?

Transportation by a bus or van is a related service that should be included on the first page of a child's IEP. Door-to-door transportation is usually provided to students in self-contained classes in the earlier grades. Students receiving special education services who are not in special education classes (those students receiving SETSS or related services only) might be eligible for transportation, depending on their individual needs. If you would like to get busing for a child who is not in a small class setting, you will need to show why the child needs transportation. If the child has any special transportation requirements (like air-conditioning, time limits for the bus ride, or a wheel-chair lift), these requirements should be included on the IEP. You will need written documentation from a doctor indicating your child's transportation needs.



Who should I contact regarding transportation problems?

Contact the Office of Pupil Transportation (OPT) at 718-392-8855 regarding problems.

If OPT does not help, you can also call 311 and ask for the special education call center. If you're still having trouble you may need to use the impartial hearing process (see pp. 22-23).

DUE PROCESS RIGHTS

Under law, you have certain rights during the special education process and means to pursue a solution if you feel your rights have been violated. Below are some of the rights you have and brief descriptions of three ways you can resolve disputes with the district (**mediation, impartial hearing, and state complaint**).



Right to Procedural Safeguards Notice

The DOE must give you a copy of the “Procedural Safeguards,” a notice which describes legal rights regarding special education when: your child is first referred for special education, you request an evaluation, you file an impartial hearing request, upon your request, and then once per year afterwards. For more information call VESID at 518-474-1711 or visit www.vesid.nysed.gov/specialed/publications/policy. Procedural safeguards include your right to contest the DOE’s recommendation for your child.

Right to Get Written Notice before the DOE Proposes to Change Your Child’s Placement, IEP, or Classification

The DOE must send you “prior written notice,” within a reasonable time, of proposed changes that relate to: identification, evaluation, or placement. The district also must respond if it disagrees with your request for evaluation. To ensure a response, make your request in writing.

Pendency: Right to Keep Your Child in the Current Placement

After you file for mediation or an impartial hearing, your child has the right to remain in his current placement until a final decision or an agreement is reached, unless you consent to a different placement. This is called: “*stay put,*” “*pendency,*” or “*status quo.*” If this is not happening, ask the DOE to enforce pendency. If the DOE will not do so, raise this issue with the mediator or impartial hearing officer.

Due Process: IMPARTIAL HEARING

If you disagree with the DOE about placement, services, evaluation, eligibility, or classification, you may request an impartial hearing.

Is there a judge?

An **Impartial Hearing** is held before an **Impartial Hearing Officer (IHO)** who acts as a judge for your case. The IHO is an independent decision-maker who is not a DOE employee. The IHO has the authority to decide what solution is appropriate after hearing testimony and receiving evidence from both the parent and the school district. Because a hearing is a formal process, parents often bring an advocate or an attorney to represent them.



What does the decision do?

A hearing officer's decision must be followed by both the DOE and the parent, unless either side appeals to the State Review Officer (SRO). For more information on appeals, visit www.sro.nysed.gov.

What is the Hearing Timeline?

The timeline for Impartial Hearings varies from case to case. After you file, a mandatory resolution period must be completed within 30 calendar days (but can occur, or be waived, in less time—see pp. 25-26). After the resolution period, the first hearing date must be scheduled within 14 days (but can occur sooner or later if both sides agree). The law requires that a decision be issued within 45 days of the first hearing date (this also can be extended if both sides agree). A hearing can occur on just one date or require multiple dates.

What does this mean? From the time you file a request to when you receive a decision may take three months, or more, depending on adjournments and the number of issues in your case.

(continued next page)

HOW TO FILE A HEARING REQUEST

A Hearing Request Letter

Submit a letter to the impartial hearing office requesting a hearing, or use the form online at the State Education Department's website:

<http://www.vesid.nysed.gov/specialed/publications/policy/samplecomplaint.htm>

The request should include at least the following things:

- Child's name, date of birth and NYC ID/OSIS #, if known
- Home address (or contact information if homeless)
- Name and address of the school your child attends (if any)
- School Region and/or district number
- Why you are requesting the hearing, and
- What result you would like from the hearing. Be specific about the solution you are seeking.

Send your request to:

Stacey Reeves, Chief Administrator
NYC Department of Education
Impartial Hearings Office
131 Livingston Street, Room 201
Brooklyn, NY 11201
Phone: 718-935-3280
Fax: 718-935-2528



NOTE: You should send the hearing request by certified mail return receipt requested OR by fax with a fax confirmation OR by personally delivering it and receiving a stamp on your copy. *Once you send the request, you should call the hearing office to make sure your request was received.*

Additionally, you should send a copy of your request to VESID:

New York State Education Department
Impartial Hearing Unit
89 Washington Avenue, Room EB307M
Albany, New York 12234
Attention: Impartial Hearing Reporting System

For more detailed help and information, see Advocates for Children's *Impartial Hearing Guide* at <http://www.advocatesforchildren.org/guides.php>.

RESOLUTION SESSION

What is a Resolution Session?

A Resolution Session is a meeting between the parent and a DOE representative who should have the authority to resolve the issues raised in your request.

After the impartial hearing office receives your hearing request, the case manager sends a copy to the appropriate DOE office (the CSE or the ISC). The DOE then has 15 days to contact you to set up the resolution session (followed by 15 days to resolve the problem). You **must** respond to the resolution session invitation, either to agree to the meeting time, request a new time, or ask that the meeting be waived.

Do I have to participate in a Resolution Session?

A resolution session can be waived if you and the DOE agree. Unless it is waived, you must attend (even if by telephone) the Resolution Session to discuss settlement. If you do not attend or contact the DOE to reschedule, they may seek to have your hearing dismissed. You do not have to settle your hearing at the session. Also, if you agree to a partial resolution of the issues, you must make sure any agreement papers you sign say the settlement is only partial and you still want a hearing on the remaining issues.



What is a Resolution Agreement Form?

If you resolve all or some of the issues raised in your hearing request, you and the DOE will sign a resolution agreement form. This is a contract that is binding and enforceable in court. Read this form carefully: make sure it says exactly what you agreed to with the DOE and if any issues remain unresolved. You have **3 business days** after signing the form to withdraw your agreement. To withdraw the agreement, fax or mail a letter to both the DOE and the Impartial Hearing Office.

How do I schedule an Impartial Hearing after a Resolution Session?

If no settlement is reached after 30 days, a hearing date (or a pre-hearing conference) will be scheduled **within 14 days**.

You can call the Hearing Office at 718-935-3280 to schedule.

DUE PROCESS: MEDIATION

What is mediation? Do I have to use it?

Mediation is a meeting between the parent, a DOE representative, and an outside mediator to try to resolve disagreements. There is no requirement to do mediation. In fact, you can ask for an impartial hearing at any time, even after you have started the mediation process. The mediator is not a judge, but is trained to try to help the parties reach an agreement about their dispute. To request mediation, give your written request to the school principal, the CSE or ISC, and the local mediation center. (For mediation centers: www.vesid.nysed.gov/specialed/publications/policy/mediationbook.htm#cdrc). Both sides must agree to participate in mediation.

Statements made by both sides in mediation are confidential and cannot be used later at an impartial hearing. If both sides reach an agreement at mediation, the DOE and the parent must honor the agreement.

When would I want to mediate?

Mediation may be especially effective when you are seeking services at your child's school or a different public school placement. However, when you are seeking a private school placement, you should file for an impartial hearing.



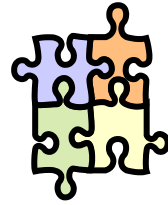
DUE PROCESS: STATE COMPLAINT

You have the right to file a complaint with the New York State Education Department (NYSED) regarding any DOE violation of special education law. For a sample state complaint form: www.vesid.nysed.gov/specialed/publications/policy/home.html

If NYSED finds the DOE failed to provide services to your child, it can direct the DOE to correct the violation, provide services, or award reimbursement. NYSED may also provide technical assistance to the DOE.

The timeline for resolving this type of complaint is 60 days.

POTENTIAL REMEDIES



When you file a hearing request, it is important to know what you want for your child. It is not enough to say that you do not like the education that your child is receiving. You need to be specific about what you are asking for and what you think would be an appropriate education for your child, and to be able to explain why.

In law, what you ask for is called a “**remedy.**”

Here is a list of a few remedies that parents seek through impartial hearings:

- **Private Evaluation.** If you feel that the DOE’s evaluation of your child is not accurate or not thorough enough, you may want to seek DOE funding for an evaluation by a provider outside the DOE.
- **Increased Rate, Related Services.** If the DOE recommended related services for your child, but has failed to provide services, you can request that the DOE fund a private service provider at a rate that is higher than the DOE’s set rate. You will need to find the non-DOE provider.
- **Increased Rate, Private Tutor.** Parents often seek tutoring when the DOE fails to provide a SETSS provider and issues a P-3 letter (See p. 20), but does not offer an appropriate provider. Parents may also seek this remedy when seeking compensatory services for education that has been missed. In either case, parents may ask for an increase in the hourly rate from the DOE’s set rate, which is much lower than the market rate of tutoring. Parents must find the provider.
- **Private special education school.** Parents may ask the DOE to pay for a private special education program in a Non-Public School. The parent has to find the school (see p. 29).
- **DOE Placement.** If your child is not doing well in his or her current class, you may want a change of placement to another DOE school or program.
- **Compensatory Services.** If your child has not received services or a placement that was recommended, you may seek any of the above remedies as compensation for time your child has missed.

STATUTE OF LIMITATIONS

How long do you have to make a hearing request?

In New York State, you must make a hearing request within two years of the time you “knew or should have known of” the problem you want solved or of the DOE violation of rights you want remedied. This is called a “statute of limitations.” If the problem occurred over two of years ago, but you were never informed of your rights (e.g. provided with your Notice of Procedural Safeguards), you may be able to argue that the statute of limitations does not apply and you should still be able to file a hearing about the problem.



COMPENSATORY OR “MAKE-UP” SERVICES

If your child did not get the educational services which were mandated on his/her IEP, or your child should have received services, but was not identified and thus not served properly, your child may be entitled to “compensatory (or make-up) services.” To obtain compensatory services, you will likely need to request a hearing.

EXAMPLE: If your child was supposed to be in a special class, but one was not provided, you might try to get services, such as tutoring, that would help make up for the missed instruction.

EXAMPLE: If your child’s IEP recommends a related service, such as speech therapy, but your child did not receive it, you can ask for make-up services.

NOTE: Your child should receive compensatory services for past hours missed in addition to receiving the full amount of mandated services going forward. If the DOE does not agree to give you make-up hours, you can file an impartial hearing.

P-3 and RSA Letters: The DOE may issue a P-3 letter to students who have not received resource room, known as SETSS (special education teacher support services) or an RSA letter (related services authorization) to students who have not received related services. When you receive an RSA or a P-3, you will have to find a provider who will accept the DOE’s hourly rate (keep a record of your efforts). If you find a provider, but the provider charges a higher rate than the DOE’s rate, you can ask the DOE for approval of the increased rate. If the DOE refuses, you can file a hearing for payment of the increased rate.

Private School



There are three ways the DOE will pay for private school when it has not provided appropriate public school placement:

- 1) Non-Public School Recommendations
- 2) Nickerson/P1 Letters
- 3) Payment through Hearing

Non-Public School (NPS) Recommendation:

The DOE may decide that the public school system has no appropriate program for your child. In this case, they will make an IEP program recommendation called “defer to the Central Based Support Team” (CBST). The CBST is a DOE office that matches state-approved private special education schools (non-public schools, NPS) with students. When a child’s case is sent to the CBST, a case worker is assigned to the search. Find out who your case worker is and contact this person to find out how the process is going. You may want to contact schools from the NPS list to speed up the search. (See: <http://www.vesid.nysed.gov/specialed/privateschools/853nycbm.htm>.)

It is possible for the CBST to reject an IEP team’s recommendation for “defer to CBST,” but the DOE must re-convene an IEP team to discuss the reasons for rejecting the recommendation and make another recommendation.

If your child has a “defer to CBST” placement and no NPS has been found, it does not mean that the recommendation should be changed. The DOE can create an ISP (interim service plan) for a temporary program until the recommended program is found.

P-1 (Nickerson) Letters

When can I get a Nickerson Letter?

If your child has not received special education before **and** is recommended for a self-contained class **and** the DOE fails to provide an appropriate placement within 60 school days from your consent to special education services, you are entitled to a P-1 (Nickerson) letter.



If your child is already in special education and you do not receive a specific placement within 60 school days of your child being re-referred for the special education review process **or** you do not receive a specific special education placement for the following year by August 15, you are also entitled to receive a P-1 (Nickerson) letter.

What does a Nickerson Letter do?

A P-1 letter requires the DOE to pay tuition for the school year of any state-approved special education non-public school (NPS) that accepts your child. If you receive a P-1, you will receive a list of eligible NPS schools. To use the P-1, you must find a school on the list that is appropriate and that will accept your child. Due to the limited number of NPSs, getting this letter does not guarantee you will be able to find a school for your child. If you do not find an NPS, the DOE must still provide an appropriate placement. If your P-1 letter has an expiration date, you can still use it after it expires if the DOE has not made an appropriate placement offer.

If you think you are entitled to a P-1 but have not received one, call the DOE. If you have a letter but cannot find a school, you should contact an attorney or advocate for advice.

Private School Payment Through a Hearing

If you can prove that the DOE failed to provide your child with a “free, appropriate public education” (FAPE), you may be able to win payment for tuition at a private day or residential school (including schools that are not approved by NYSED). You will have to prove that the school you have chosen is appropriate to address your child’s special education needs.

To obtain tuition payment this way, you must file for an impartial hearing. Since these are difficult cases, it is often advisable to have an advocate or attorney advise and/or represent you.

DECERTIFICATION/DECLASSIFICATION

Decertification (or declassification) means a determination has been made that a child no longer needs special education services.

Before decertifying a child, the DOE must complete a full series of evaluations, and hold an IEP meeting with the full team including you.

If the team decides that a student no longer needs special education services, they must also provide any services necessary to help the child transition back into a general education classroom.

Transition services can include:

- instructional support and remediation;
- instructional modifications; or
- counseling.

WITHDRAWAL OF CONSENT

In 2009, the law changed to allow parents to take their child out of special education at any time. When you withdraw consent for special education, the DOE will **stop providing all special education services** for your child.



NOTE: If you disagree with what the DOE is offering, but think your child still needs special education services, you should ask for another IEP meeting or pursue your due process rights

To take your child out of special education you will have to sign a “Notice of Termination” letter that states that you no longer want your child to get any of his or her IEP services. Your child will then be moved into a general education setting and/or no longer provided services. **Your child will lose all protections for special education students in any disciplinary hearing.**

If you withdraw consent, the DOE will no longer need to conduct evaluations or hold IEP meetings for your child. After you have withdrawn your consent, you will lose your right to challenge the DOE for its failure to provide your child with special education services.

Change your mind? If you withdraw your consent but later change your mind, you may initiate a new referral and your child will be reevaluated.

NYC DEPARTMENT OF EDUCATION: 2007 REORGANIZATION OF SERVICES

In 2007, the DOE reorganized its structure, including its special education system, with a focus on accountability for Principals. Principals are now responsible for coordinating the special education process within their schools, with support from an ISC or a support network. Parents may seek assistance from the District Family Advocate (DFA) or the special education call center at 311. The CSE is still responsible for initial referrals, retaining records, and students who are non-attending or in private schools.

Below is a guide to the major changes in the system:

SCHOOLS

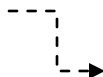
- Responsible for conducting most of the following (except as noted):
 - IEP annual meetings
 - Re-evaluations and triennial reviews
 - If school personnel cannot do a special evaluation, it will be referred to the ISC
 - If the IEP team recommends placement outside the school, placement is referred to OSE for public placement or to CBST for NPS placement

INTEGRATED SERVICE CENTERS (ISC)

- Five (5) ISCs, one (1) in each borough
- One (1) Deputy Director of Special Education in each ISC
- ISC will handle contracted related services providers, translation services, evaluations the schools cannot do, special transportation requests, assistive technology evaluations and orders, P3 and RSA letters when schools cannot provide services.

OFFICE OF STUDENT ENROLLMENT (OSE) (formally known as OSEPO)

- Centrally based office which now handles all placement offers, including self-contained classes, and coordinates placement with District 75.



OFFICE OF SPECIAL EDUCATION INITIATIVES

- Centrally based office which collects and analyzes data on special education.
- Oversees **Special Education Call Center** (call 311), which investigates and responds to complaints by parents, school staff and advocates.
- Tracks problems with special education and reports to the Deputy Chancellor and/or appropriate superintendent.

COMMITTEES ON SPECIAL EDUCATION (CSE)

Ten (10) Regional CSEs remain in their current locations and handle:

- initial referrals for special education evaluation
- evaluations and IEP meetings for NPSs, charter schools, and non-attending students, including students receiving home instruction.
- initial referrals, evaluations, IEP meetings and “Turning 5” meetings for pre-school students through the Committee on Preschool Special Education (CPSE).

CENTRAL BASED SUPPORT TEAM (CBST)

Handles referrals for non-public school (NPS) placements and NPS placements.

DISTRICT 75

District 75 serves students with severe disabilities and handles all special education services for those students. District 75 coordinates placement with OSE.

DISTRICT OFFICES

- There are 42 district offices - the current 32 offices, plus 10 high school district offices.
- District Family Engagement and Advocacy Officers (DFAs) are responsible for assisting parents and helping them with questions about the education system.

CONTACT INFORMATION

District Family Advocates

District	DFAs' Names	Address	Phone #
1	William Chin	220 Henry Street, Rm 134A NYC 10002	212-587-4046
2	Marta Acevedo, Jennifer Greenblatt	333 7th Ave., Rm 713 NYC 10001	917-339-1758 212-356-3789
3	DJ Sheppard, Rita Knight	154 W. 93rd St Rm 122/204 NYC 10025	212-678-5857
4	Larry Davis	319 E. 117th St., Rm 402 NYC 10035	212-860-5914
5	Denise Gordon	425 W. 123rd St., Rm 205 NYC 10027	212-769-7500 Ext. 235
6	Rebecca Alicea	4360 Broadway, Rm 409 NYC 10033	917-521-3783
7	Frances Torres	501 Courtland Ave., Rm 102 Bronx 10451	718-742-6508
8	Jean Depesa	1230 Zerega Ave., Rm 90 Bronx 10462	718-828-7495
9	Eva Gali	250 E. 164th St., Rm 236B Bronx 10456	718-842-7853
10	Elba Velez	1 Fordham Plaza, Rm 833 Bronx 10458	718-741-5835
11	Tim Opium	1250 Arnow Ave., Rm 120B Bronx 10469	718-519-2668
12	Marisol Martinez	1434 Longfellow Ave., Rm 409 Bronx 10459	718-328-2310 Ext. 4098
13	Precious Jones Walker	355 Park Place Brooklyn 11238	718-636-3234
14	Lamson Lam	215 Heyward St., Rm 233B Brooklyn 11206	718-302-7689
15	Raymond Pierre-Louis	131 Livingston St., Rm 301B Brooklyn 11201	718-935-4263

CONTACT INFORMATION

District Family Advocates

District	DFAs' Names	Address	Phone #
16	Yvette Edwards	1010 Lafayette Ave., Rm 135 Brooklyn 11221	718-574-2824
17	Margot Sargant	1224 Park Place, Rm 142 Brooklyn 11213	718-221-4372
18	Joanne Rubano	1105 E. 95th St. Brooklyn 11236	718-566-6005
19	Rosemary Roman	574 Dumont Ave., Rm 213 Brooklyn 11207	718-240-2742 Ext. 2130
20	William Chin	415 89th St., Rm 402 Brooklyn 11209	718-759-3944
21	Pamela Payne	521 West Ave, Rm 351 Brooklyn 11224	718-714-2500 718-714-2501
22	Therese Salli, Lottie Dobson-Shannon, Raymond Pierre-Louis	5619 Flatlands Ave., Rm 119 Brooklyn 11234	718-968-6116 718-968-6127 718-968-6262
23	Page Best-Hardy Justine Santiago	1655 St. Marks Ave, Rm 125 Brooklyn 11233	718-240-3650
24	Eleanor McNamee	98-50 50th Ave. Queens 11368	718-592-3364
25	Pedro Rivera	30-48 Linden Place, 2nd Fl. Fresh Meadows 11365	718-281-7625
26	Lori Butera-Stein	61-15 Oceania St. Bayside 11364	718-631-6841
27	Margaret Finnerty	82-01 Rockaway Blvd. Ozone Park 11416	718-642-5817
28	Selena Rueda	90-27 Sutphin Blvd., Rm 247 Queens 11435	718-557-2689
29	Camelia Brogdon-Cruz	222-14 Jamaica Ave. Queens 11428	718-264-3146 Ext. 2173
30	Ron Noble Gail Cohen	28-11 Queens Plaza North Long Island City 11101	718-391-8264 718-391-8390

CONTACT INFORMATION

District Family Advocates

District	DFAs' Names	Address	Phone #
31	Zulma Cruz	715 Ocean Terrace, Bldg A Staten Island 10301	718-420-5624
32	Alice Nieves-Garcia	797 Bushwick Ave., Rm 300 Brooklyn 11221	718-574-1100 Ext. 366
HIGH SCHOOL DISTRICTS			
Manhattan	Elaine Gorman	333 7th Ave., Rm 718 NYC 10001	212-356-7563
Bronx	Elena Papaliberios	1 Fordham Plaza, Rm 836 Bronx 10458	718-741-5852
Queens	Bonnie Laboy	28-11 Qns Plaza N. 3rd Fl. Long Island City 11101	718-391-8313
Brooklyn	Ainslie Cumberbatch	5619 Flatlands Ave., Rm 120 Brooklyn 11234	718-968-6110
Staten Island	Linda Waite	715 Ocean Terrace, Rm 129 Staten Island 10301	718-390-1594
	Isabel DiMola	5619 Flatlands Ave., Rm 120 Brooklyn 11234	718-968-6269
	Francesca Pena	4360 Broadway, Rm 521 NYC 10033	917-521-3724
	Alexis Penzell	333 7th Ave., Rm 719 NYC 10001	212-356-7564
	Joel DiBartolomeo	333 7th Ave., Rm 719 NYC 10001	212-356-3759
	Doris Unger	1 Fordham Plaza Bronx 10458	718-741-5839
SPECIALIZED DISTRICTS			
75	Raymond Velez	400 First Ave, NYC 10010	917-802-1614
79	Jason Charles	4360 Broadway, NYC 10033	917-521-3824

CONTACT INFORMATION

Committees on Special Education (CSEs)

CSE Chairpersons				
Region	Chairperson	Districts	Address	Phone #
1	Rosetta Brown-Lee	7, 9, 10	One Fordham Plaza Bronx, 10458	718 329-8091
2	Michelle Beatty	8, 11, 12	3450 E. Tremont Avenue, 2nd Fl. Bronx, 10465	718 794-7428 718 794-7429
3	Susan Arce	25, 26	30-48 Linden Place Flushing, 11354	718 281-3520
		28, 29	90-27 Sutphin Blvd. Jamaica, 11435	718 557-2500
4	Jennifer Lozano-Luna	24, 30	28-11 Queens Plaza North, 5th Fl. LIC, 11101	718 391-8405
		27	Satellite Office 82-01 Rockaway Blvd. 2nd Fl. Ozone Park, 11416	718 642-5715
5	Yolene Ambroise	19, 23, 27	1655 St. Marks Place Brooklyn, 11233	718 240-3500
6	Arlene Rosenstock	17, 18, 22	5619 Flatlands Avenue Brooklyn, 11234	718 968-6200
7	Claire Donnellan	31	715 Ocean Terrace, Bldg. A Staten Island, 10301	718 420-5752
		20, 21	415 89th Street Brooklyn, 11209	718 759-4933
8	Deborah Cuffey-Jackson	13, 14, 15, 16	131 Livingston Street Brooklyn, 11201	718 935-4900
9	Gerald Donegan	1, 2, 4	333 7th Avenue, 4th Fl. New York, 10001	917 339-1600
10	Mark Jacoby	3, 5, 6	388 W. 125th Street New York, 10027	212 342-8300








CONTACT INFORMATION

Integrated Service Centers (ISCs)

Borough	Deputy Executive Director for Special Education	Address	Phone #
Manhattan School Districts: 1,2,3,4,5,6	John Mulligan	333 Seventh Ave, 7th Fl New York, NY 10001	(212) 356-3880
Bronx School Districts: 7,8,9,10,11,12	Marie Douyon	1 Fordham Plaza, 4th Fl Bronx, NY 10458	(718) 741-7070
Brooklyn School Districts: 13,14,15,16,19,23, 32, and District 79	Louise Kanian	131 Livingston Street Brooklyn, NY 11201	(718) 935-3400
Staten Island and Brooklyn School Districts: 17,18,20,21, 22,31	Michael Gersch	715 Ocean Terrace, Bldg A Staten Island, NY 10301	(718) 556-8350
Queens School Districts: 24,25,26,27,28,29, 30, and District 75	Lillian Maldonado	28-11 Queens Plaza North Long Island City, NY 11101	(718) 391-8300

(Last Updated February 2009)

ADVOCACY TIPS

-  **Keep** your child's school documents (such as IEPs and evaluations) and all letters and reports from school in a file, arranged by date.
-  **Put it in writing:** Keep a notebook for yourself with dates and times of all meetings and communications with school personnel and outside clinicians (such as doctors or therapists); follow up on conversations in writing, by letter, and keep a copy so you have a record.
-  Send all important information by **certified mail, return receipt requested** or by **fax with confirmation** so you have proof it was sent.
-  Talk with the people who work with your child (speak to teachers when things are going well as well as when things are going poorly and you will establish yourself as a concerned and involved parent).
-  Be persistent. If someone says there is nothing that can be done for your child, get a second opinion.
-  Maintain a productive conversation. Even when you are angry about something that has happened, try to speak calmly when making your point.
-  Bring along a friend, family member, or someone who knows your child outside of school to school meetings if you feel your perspective is not being heard by the DOE.



Our Mission

AFC promotes access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds. We use uniquely integrated strategies to advance systemic reform, empower families and communities, and advocate for the educational rights of individual students.

Still have more questions?

Please Call The Jill Chaifetz Education Helpline

Monday through Thursday

10AM to 4PM

866-427-6033 (toll free)

Advocates for Children of New York

151 West 30th Street, 5th Floor

New York, NY 10001

phone (212) 947-9779

fax (212) 947-9790

www.advocatesforchildren.org