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I. PURPOSE AND BACKGROUND

This memorandum provides guidance on the transition of children from the Early Intervention Program (EIP) to preschool special education programs and services, other state service delivery systems, or other early childhood services available to support children and their families. To ensure the transition process is successful for families, it is important that parents and

Under Part B of IDEA, all states must provide for a free appropriate public education (FAPE)¹ for children with disabilities ages three through twenty-one years. Parts C and B of IDEA have specific requirements for the transition of children from the EIP to preschool special education programs and services. In addition, Part C requires that all children exiting the EIP have a transition plan to assist them and their families in transitioning from EIP services to other early childhood services as appropriate.

It is also important to note that, unlike general education for children and youth which is mandatory beginning at age five years, participation in both the Early Intervention Program and preschool special education programs and services is voluntary to families.

NEW YORK STATE'S A

ongoing service coordinator and receive the services included in their IFSPs. There are no out-of-pocket costs to families for participation in, or services provided by, the EIP.

Preschool Special Education Program and Services

The New York State Education Department (NYSED) administers, through local school districts, preschool special education programs and services for preschool students with disabilities, ages 3 to 5 years of age. The board of education (BOE) or trustees of each school district are required, by regulation (Part 200.2(a)), to identify all students with disabilities who reside in the school district and establish a register of children who are entitled to attend public schools in the district or to attend a preschool program during the next school year. In addition, various people can refer a child to the Committee on Preschool Special Education (CPSE), such as the parent, doctor, judicial officer, designated person in a public agency, or

II. PROGRAMMATIC ELIGIBILITY FOR EARLY INTERVENTION AND PRESCHOOL SPECIAL EDUCATION

EARLY INTERVENTION PROGRAM

To be eligible for EIP services, a child must have either (1) a developmental delay consistent with the State definition of developmental delay; or, (2) a diagnosed condition with a high probability of developmental delay.

EIP regulations 10 NYCRR Section 69-4.1(g) define developmental delay as follows:

“Developmental delay means that a child has not attained developmental milestones expected for the child’s chronological age adjusted for prematurity in one or more of the following areas of development: cognitive, physical (including vision and hearing), communication, social/emotional, or adaptive development.

A developmental delay for purposes of the EIP is a developmental delay that has been measured by qualified personnel using informed clinical opinion, appropriate diagnostic procedures and/or instruments and documented as:

- x a 12 month delay in one functional area; or
- x a 33 percent delay in one functional area or a 25 percent delay in each of two areas; or,
- x if appropriate standardized instruments are individually administered in the evaluation process, a score of at least 2 standard deviations below the mean in one functional area or of at least 1.5 standard deviations below the mean in each of two functional areas.”

EIP regulations at Section 69-4.3(e) define diagnosed conditions with a high probability of delay as:

- x chromosomal abnormalities associatc

(e.g., through August 31st)

This means that children with birth dates that fall on July 1 through December 31 of the calendar year during which the child turns three are eligible for services under Section 4410 of the Education Law on July 1 of the following year.

Children with birth dates that fall on January 1 through June 30 of the calendar year during which they turn three if they require a program or service to prevent substantial regression. Section 4410 of the Education Law. Section 4410 of the Education Law of programs and/or services would be provided in the child's approved preschool program.

CHILDREN REFERRED TO THE EIP WHEN AGE-ELIGIBLE FOR PRESCHOOL EDUCATION

It is strongly recommended that primary referral for children two and a half or older, who may have a developmental delay, to the EIP, contact their school district CPSE to begin the process.

If a child is referred to the EIP when s/he is age-eligible under Section 4410 of the Education Law and has a disability or developmental delay, the child should be referred to the EIP.

IV. TRANSITION

meeting within six months prior to the child's third birthday, or earlier, if local procedures require that transition planning for these children begin at an earlier time. The transition plan must include steps to ensure the transition is completed by the time the child exits the EIP before his/her third birthday (when the child is no longer age eligible for the EIP). The last date for services under the IFSP must be the day before the child's third birthday.

The service coordinator is responsible for assisting the parent in identifying, locating, and accessing other early childhood and supportive services that may be needed by the child and family. The service coordinator may refer the family to the Early Childhood Direction Center (ECDC) or to the Child Care Resource and Referral Program (CCRR), which may assist the family in accessing child care services. Lists of the ECDCs and CCRRs are included in Appendix B and Appendix C.

TRANSITION PLANNING FOR CHILDREN POTENTIALLY ELIGIBLE FOR PRESCHOOL SPECIAL EDUCATION SERVICES UNDER SECTION 4410 OF THE EDUCATION LAW

There are specific requirements in State and federal law for actions that Early Intervention Officials (EIOs) and school district officials must take for toddlers in the EIP and approaching their third birthday, who may be potentially eligible for services under Section 4410 of the Education Law. Many children in the EIP, particularly those with diagnosed conditions with a high probability of developmental delay or a substantial developmental delay may meet the eligibility criteria for preschool special education programs and services (see "Programmatic Eligibility" above). The definitions of developmental delay for purposes of preschool special education programs and services eligibility and for EIP eligibility are similar (see "Programmatic Eligibility" above); however, the Committee on Preschool Special Education (CPSE) must determine the extent to which the developmental delay will affect the child's ability to learn to decide whether a child is eligible for preschool special education programs and services. Appendix D contains a chart describing the roles and responsibilities of public officials, professionals, and parents in the transition process.

DECIDING WHETHER THE CPSE SHOULD BE NOTIFIED OF THE CHILD'S POTENTIAL TRANSITION AND A TRANSITION CONFERENCE SHOULD BE SCHEDULED

Early Intervention Officials have explicit responsibility in the PHL for notifying school districts, with parental consent, of children's potential eligibility for services under Section 4410 of the Education Law and for HILD

As the child approaches the age at which s/he is first eligible for services under Section 4410 of the Education Law, the EIO, service coordinator, service providers, and parent(s) should review the progress made by the child. The following should be considered in deciding whether it is appropriate to refer a child in the Early Intervention Program for services under Section 4410 of the Education Law:

- x the nature and extent of the child's disability, including whether a child has a condition that affects the child's ability to learn;
- x developmental progress made by the child, and whether the child continues to experience a significant developmental delay (or delays in multiple areas) that impact the child's ability to learn;
- x functional abilities and needs of the child;
- x the family's perspective on the child's developmental and functional status and ability of the child to learn;
- x results of any recent evaluations and ongoing assessments completed by service providers; and,
- x recommendations made by the child's service providers, health care providers, specialists involved in the child's care, etc., about the child's potential need for services under Section 4410 of the Education Law.

Notice Requirements and Timeframes for the Transition Conference

Under Section 2548 of the PHL and Section 69-4.20(b) of EIP regulations, the EIO is required, with parental consent, to notify the school district in which a child resides of the child's potential eligibility for services under Section 4410 of the Education Law at least 120 days before the child is first eligible for these services. In addition, the EIO must, with parental consent, arrange for a transition conference among the EIO, service coordinator, parent, and the chair (or her/his designee) of the CPSE at least 90 days before the child is first eligible for services under Section 4410 of the Education Law, or the child's third birthday, whichever is first. If the child is already receiving, or may need additional services from another state agency (for example, if a child is in an Office of Mental Retardation and Developmental Disabilities (OMRDD) waiver program or may be eligible for services under OMRDD) it may be appropriate to invite representatives of that agency, with the parent's consent.

EIOs must obtain parental consent for the notice to the CPSE of the child's potential eligibility for services under Section 4410 of the Education Law, convening of the transition conference, and referral to the school district in writing and ensure these consents and all actions related to transition are documented in the child's record. It is recommended that the EIO send the referral to the CPSE with a return receipt requested.

If the EIO does not ensure that the school district is notified of the child's potential eligibility for services under Section 4410 of the Education Law, and a referral is not

made to the CPSE within the required timeframes to ensure an eligibility determination is rendered by the CPSE before the child's third birthday, the parent(s) has due process rights under the EIP. The child should continue to receive the services included in the most recent IFSP until all due process proceedings are completed. However, there are no due process rights for parents under the EIP if parents do not consent in a timely fashion to a referral to the CPSE by the EIO and do not provide timely consent to the CPSE to evaluate the child. Appendix E provides a chart with required parent consents related to the transition process and sample consent forms for key events in the transition process.

In managing the notice and transition conference requirements at the municipal level, it is permissible for the EIO to group children by the months in which their birth dates occur, as long as notices are sent and transition conferences are convened within the required timeframes. The chart in Appendix F describes eligibility and transition dates.

Under Section 4410 of the Education Law, the chair of the CPSE, or his or her designee, must participate in transition conferences arranged by the EIO for children potentially eligible for services under Section 4410 of the Education Law. The notice to the school district should request the CPSE chair or designee to participate in the conference, and should include information about the date, time, and location of the conference. The CPSE chair or designee should also be informed that s/he may participate in the conference by telephone if s/he is unable to participate in person.

Purposes and Content of the Transition Conference

The purposes of the transition conference are to decide whether the child should be referred to preschool special education programs and services under Section 4410 of the Education Law; review program options available to the child and family; and, develop a transition plan. There may be some circumstances under which a child is referred to the CPSE prior to the convening of a transition conference. The parent must be provided with the opportunity to participate in a transition conference even if the child has already been referred for services under Section 4410 of the Education Law.

As part of this discussion, parents should be informed about the following:

- x The EIO must ensure that children who are potentially eligible for services under Section 4410 of the Education Law are referred, with parental consent, to the CPSE, of the school district in which they reside.
- x The parent may also refer the child directly to the CPSE, as can service providers and other referral sources (such as health care providers) under the Education Law.
- x The child must be determined eligible for services pursuant to Section 4410 of the Education Law before her/his third birthday, in order to ensure continuity of services beyond that date.

the consent to the child's evaluation to the CPSE in a timely manner, and therefore, the CPSE does not render an eligibility determination before the child's third birthday, the child's and family's participation in the EIP ends at the child's third birthday. A transition plan will be developed, which may include referral to other services (e.g., Head Start, other early childhood programs). The last day of services in the IFSP will be the day before the child's third birthday.

- x If the CPSE finds that the child is not eligible for services under Section 4410 of the Education Law, the child's eligibility for the EIP will end at the child's third birthday, and a transition plan to other appropriate early childhood and supportive services will be developed. The last date for services in the IFSP will be the day before the child's third birthday.

- x If the parent has signed and returned the consent to the child's evaluation to the CPSE in a timely manner, but the CPSE does not render an eligibility determination before the child's third birthday, the child's eligibility for the EIP will end at his/her third birthday. The last date for services in the IFSP will be the day before the child's third birthday. The parent has due process rights under Section 4410 of the Education Law to access preschool special education services while a determination from the CPSE is pending.

Parents have a key role in the transition of their children from the EIP to preschool special education. It is important that parents take an active role in transitioning their children from the Early Intervention Program to preschool special education programs and services under Section 4410 of the Education Law. The transition conference is an important opportunity for parents to learn about all available options and participate in the transition process. However, if parents choose not to participate in the transition conference, the EIO should notify the parent in writing of all of the above information that would otherwise be discussed at the transition conference. A sample notice is included in Appendix G.

Procedures to Refer the Child to the Committee on Preschool Special Education

A referral to CPSE is a written statement asking the school district to evaluate the child to determine if he or she needs special education services. Various people can make a referral to the CPSE including the parent, a doctor, a judicial officer, a designated person in a public agency or someone from an Early Childhood Direction Center, an approved preschool program or the EIP. Once the referral has been made, parental consent is required for the child to be evaluated.

If a determination is made at the transition conference to refer the child to the CPSE, and the parent consents to the referral, the EIO must refer the child in writing to the chairperson of the CPSE in the school district in which the child is enrolled. For more information, contact the Transition Program at 8412 379.3802 or 400.5012.

A CPSE chairperson who receives a referral must immediately notify the parent by telephone or in writing that a referral has been received and request consent for evaluation of the child. The parent's consent to the evaluation by the CPSE must be in writing and must be returned by the parent to the CPSE. In order to avoid unnecessary disruption of programs and services, it is important for parents to respond as quickly as possible with written consent to evaluate their children, to ensure an eligibility determination can be made by the CPSE before the children's third birthday.

Once written parental consent to evaluate a child has been received, the CPSE must assure that the process to determine a child's eligibility and need for special education programs and services is initiated and completed in time for children to begin receiving services on the third birthday or the first date of eligibility, whichever comes first.

If the parent does not provide consent for an individual preschool evaluation, the CPSE is required to follow-up with the parent to ensure that the parent has received and understands the request for consent. The parent should be advised by the CPSE and service coordinator that if parental consent is not given within sufficient time for an evaluation and eligibility determination by the CPSE before the child's third birthday, the child and family's participation in the EIP will end on the child's third birthday and a transition plan will be developed, which may include referral to other services (e.g., Head Start, other early childhood services).

CPSE Evaluation Process

After a child is referred for an evaluation for special education, the parent will be asked to give written consent to have the child evaluated by an approved evaluator selected by the parent. The parent will also receive a copy of the Procedural Safeguard Notice, which provides a full explanation of their rights under IDEA, from the CPSE chair or his or her designee. Within 30 school days of receiving the parent's consent for the child's evaluation, the CPSE must be convened at a mutually convenient time and place, to review the evaluation results and to develop a recommendation regarding the preschool child's eligibility for special education programs and services. Eligibility is determined consistent with Section 200.1(mm) of the Regulations of the Commissioner of Education. For more information on eligibility determinations and parental rights, go to the "Guide for Determining Eligibility and Preschool Special Education Programs and/or Services for Preschool Students with Disabilities" (available on the SED Web site, www.vesid.nysed.gov).

It is important that the child's parent understand that s/he is a member of the school district CPSE for his or her child. Parents have a significant role in the evaluation of the child, in the CPSE's discussion regarding eligibility for preschool special education, and in planning and developing the child's Individualized Education Program (IEP). Parents may share information regarding the child's developmental, health, and family history as well as the child's strengths, needs, likes, dislikes, and typical behavior related to self-care, language and communication, motor skills, and social interaction with peers and adults.

If the CPSE determines that the preschool child has a disability, the committee must recommend appropriate special education services and/or programs and develop an individualized education program

At the time the IEP is developed, the CPSE (which includes a professional designated by the EIO charged with

VII. FREQUENTLY ASKED QUESTIONS AND ANSWERS ON TRANSITION

AGE ELIGIBILITY

1. Question: Can a child be age-eligible for the Early Intervention Program (EIP) and special education services under Section 4410 of the Education Law at the same time?

Answer: Yes. Under IDEA and New York State Public Health and Education Law, there is overlapping age-eligibility for the EIP and preschool special education programs and services for children over the age of two years. This is to ensure that children do not experience a gap in services when transitioning from the EIP to preschool special education programs and services; and, to ensure that children have access to a free appropriate public education by their third birthday. However, under PHL, a child who is receiving services under Section 4410 of Education Law cannot be an eligible child under the EIP.

Under Public Health Law (PHL), children are age-eligible for the EIP from birth through two years of age, unless the child has been determined eligible for services under Section 4410 of the Education Law before the child's third birthday. If a child is determined eligible for services under Section 4410 of the Education Law before his or her third birthday, the parent may choose to have the child continue to receive EIP services until he/she ages out, or transition the child to preschool special education programs and services.

The specific date when a child is first eligible for preschool special education programs and services depends upon the month during which a child is born.

2. Question: If a child currently receiving EI services is in the process of receiving an evaluation under Section 4410 and turns three, may the child continue to receive EI services on and after his/her third birthday?

Answer: No. The amended Public Health Law is explicit. A child who is not determined eligible for Section 4410 programs and/or services before his/her third birthday may not continue to receive EI services after his/her third birthday. Please refer to page 16 for information on parents' due process rights under the Education Law.

3. Question: If the CPSE does not determine that a child is eligible before his or her third birthday, and then the CPSE determines the child eligible for special education programs and services after

Answer: No. If the child turns three years of age, and the CPSE has not rendered a determination as to whether the child is eligible for services under Section 4410 of the Education Law, the child's eligibility for the EIP ends at his or her third birthday. In this case, it is recommended that the Office (see eligibility for CPs three y

6. Question: Must a school district/CPSE accept all referrals of age-eligible children?

Answer: Yes. Under the Education Law, the CPSE is required to accept and act upon referrals of age-eligible children. This includes requesting consent to evaluate the child, follow-up with parents who do not provide consent to ensure they understand the request, and completing an eligibility determination and, if appropriate, an IEP within required timeframes.

7. Question: Is it each county's responsibility to establish a policy regarding the specific age for children to be referred to the CPSE?

Answer: No. Each county and New York City must adhere to the requirements in Public Health and Education Law regarding age-eligibility requirements and the timeframes for notice to the school district, convening of a transition conference, and eligibility determinations. However, counties may develop procedures consistent with State laws and regulations and Department of Health and State Education Department policies.

8. Question: Must the Early Intervention Official (EIO) notify school districts and arrange transition conferences EXACTLY 120 days and 90 days, respectively, prior to the child's potential eligibility for services under Section 4410 of the Education Law?

Answer: No. EIP regulations require the notice be AT LEAST 120 days prior to the child's potential eligibility for services under Section 4410 of the Education Law; and, the transition conference to be convened AT LEAST 90 days prior to a child's potential eligibility for services under Section 4410 of the Education Law or the child's third birthday, whichever is first. To manage notice and transition conferences at the municipal level, it is permissible for the EIO to notify school districts and arrange for transition conferences during the month or quarter in which a child's birth date falls, as long as the notice is sent and the transition conference is convened within the timeframes required in regulations and within sufficient time for the CPSE to render an eligibility determination before the child's third birthday.

9. Question: At what age must the school district CPSE accept a referral for preschool special education?

Answer: In order for a child to receive preschool special education by their third birthday or on the first day of their eligibility for preschool special education (whichever comes first), the referral must be accepted in time to allow the CPSE to provide a recommendation to the board of education within thirty school days of receipt of written consent by the parent for the individual evaluation of the child.

10. Question: What information must be included in the referral to the CPSE?

Answer: The referral to the CPSE must be made in writing and must include the following information: the name of and contact information for the child and the

child's parent or person in parental relation; the reasons for the referral, including, with parent consent, any records upon which the referral is based that may be in the possession of the person submitting the referral; a written description of the child's participation in EIP services; and, the extent of parental contact or involvement prior to the referral.

TRANSITION CONFERENCE

11. Question: Should a transition conference be arranged for all children exiting the EIP?

parent is fully informed of the special education or other early childhood program options, including but not limited to nursery school, day care or Head Start programs. The CPSE Chairperson can provide information and respond to the parent(s) questions or concerns regarding the CPSE process including children's eligibility for services, timelines from referral to provision of preschool special education programs and services, and/or the provision of transportation services for the child.

17. Question: Can the Early Intervention Official (EIO) be the CPSE chairperson's designee?

Answer: No. The EIO cannot act as the designee of the CPSE chairperson. Since the EIO represents the county at the transition conference and at meetings of the CPSE, the EIO cannot be designated to serve in this role as a representative of the school district. Qualifications for the designee of the CPSE Chairperson at the transition conference are not established by state law or regulation. It is appropriate for a member of the CPSE (Section 200.3(a)(2) Regulations of the Commissioner) who is knowledgeable about the transition process and is experienced in reviewing the needs of children transitioning from early intervention to represent the child's school district as the appointed designee of the CPSE Chairperson.

TRANSITION PLAN

- Question: Is a transition plan required for all children exiting the EIP, or only those children who will transition to services under Section 4410 of the Education Law?

Answer: Yes. A transition plan must be developed for all children exiting the EIP, regardless of whether the child

23. Question: Who is responsible for transmitting appropriate evaluations, assessments, IFSPs, and other pertinent records from the Early Intervention Program to the CPSE?

Answer: The service coordinator is responsible for reviewing information concerning the transition procedure with the parent and obtaining parental consent for the transfer of appropriate records, including evaluations, assessments, IFSPs, and other pertinent records. Parents should be encouraged to share appropriate records with the CPSE, since the purpose of this requirement is to reduce the need for unnecessary or duplicative evaluations of the child. However, a parent is not required to consent to the release of some or all of these reports.

24. Question: Is the Early Intervent

recent assessments and progress notes to the CPSE. The EIO should ensure that the service coordinator transmits additional records to the CPSE.

26. Question: If a child receives services in community or home-based settings under the EIP, can s/he continue to receive services in these settings when s/he transitions to services under Section 4410 of the Education Law?

Answer: Yes. The continuum of services available under Section 4410 of the Education Law includes services in community and home-based settings and on-site at approved provider locations, if recommended by the CPSE.

27. Question: Can a child continue to receive services from their EIP provider when s/he transitions to services under Section 4410 of the Education Law?

Answer: Only if the Early Intervention provider(s) is also approved to provide services under Section 4410 of the Education Law.

28. Question: Are service coordination services provided to families under Section 4410 of the Education Law?

Answer: No. There is no requirement under the Education Law to provide service coordination services to children and families eligible for services under Section 4410 of the Education Law. However, when a child's IEP includes two or more related services only, the board of education must designate one of the service providers to coordinate the provision of services. If the IEP includes special education itinerant services (SEIT) and one or more related services, the SEIT provider is responsible for the coordination of services.

29. Question: How can families find out about the programs and services available under Section 4410 of the Education Law?

Answer: There are a number of ways families can access information about services available under Section 4410 of the Education Law. Service coordinators are responsible for informing families about the transition process, including programs and service options available under Section 4410 of the Education Law and for linking families to services in the community needed by the child that are not available under the EIP or under Section 4410 of the Education Law. In addition, an important purpose of the transition conference is to review program and service options available to the child and family when the child transitions to preschool special education. The State Education Department's publication,

Answer: No. There is no requirement for use of private insurance for services under Section 4410 of the Education Law. There is a requirement that insurance information be provided to the Early Intervention Official for purposes of reimbursement of EIP services.

31. Question: If the CPSE determines that a child currently in the EIP is eligible for 4410 programs and services, what date does the CPSE recommend to the board of education for the initiation of services?

Answer: At the time that the CPSE meets to find the child eligible for preschool special education, the CPSE and parent(s) should discuss and agree upon the timeframe for transition. The specific date of initiating the child's preschool special education program and services will depend upon whether the parent elects to have the child continue in the Early Intervention Program or to transition the child to services under Section 4410 of the Education Law. The CPSE must indicate on the IEP the date for initiation of special education, based on the agreement reached by the CPSE and the child's first date of eligibility for preschool special education. The IFSP should be modified to include the last date of EIP services, which should be based on the date when preschool special education services will begin.

32. Question: If a parent chooses to have the child remain in the EIP until s/he is no longer age-eligible for the EIP, does the EIP have to provide additional services included in the IEP (if any) that are not considered EIP services and not included in the child's IFSP?

Answer: No. The EIP is only responsible for providing the EIP services included in the child's IFSP. If the parent wishes the child to receive additional services included in the child's IEP, the parent must transition the child to preschool special education programs and services included in the child's IEP.

33. Question: A child who was never in the EIP is referred to and evaluated by the CPSE. The CPSE finds the child eligible for preschool special education programs and services and develops an IEP. Services in the IEP are not delivered in a timely manner. Under these circumstances, can the child be referred to the EIP, if s/he is still age eligible for the EIP?

Answer: No. If a child is determined eligible for preschool special education programs and services, and the programs and services are not provided in a timely manner, the parent may follow procedures outlined on pages 15 and 16 related to resolving concerns with the CPSE process.

34. Question: If the CPSE, with parent consent, reviews the child's EIP evaluation(s) and assessment(s) and determines additional evaluations and/or assessment data (e.g., physical examination, psychological evaluation) is required by the CPSE to determine eligibility for services under Section 4410 of the Education Law, are such evaluations paid for under the EIP under DOH, or preschool special education under NYSED?

Answer: Any additional evaluations and/or assessment data required by the CPSE to determine eligibility for services under Section 4410 of the Education Law are the fiscal responsibility of the county/NYC Department of Education.

35. Question: Must all required members of the CPSE be present to determine whether a child who is in the EIP and who is turning 3 is eligible for preschool special education programs and services?

Answer: Yes. In order for the eligibility determination to be valid, all required members of the CPSE must participate in the CPSE meeting where eligibility is determined and the IEP is developed. Please refer to pages 15 - 17 of this document for detailed requirements for the CPSE eval

Program Area	Early Intervention	Preschool Special Education
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Program Area 

Program Area	Early Intervention	Preschool Special Education
	instruction, physical therapy, occupational	

APPENDIX B - EARLY CHILDHOOD DIRECTION CENTERS

The Early Childhood Direction Centers (ECDCs) provide information about programs and services for young children, ages birth through five, who have physical, mental or emotional disabilities and help families obtain services for their children.

THE ECDCs PROVIDE INFORMATION ABOUT:

- preschool programs
- transportation
- medical, educational, and social services
- evaluation and assessment services
- funding
- parent education programs and resources
- day care
- the State's early intervention system

SERVICES INCLUDE:

- matching the needs of children with available services
- assisting parents in obtaining services
- following up to ensure that children receive services
- coordination of services between agencies
- education of parents of preschool children with disabilities

Western Region

Buffalo
Service9TEMC/

Rochester

Central New York

Syracuse
Service Area: Hamilton, Fulton, Madison,
Herkimer, Jefferson, Madison,
Oneida, Onondaga, Oswego
Counties

Early Childhood Direction Center
Syracuse University
805 So. Croft
Syracuse, NY 13210
Phone: (315) 444-2280
or 1-800-962-5488
Fax: (315) 444-2280
E-mail: ecc@su.edu

Capital District

Albany
Service Area: Albany, Columbia, Fulton,
Greene, Montgomery, Rensselaer,
Saratoga, Schenectady, Schoharie,
Warren, and Washington Counties

Early Childhood Direction Center
Capital Region BOCES
Maywood Elementary School
1979 Central Avenue
Albany, New York 12205
Phone: (518) 464-6356
Fax: (518) 464-6369
E-mail: maydom.po.eburns@gw.neric.org

Southern Tier Region

Binghamton Binghamton

Mid-Hudson Region

Long Island

Nassau
Service Area: Nassau County

Early Childhood Direction Center
Variety Child Learning Center
47 Humphrey Drive
Syosset, New York 11791-4908
Phone: (516) 364-8580
Fax: (516) 921-2354
E-mail: nassauecdc@vclc.org

Suffolk
Service Area: Suffolk County

Early Childhood Direction Center
99 Hollywood Drive
Smithtown, New York 11787
Phone: (631) 863-2600
Fax: (631) 863-2082
E-mail: ecdcsuffolk@ddiinfo.org

New York City

Manhattan
Service Area: New York (Manhattan)

Early Childhood Direction Center
New York Presbyterian Hospital
435 East 70th Street, Suite 2A
New York, New York 10021
Phone: (212) 746-6175
Fax: (212) 746-8895
E-mail: mrubinst@nyp.org

Brooklyn
Service Area: Kings (Brooklyn)

Early Childhood Direction Center
UCP of NYC, Inc.
SHARE Center
160 Lawrence Avenue
Brooklyn, New York 11230
Phone: (718) 437-3794
Fax: (718) 436-0071
E-mail: ksamet@ucpnyc.org

f Queens
Service Area: Queens

Early Childhood Direction Center
United Cerebral Palsy of Queens
82-25 164th Street
Jamaica, New York 11432
Phone: (718) 380-3002 Ext. 433
Fax: (718) 380-3214
E-mail: cwarkala@ucp-queens.org

f Bronx
Service Area: Bronx

Early Childhood Direction Center
2488 Grand Concourse
Room 405
Bronx, New York 10458
Phone: (718) 584-0658
Fax: (718) 584-0859
E-mail: ecdcbrooklyn@yahoo.com

Staten Island
Service Area: Richmond (Staten Island)

Early Childhood Direction Center
Staten Island University Hospital
Spring Building
1034 Targee Street, Room 107
Staten Island, New York 10304
Phone: (718) 390-4737
Fax: (718) 390-4874
E-mail: Lkennedy@siuh.edu

APPENDIX C - CHILD CARE RESOURCE AND REFERRAL CENTERS

Child Care Resource and Referral Centers (CCR&Rs) are resource and referral agencies that work toward improving the availability and quality of child care, and serve as a referral service for parents seeking child care. Listed below are the 49 Child Care Resource & Referral Centers (CCRRs) available throughout New York State. CCR&Rs are listed alphabetically by the counties they serve:

ALBANY/ RENSSELAER/ SARATOGA/SCHENECTADY

Capital District Child Care Coordinating
Council
91 Broadway
Menands, NY 12204-2728

CAYUGA

Child Care Council of the Finger Lakes, Inc.
17 E. Genesee St. 4th Floor Suite 5
Auburn, NY 13021
Phone: (315) 255-6994
Fax: (315) 258-9249
E-mail: info@ccfl.org
Web site: www.ccfl.org

Dianne@Tw 10.98 OCT improving the avenands, 21-5-01 at Onias Cms (10) Dianne@Tw 1 S-0nc. c 0 Tw 10Tw 12 C

CLINTON

Child Care Coordinating Council of the
North Country, Inc.

184 US Oval, P.O. Box 2640

Plattsburgh, NY 12901

Phone: (518) 561-4999

Fax: (518) 561-6956

ERIE

The Child Care Coalition of the Niagara
Frontier, Inc.

2635 Delaware Avenue

Buffalo, NY 14216

Phone: (716) 877-6666

LIVINGSTON

The Child Care Council, Inc.
5604 Big Tree Road
P.O. Box 670
Lakeville, NY 14480
Phone: (585) 346-6050 / (800) 754-6317
Fax: (585) 346-6058

MADISON: SEE ONEIDA

MONROE

The Child Care Council, Inc.
595 Blossom Rd., Suite 120
Rochester, NY 14610
Phone: (585) 654-4721 / (800) 743-5437
Fax: (585) 654-4746
E-mail: bmattle@childcarecouncil.com
Web site: www.childcarecouncil.com

MONTGOMERY: SEE FULTON

NASSAU

Child Care Council of Nassau, Inc.
925 Hempstead Turnpike Suite 400
Franklin Square, NY 11010-3636
Phone: (516) 358-9250 x 10
Fax: (516) 358-9287
E-mail: childcare@childcarenassau.org
Web site: www.childcarenassau.org

NEW YORK CITY

Child Care, Inc.
322 Eighth Avenue, 4th Fl.
New York, NY 10001
Phone: (212) 929-7604 x 3010, x 3016
Fax: (212) 929-5785
E-mail: info@childcareinc.org
Web site: www.childcareinc.org

Child Development Support Corporation
352-358 Classon Avenue
Brooklyn, NY 11238
Phone: (718) 398-2050 x 8405
Fax: (718) 230-0112

Asian Child Care Resource & Referral of the
Chinese-American Planning Council, Inc.
365 Broadway, Ground Floor
New York, NY 10013
Phone: (212) 941-0030
Fax: (212) 226-5351
Email: cpcaccr@juno.com

Committee for Hispanic Children & Families
140 West 22nd Street, Suite 301
New York, NY 10011
Phone: (212) 206-1090
Fax: (212) 206-8093
Email: vramos@chcfinc.org

Day Care Council of New York, Inc.
12 West 21st Street, 3rd Floor
New York, NY 10010
Phone: (212) 206-7818
Fax: (212) 206-7836
E-mail: dcc12w21@cs.com
Web site: www.dccnyinc.org

NIAGARA

Community Child Care Clearinghouse of
Niagara
1521 Main Street
Niagara Falls, NY 14305
Phone: (716) 285-8572 / (800) 701-4-KID
Fax: (716) 285-9693
E-mail: ccrriagara@prodigy.net

ONEIDA

Mid-York Child Care Coordinating Council
143 W. Dominick Street
Rome, NY 13440
Phone: (315) 339-8450
Fax: (315) 339-8454
E-mail: sm@myccc.org

ONONDAGA

Child Care Council of Onondaga County
3175 E. Genesee Street Suite 50 Tw 10.6 Tc 0 Tw 10.98 0

ONTARIO/YATES

Child & Family Resource Center of
Ontario & Yates Counties, Inc.
100 East Main Street
Penn Yan, NY 14527
Phone: (315) 536-1134 / (800) 881-5786
Fax: (315) 536-9918
E-mail: cfr@juno.com

ORANGE

Child Care Council of Orange County, Inc.
30 Matthews Street, Suite 104
Goshen, NY 10924
Phone: (845) 294-4012
Fax: (845) 294-4045
E-mail: children@magiccarpet.com

ORLEANS

Orleans Community Action Committee
(OCAC)
Child Care Resource and Referral (CCR&R)
123 Ensign Avenue
Medina, NY 14103
Phone: (585) 798-1613
Fax: (585) 798-1587

OSWEGO

Oswego County Child Care Council, Inc.
157 West First Street
Oswego, NY 13126
Phone: (315) 343-2344
Fax: (315) 343-0442

OTSEGO

Catholic Charities of Delaware & Otsego
Counties

ROCKLAND

Child Care Resources of Rockland, Inc.
235 North Main Street
Spring Valley, NY 10977-4108
Phone: (845) 425-0009
Fax: (845) 425-5312
E-mail: childcareresources@ucs.net
Web site: www.childcarerockland.org

SARATOGA: SEE AL BANY

SCHENECTADY: SEE ALBANY

SCHOHARIE

Schoharie County Community Action
Program
795 East Main St.
Cobleskill, NY 12043
Phone: (518) 234-2568
Fax: (518) 234-3507
E-mail: scapinc@midtel.net

SCHUYLER

Schuyler County Child Care Coordinating
Council
310 West Main Street
PO Box 312
Montour Falls, NY 14865
Phone: (607) 535-7964
Fax: (607) 535-8942

SENECA

Child Care Council of the Finger Lakes, Inc.
10 State Street
Seneca Falls, NY 13148
Phone: (315) 568-0945
Fax: (315) 568-0978
E-mail: senea@ccfl.org
Web site: www.ccfl.org

STEUBEN

Steuben Child Care Project
c/o Pro Action of Steuben and Yates
117 East Steuben Street
Bath, NY 14810
Phone: (607) 776-2126 / (800) 553-2033
Fax: (607) 776-4873
E-mail: sccp@proactioninc.com

Additional Contact for Corning area:
Nonnie Hood Parent Resource Center
300 Civic Center Plaza
Suite 210
Corning, NY 14830
Phone: (607) 936-3837
Fax: (607) 936-1273

SUFFOLK

Child Care Council of Suffolk, Inc.
60 Calvert Avenue
Commack, NY 11725-3228
Phone: (631) 462-0303
Fax: (631) 462-1617
E-mail: resourcereferal@childc030.00105g
Web site: www.childc030.00105g

SULLIVAN

Sullivan County Child Care Council, Inc.
7 Community Lane
P.O. Box 864
Liberty, NY 12754
Phone: (845) 292-7166
Fax: (845) 292-1755
E-mail: email@scchildc0e.com
Web site: www.scchildc0e.com

TIOGA

Tioga Child Care Resource and Referral
228 Main Street
Owego, NY 13827
Phone: (607) 687-6721
Fax: (607) 687-6721 (Call first to fax)

TOMPKINS

Day Care and Child Development Council of
Tompkins County, Inc.
609 West Clinton Street
Ithaca, NY 14850
Phone: (607) 273-0259
Fax: (607) 273-3141
E-mail: daycare@daycarecouncil05g
Web site: www.daycarecouncil05g

ULSTER

Child Care Council of Ulster County
c/o Family of Woodstock, Inc., P.O. Box
3516
Kingston, NY 12402
Phone: (845) 331-7080
Fax: (845) 331-0526
E-mail: daycare@ulster.net
Web site:
www.familyofwoodstockinc.5g/childcare.html

WARREN/WASHINGTON/HAMILTON

Southern Adirondack Child Care Network
383 Broadway
Fort Edward, NY 12828
Phone: (518) 746-2349
Fax: (518) 746-2331
E-mail: saccn@capital.net

WASHINGTON: SEE WARREN

WAYNE

The Child Care Council, Inc.
1173 East Union Street
Newark, NY 14513
Phone: (315) 331-5443 / (800) 201-6402
Fax: (315) 331-5271

WESTCHESTER

Child Care Council of Westchester, Inc.
470 Mamaroneck Avenue
White Plains, NY 10605
Phone: (914) 761-3456 x 102
Fax: (914) 761-1957
E-mail: childcare@cccwny.5g
Web site: www.ChildCareWestchester.5g

WYOMING: SEE ALLEGANY

APPENDIX D - ROLES AND R

Designated Staff	Role(s) and Responsibilities in the Transition Process
	Explains the differences between the EIP and preschool special education programs and services available under Section 4410 of the Education Law, the CPSE process, and differences in eligibility between the two programs.
	With parent consent, provides information to the CPSE on what programs and services the child received under the EIP.
	With parent consent, incorporates the transition plan into the IFSP.
	With parent consent, transfers relevant evaluation records to the CPSE.
	May participate in the initial CPSE meeting as the licensed or certified professional from the EIP.
	As a member of the CPSE, is knowledgeable about services under Section 4410 of the Education Law and Part 200 Regulations of the Commissioner of Education, the CPSE process, evaluation tools, and best practices in special education programs and services.
	Maintains a list of certified or licensed professionals to deliver related services.
	Shares information on availability of related service providers as per county list.

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Designated Staff	Role(s) and Responsibilities in the Transition Process
	<p>Provides a procedural safeguards notice to the parents, at a minimum:</p> <ul style="list-style-type: none"> - upon the initial referral for evaluation - upon each notification of an IEP meeting - upon reevaluation of the child - upon receipt of a request for an impartial hearing.
	<p>Provides a list containing a description of each preschool program which has been approved by the Commissioner to provide evaluations, and is located within the county in which the preschool student resides and adjoining counties, or within the City of New York and adjoining counties.</p>
	<p>Requests and receives written parent consent for a child to be evaluated by the approved evaluator selected by the parent.</p>
	<p>Arranges for the timely evaluation of a child transitioning from the EIP.</p>
	<p>With parental consent, receives and reviews recent evaluation and assessment reports from the EIP.</p>
	<p>Facilitates a meeting of the CPSE to review the results of the evaluation and determine whether the student is eligible for preschool special education programs and services.</p>
	<p>Facilitates the Committee's development of the IEP, including any transportation arrangements for the student to and from the recommended special education programs and services, when appropriate.</p>
	<p>Forwards a written report of the CPSE recommendation to the BOE, parent and municipality in which the preschool student resides including: a statement of the reasons why less restrictive placements were not recommended, when the recommendation is for the provision of special education services in a setting with no regular contact where age-appropriate peers without disabilities are found.</p>
	<p>Arranges for the provider(s) to deliver the preschool special education programs and services for the child when the child transitions to preschool special education programs and services in his or her IEP.</p>
	<p>Conducts the annual review of each preschool student's IEP.</p>

Designated Staff	Role(s) and Responsibilities in the Transition Process
	Declassifies a preschool student who no longer requires special education, or makes a referral to the CSE for evaluation of children who may continue to need special education programs and/or services as a school-age student.
	Understands federal and state regulations. Maintains current knowledge base of criterion and norm-references tests and their reliability and validity with respect to preschool children.

x Evaluates preschool children suspected of having a disability when selectec9006 Tc 0.0053 Tw 1.2adhoTw -11t0 Td(reliab

Designated Staff	Role(s) and Responsibilities in the Transition Process
	Participates in the CPSE meeting, unless the child's parent requests the additional parent member not participate.
	Supports the parent of the preschool student suspected of having a disability.
	Assists in ensuring that the parent understands the CPSE process and feels comfortable.
	Asks questions to assist parents in understanding the discussion at the CPSE meeting.
	Knows Least Restrictive Environment (LRE) policies, placement options and community services.

**APPENDIX E - SUMMARY OF PARENT CONSENTS FOR THE TRANSITION PROCESS
AND SAMPLE PARENT CONSENT FORMS**

Parent Consent Requirement	Date Requested	Date Received
Written consent to notify the school district in which the child resides of the child's potential eligibility for services under Section 4410 of the Education Law (notification must be completed at least 120 days prior to the date the child is first eligible for such services). 10 NYCRR 69-4.20(b)		
Written consent for the Early Intervention Official to arrange for a transition conference (the transition conference must be convened at least 90 days prior to the date the child is first eligible for services under Section 4410 of Education Law or the child's third birthday, whichever is first). 10 NYCRR 69-4.20(b)(3)		
Written consent to refer the child to the Committee on Preschool Special Education, in the school district where the child resides.		
Written consent for evaluation of the child by the CPSE. Part 200.5(b)(1)(i)		
Written consent to allow the service coordinator to forward evaluation and other EIP records for review by the CPSE, to assist in completion of the child's evaluation by the CPSE. 10 NYCRR 69-4.20(b)(2) ³		
Written consent to incorporate the transition plan into the IFSP. 10 NYCRR 69-4.20(a)(2)(iii)		
Written consent for the IEP. Part 200.16(g)(7)(Part 200.5(b)(1)(ii)		
If the child will continue in the EIP, written consent to continue the services in the IFSP until the child is no longer age eligible, or until the date at which the parent elects to transition the child, if earlier. 10 NYCRR 69-4.11(a)(8)		
Written consent to notify the school district that the child will remain in the EIP until the child ages out. 10 NYCRR 69-4.20(d)		
Written consent to transmit EIP records to providers of preschool special education programs and services, at the time the child transitions to these services. 10 NYCRR Section 69-4.17(c)(5) ⁴		

³ Parents have the right to sign either a general release or selective release, which specifies by name or category those individuals to whom information may be disclosed.

⁴ Parents have the right to choose which records and reports, if any, are transmitted to the CPSE

Appendix E

SAMPLE CONSENT FORM
<NAME OF COUNTY> - EARLY INTERVENTION PROGRAM

CONSENT FORM FOR TRANSITION NOTICE

DATE:	
Child's Name	EI #:
Last First	
Name of Parent/Legal Guardian:	Phone No.
Last First	
Home Address:	School District:
Service Coordinator:	Phone No.

Early Intervention Official/De

Appendix E

SAMPLE CONSENT FORM
<NAME OF COUNTY> - EARLY INTERVENTION PROGRAM
CONSENT FORM FOR TRANSITION CONFERENCE

Table with 2 columns and 5 rows containing fields for DATE, Child's Name (Last, First), Name of Parent/Legal Guardian, Home Address, and Service Coordinator, with corresponding labels like EI #, Phone No., and School District.

Early Intervention Official/D6adion 35.76 496.26 0.48 -2 475.5 Tm()Tj10.02 0 0 10.02 263F8 -0.48TT6 1 Tf-0.0007 Tc -0051.0

SAMPLE CONSENT FORM
NTY> - EARLY INTERVENTION PROGRAM

NT FORM FOR REFERRAL TO THE
ON PRESCHOOL SPECIAL EDUCATI ON

	EI #:
	Phone No.

Appendix E

Sign and return the consent form right away. The CPSE must have enough time after they get your consent to evaluate your child and decide whether your child is eligible for preschool special education before your child turns three. The CPSE will contact you to arrange for your child's evaluation. If you do not sign and return the consent to evaluate your child, the CPSE will contact you to be sure you received and understood the materials. Just as you are a member of your IFSP team, you will also be a member of the CPSE for your child .

three, and the CPSE does not complete its work on time you have due process rights under the Education Law. You can:

Contact your VESID Special Education Quality Assurance Regional Office for clarification or technical assistance.

Ask for a mediation or impartial hearing on the CPSE decision, or if they did not make a decision on time.

Your child has the right to get the services you agree on with the CPSE, while you are waiting for a final decision to be made.

If you and the CPSE cannot agree about the services needed by your child, an impartial hearing officer will decide what services your child must receive during this time.

%% If you gave your consent to the EIO to notify the school district and refer your child to the CPSE but the EIO does not notify the school district and refer your child to the CPSE, you have due process rights under Public Health Law, including mediation and impartial hearing. However, these due process rights are only available if YOU gave the EIP consent in time to :

inform the school district of your child's potential eligibility for preschool special education;

arrange for a transition conference (unless you tell the EIP you do not want a transition conference); and

refer your child to the CPSE with enough time for the CPSE to make a decision, before your child turns three, on whether your child is eligible for preschool special education services.

APPENDIX H - STATE EDUCATION DEPARTMENT REGIONAL ASSOCIATES

APPENDIX I - TRANSITION ROLES AND RESPONSIBILITIES FOR CHILDREN IN FOSTER CARE

Transition Planning for All Children in Foster Care

EI Ongoing Service Coordinator:

- x Explains transition process to parent/surrogate parent and LDSS Foster Care Caseworker.
- x Sets up a meeting to discuss the transition plan to preschool or other early childhood services.
- x Participates in the IFSP and other meetings to discuss and plan for transition.
- x If applicable, includes in the IFSP steps to be taken supporting the potential transition. The plan for transition should include procedures to prepare the child and family for changes in service delivery or to other appropriate early childhood and supportive services.
- x Reviews information concerning the transition process with the parent/surrogate parent and LDSS Foster Care Caseworker.
- x Links the child and parent/surrogate parent to other community services the child is potentially eligible for.
- x Obtains parental consent for the transfer of appropriate evaluations, assessment, IFSP, and other pertinent records.

LDSS Foster Care Caseworker:

- x Coordinates with the EI Ongoing Service Coordinator and the parent/surrogate parent on the referral process.
- x Notifies the EIO/D and EI Ongoing Service Coordinator that the referral has been made.
- x Attends the IFSP meeting and transition conference meeting.
- x Documents the foster care record with the child's plan for transition from the EIP and discharge activities.
- x In coordination with EI Ongoing Service Coordinator, facilitates the child's transition from the EIP as necessary.

For children potentially eligible for the Preschool Special Education Program

EIO/Designee:

- x Discusses with the parent/surrogate parent the transition process.
- x Notifies the LDSS Foster Care Caseworker and parent/surrogate of procedures to determine whether the child is eligible for services under Section 4410 of the NYS Education Law, which serves children ages 3-5 years with disabilities and developmental delay.
- x Coordinates with the LDSS Caseworker to work with the parent/surrogate parent to develop a transition plan.
- x For children referred to the CPSE, obtains parent/surrogate consent to transfer evaluations, assessments, IFSPs and other pertinent early intervention records to the CPSE.

APPENDIX J - DEVELOPMENTAL DISABILITIES SERVICES OFFICES (DDSOs)

Office of Mental Retardation and Developmental Disabilities (OMRDD) operates 13 Developmental Disabilities Services Offices (DDSOs) responsible for providing such programs in one or more counties. These offices seek to provide specially designed person-centered assistance to each individual with developmental disabilities as requested by that person or by his or her family.

Western New York DDSO

Serving Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, & Orleans Counties

Main Office

1200 East & West Road
West Seneca, NY 14224
Phone: (716) 674-6300
Fax: (716) 674-7488

Satellite Offices:

216 East Main St.
Batavia, NY 14020
Phone: (585) 343-4474
and
700 West State Street
Olean, NY
Phone: (716) 373-1577

Finger Lakes DDSO

Serving Chemung, Livingston, Monroe, Ontario, Schuyler, Seneca, Steuben, Wayne, Wyoming & Yates Counties

Administrative Offices & Developmental Center

620 Westfall Road
Rochester, NY 14620
Phone: (800) 797-7650 & (585) 461-8500
Fax: (585) 461-8576

Central New York DDSO

Serving Cayuga, Cortland, Herkimer, Lewis, Madison, Oneida, Onondaga, & Oswego Counties

Rome Administrative Office

Box 550
101 West Liberty Street
Rome, NY 13442
Phone: (315) 336-2300
Fax: (315) 339-5456

Syracuse Administrative Office
PO Box 1024, 800 South Wilbur Avenue
Syracuse, NY 13204
Phone: (315) 473-5050
Fax: (315) 473-5053

Howard Park Unit
155-55 Crossbay Boulevard
Howard Beach, NY 11414
Phone: (718) 217-4242
Fax: (718) 641-8290

Brooklyn DDSO
Serving Kings County

Administrative Offices & Developmental Center
888 Fountain Avenue
Brooklyn, NY 11208
Phone: (718) 642-6000 (days)
Phone: (718) 642-6151 (evenings)
Fax: (718) 642-6282

Community Services Administration
888 Fountain Avenue
Building 1
Brooklyn, NY 11208
Phone: (718) 642-8651
Fax: (718) 642-8683

Staten Island DDSO

Serving Richmond County
1150 Forest Hill Road
Staten Island, NY 10314
Phone: (718) 983-5200
Fax: (718) 983-9768

Satellite Office
930 Willowbrook Road
Staten Island, NY 10314
Phone: (718) 983-5415

APPENDIX K - OTHER PROGRAMS AND RESOURCES FOR YOUNG CHILDREN AND THEIR FAMILIES

SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS (SETRCs)

SETRCs provide coaching and technical assistance to school districts based on the district's needs. There are 42 SETRC offices located throughout the state at each of the BOCES (except Western Suffolk BOCES) and in five major cities in the state. Many of the SETRCs have resource centers housing materials on a variety of topics related to disabilities that can be borrowed.

Albany
Capital Region BOCES SETRC
Maywood School
1979 Central Avenue
Albany, NY 12205
Phone:(518) 464-6356

<p>Castleton Questar III BOCES SETRC 10 Empire State Blvd. Castleton, NY 12033 Phone:(518) 477-8771 Fax:(518) 479-3230</p>	<p>Cheektowaga Erie I BOCES SETRC 1050 Maryvale Drive Cheektowaga, NY 14225 Phone:(716) 630-4240 or (716) 630-4721 Fax:(716) 630-44716</p>
<p>Newark Ontario-Seneca-Yates-Cayuga-Wayne BOCES SETRC 131 Drumlin Court Maple Bldg. Newark, NY 14531 Phone:(315) 332-7500 Fax:(315) 332-7380 Elmsford Westchester 2 BOCES SETRC Instructional Services Fax:(716) 630-44716</p>	<p>Elmira Schuyler-Chemung-Tioga BOCES SETRC Instructional Support Center Bldg. 11 459 Philo Road Elmira, NY 14903 Phone:(607) 739-3581 x2455 Fax:(607) 795-5310</p>

<p>Liberty Sullivan BOCES SETRC 6 Wierk Avenue Liberty, NY 12754 Phone:(845) 292-0082 x131 Fax:(845) 292-8694</p>	<p>Mexico Oswego BOCES SETRC County Route 64 Mexico, NY 13114 Phone:(315) 963-4320 Fax:(315) 963-4369</p>
<p>New Hartford Oneida-Herkimer-Madison BOCES SETRC Box 70 Middle Settlement Road New Hartford, NY 13413 Phone:(315) 793-8614 Fax:(315) 736-4427</p>	<p>New Paltz Ulster BOCES SETRC Instructional Services 175 Route 32 North New Paltz, NY 12561 (845) 255-1402 x1374 Fax:(845) 255-3836</p>
<p>New York New York City SETRC Central Office 52 Chambers Street, Room 2-08 New York, NY 10007 Phone:(212) 374-0339 Fax: (212) 374-5901</p>	<p>Norwich Delaware-Chenango BOCES SETRC 6678 County Road 32 Norwich, NY 13815 Phone:(607) 335-1320 Fax:(607) 336-8201</p>
<p>Norwood St. Lawrence-Lewis BOCES SETRC Learning Resource Center 7229 State Highway 56 Norwood, NY 13668 Phone:(315) 353-6175 Fax:(315) 353-2978</p>	<p>Olean Cattaraugus-Allegany-Erie-Wyoming BOCES SETRC 1825 Windfall Road Olean, NY 14760 Phone:(716) 376-8224 Fax:(716) 376-8448</p>
<p>Plattsburg Clinton-Essex-Warren-Washington BOCES SETRC Box 455 Plattsburg, NY 12901 Phone:(518) 561-0100 x309 Fax:(518) 561-5624</p>	<p>Poughkeepsie Dutchess BOCES SETRC 900 Dutchess Turnpike Poughkeepsie, NY 12603 Phone:(845) 486-4840 x3023 Fax:(845) 483-3648</p>
<p>Rochester Rochester City SETRC Central Administrative Offices 131 West Broad Street Rochester, NY 14614 Phone:(585) 262-8710 Fax:(585) 262-8611</p>	<p>Sanborn Orleans-Niagara BOCES SETRC Conference Center 4124 Saunders Settlement Road Sanborn, NY 14132 Phone:(716) 731-4176 or 1-800-836-7510 Fax:(716) 731-2148</p>

<p>Saranac Lake Franklin-Essex-Hamilton BOCES SETRC Adirondack Educational Center 711 State Route 3 Saranac Lake, NY 12983 Phone:(518) 891-1330 Fax:(518) 891-6043</p>	<p>Spencerport Monroe 2 - Orleans BOCES SETRC 3599 Big Ridge Road Spencerport, NY 14559 Phone:(585) 352-2443 Fax:(585) 352-2659</p>
<p>Stamford Otsego-Northern Catskills BOCES SETRC Cyr Center Stamford, NY 12167 Phone:(607) 652-1240 Fax:(607) 652-1264</p>	<p>Syracuse Onondaga-Cortland-Madison BOCES SETRC PO Box 4774 Syracuse, NY 13221 Phone:(315) 433-2645 Fax:(315) 431-8495</p>
<p>Syracuse Syracuse City SETRC Teacher Center 1153 W. Fayette Street - 2nd Floor Syracuse, NY 13204 Phone:(315) 435-4685 Fax: (315) 435-4218</p>	<p>Verona Madison-Oneida BOCES SETRC 4937 Spring Road PO Box 168 Verona, NY 13478 Phone:(315) 361-5827 Fax:(315) 361-5595</p>

BILINGUAL SPECIAL EDUCATION RESOURCES NETWORK

Staff development, technical assistance and tuition assistance for teachers working with children and students with disabilities who speak a language other than English

Bilingual Special Education Intensive
Teacher Institute
350 Martha Avenue
Bellport, NY 11713
Phone:(631) 286-6522
Fax:(631) 286-6556
E-mail:

TRAID PROJECT, NYS OFFICE OF ADVOCATE FOR PERSONS WITH DISABILITIES

Through a federal grant from the National Institute on Disability and Rehabilitation Research (NIDRR), the Office of Advocate for Persons with Disabilities (OAPwD) provides statewide coordination of assistive technology activities for people with disabilities, fosters development of state and federal policies and programs to enhance availability of assistive technology, provides information, training, technical assistance and advocacy on how to obtain and use assistive technology services and devices.

The TR Aid project, in collaboration with the NYS Department of Health Early Intervention Program, provides partial funding to 13 regional TR Aid centers (RTCs), which have equipment loan lending libraries for infants and toddlers with disabilities and their families. The Project also operates and maintains the TR Aid-IN Equipment Exchange program, which is a service for individuals who are looking to sell, donate or obtain used assistive devices for people with disabilities.

For more information please contact:

518-473-4609 (voice); 518-473-4231 (TTY) or 800-522-4369 (voice / TTY/Spanish-NY only) or 518-473-6005 (FAX) or write to:

TR Aid Project, NYS Office of Advocate for Persons with Disabilities
1 ESP-Suite 1001
Albany, NY 12223-1150

Adirondack Regional Technology Ctr.
SUNY Plattsburgh
101 Broad Street, Sibley Room 323
Plattsburgh, NY 12901
(800) 388-0199 (VOICE/TTY)
(518) 564-2328 (FAX)

Central New York TRAIID Ctr.
ENABLE
1603 Court St.
Syracuse, NY 13208
(315) 455-7591 x 206 (VOICE/TTY)
(315) 455-1794 (TTY)
(315) 455-1230 (FAX)
Counties served: Oswego, Onondaga,
Cayuga, Madison, Cortland, & Tompkins

Genesee-Finger Lakes TRAIID Project
Rochester Ctr. for Independent Living
1641 East Ave.
Rochester, NY 14610
(585) 442-6470 (VOICE/TTY)
(585) 271-8558 (FAX)
Web site: www.rcil.com
Counties served: Monroe, Wayne, Livingston,
Ontario, Yates, & Seneca

Lower Hudson Valley Technology Ctr.
Westchester Institute For Human
Development
Cedarwood Hall
Valhalla, NY 10595
(914) 493-1317 (VOICE)
(914) 493-1204 (TTY)
(914) 493-1973 (FAX)
Web site:
http://www.nymc.edu/wihd/at/at_techcenter.html
Counties served: Rockland & Westchester

Mohawk Valley/Leatherstocking TRAIID
Ctr. at UCP In Utica
1020 Mary St.
Utica, NY 13501
(315) 724-6907 (VOICE/TTY)
(315) 896-2717 (FAX)
E-mail: traid@ucp-utica.org
Counties served: Jefferson, Lewis, Oneida,
Hamilton, Herkimer, Fulton, & Montgomery

Nassau/Suffolk TRAIID Ctr.
380 Washington Ave.
Roosevelt, NY 11575-1899
(516) 378-5089 (VOICE/TTY)
(516) 378-0357 (FAX)

Suffolk site: (631) 232-3203
Counties served: Nassau & Suffolk

Southern Tier Independence Ctr.
24 Prospect Ave.
Binghamton, NY 13901
(607) 724-2111 (VOICE/TTY)
(607) 722-3600 (FAX)
E-mail: traid@stic-cil.org
Counties served: Tioga, Broome,
Chenango, Otsego, & Delaware

Ulster-Sullivan CO-OP for Assistive
Technology
250 Tuytenbridge Rd.
POB 1488
Kingston, NY 12402
(845) 336-7235 x 129 (VOICE)
(845) 336-4055 (TTY)
(845) 336-7248 (FAX)

Satellite Office

The Center for Discovery
Box 840 Benmosche Road
Harris, NY 12742
(845) 794-1400 X 1837 (VOICE)
(845) 791-2035 (FAX)
Counties served: Ulster, Sullivan, Orange,
Dutchess, & Putnam

Technology Resources Center
United Cerebral Palsy of NYC
120 East 23rd. Street, 5th. Floor
New York, NY 10010-4519
212-979-9700 X 279 (VOICE)
212-475-0842 (TTY)
212-260-7469 (FAX)
Web site: www.ucpnyc.org

Satellite Office

160 Lawrence Avenue
Room B10
Brooklyn, NY 11230
(718) 436-7979 X710 (VOICE)
(718) 854-5656 (TTY)
(718) 436-0071 (FAX)

PARENT SUPPORTS

Parent Training and Information Centers are a federally funded program through the United States Department of Education, Office of Special Education Programs. The program is charged with providing IDEA Training, Technical Assistance, Information and Referral, and Limited Educational Advocacy to parents and professionals.

The Advocacy Center
590 South Avenue
Averill Court
Rochester, NY 14620
585-546-1700
585-546-7069 FAX
1-800-650-4967 (NY only)
E-mail: blackwell@advocacycenter.com
Web site: www.advocacycenter.com
Statewide except for NY City

Advocates for Children of NY
151 West 30th Street, 5th Floor
New York, NY 10001
212-947-9779
212-947-9790 FAX
E-mail: aespada@advocatesforchildren.org
Web site: www.advocatesforchildren.org
Five boroughs of New York City

Resources for Children with Special Needs, Inc.
116 East 16th St., 5th Floor
New York, NY 10003
212-677-4650
212-254-4070 FAX
E-mail: info@resourcesnyc.org
Web site: www.resourcesnyc.org
New York City (Bronx, Brooklyn, Manhattan, Queens, Staten Island)

Sinergia / Metropolitan Parent Center
15 West 65th Street, 6th floor
New York, NY 10023
212-496-1300
212-496-5608
E-mail: dslash@sinergiany.org
Web site: www.sinergiany.org
New York City & Long Island

Parent Centers provide programs and services for parents/families of children with disabilities in New York. The Parent Centers are administered by NYSED/VESID. The parent centers offer a wide range of services including:

- o Outreach to parents of children with special needs with particular emphasis on minority and underserved families, immigrant families, foster parents, families living in homeless shelters and others as needed.
- o Seminars and training sessions for parents on such topics as due process, communicating with school district personnel, and negotiating the special education system.
- o Training programs for parents on becoming confident, effective advocates on behalf of themselves, their children and other parents.
- o Support groups for mothers, fathers and siblings of children with disabilities.
- o Meetings for local residents regarding over-representation of minority children in special education programs in neighborhood school districts.
- o Provision of parent "matches," information and support for parents of children with rare or low incidence disorders.
- o Dissemination of relevant written materials in English and Spanish with a particular focus on the distribution of information about local services and how to access them.
- o

Advocates for Children of New York, Inc.
(Spanish Assistance Available)
151 West 30th Street - 5th floor
New York, NY 10001
(212) 947-9779

Sinergia
(Spanish Assistance Available)
15 West 65th Street – 6th floor
New York, NY 10023
(212) 496-1300

Parent to Parent New York, Inc.
NYS Institute for Basic Research
1050 Forest Hill Road
Staten Island, NY 10314
(718) 494-5122

Long Island Parent Center
(Spanish Assistance Available)
Kellum Street Learning Center
887 Kellum Street
Lindenhurst, NY 11757
(631) 884-1848
Fax: (631) 884-1830

Resources for Children with Special Needs, Inc.
(Spanish Assistance Available)
116 East 16th Street
New York, NY 10003
(212) 677-4650

Parent Network of WNY at the Wilson Parent Center
1000 Main Street
Buffalo, NY 14202
(716) 332-4173
Web site: www.parentnetworkwny.org

PARENT TO PARENT OF NEW YORK
STATE

Provides emotional support and information to parents of children with disabilities or special health care needs. Parent to Parent of New York State in conjunction with OMRDD is also educating families across NYS about Medicaid Service Coordination.

Parent to Parent of NYS - Statewide
Office

500 Balltown Rd.
Schenectady, NY 12304
518-381-4350 or 1-800-305-8817
E-mail: info@parenttoparentnys.org

Adirondack Office

Parent to Parent of NYS

PO Box 753

Canton, NY 13617

1-800-603-6778

315-379-1538

FAX: 315-379-1539

E-Mail: adirondack@parenttoparentnys.org

Serving Clinton, Essex, Franklin, Hamilton,
& St. Lawrence

Capital District Office

New York City Office
Parent to Parent of New York State
75 Morton Street
New York, NY 10014
1-800-405-8818
212-299-3188 or 212-741-5545
FAX: 212-229-3183
E-mail: ellen@parenttoparentnys.org
isabel@parenttoparentnys.org
marybeth@parenttoparentnys.org
Serving the Five Boroughs, Staten Island

North Central Office
Parent to Parent of New York State
Exceptional Family Resources
1065 James Street
Syracuse, NY 13203
(315) 478-1462
1-800-305-8815
FAX: 315-478-1467
E-mail: northcentral@parenttoparentnys.org
Serving Cayuga, Cortland, Herkimer,
Jefferson, Lewis, Madison, Oneida,

APPENDIX L - C

APPENDIX N - SECTION 69-4.20 EARLY INTERVENTION REGULATIONS

Section 69-4.20 Transition Planning

- (a) A transition plan shall be developed for every child transitioning from the Early Intervention Program to programs under Education Law, Section 4410, and/or to other early childhood services.
- (1) All meetings to discuss the transition plan must be at a time and place mutually convenient to all participants.
 - (2) The transition plan shall include procedures to prepare the child and family for changes to service delivery, including:
 - (i) steps to help the child adjust to and function in a new setting;
 - (ii) procedures to prepare program staff or individual qualified personnel who will be providing services to the child to facilitate a smooth transition; and
 - (iii) with parental consent, the service coordinator shall incorporate the transition plan into the Individualized Family Service Plan.
- (b) At least 120 days prior to the child's potential eligibility for services under the Education Law, Section 4410, the Early Intervention Official, with parental consent, shall provide written notification to the Committee on Preschool Special Education of the local school district in which an eligible child resides of the potential transition of the child.
- (1) For children in the care and custody or custody and guardianship of the commissioner of the local social services district, the Early Intervention Official shall notify the local commissioner of social services or designee of the child's potential transition.
 - (2) The service coordinator shall review information concerning the transition procedure with the parent and obtain parental consent for the transfer of appropriate evaluation, assessments, Individualized Family Service Plans, and other pertinent records.
 - (3) With parent consent, the Early Intervention Official shall convene a conference with the parent, service coordinator, and the chairperson of the Committee on Preschool Special Education or designee, at least 90 days prior to the child's eligibility for services under Education Law, Section 4410,

or no later than 90 days before the child's third birthday, whichever is first to

APPENDIX O - EXCERPTS FROM PART 200 REGULATIONS OF THE C

- (9) Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educationa

- (b) Procedures for referral, evaluation, individualized education program development, placement and review. (1) Referral.
 - (i) A preschool student suspected of having a disability shall be referred in writing to the chairperson of the district's committee on preschool special

shall not address the manner in which the preschool student can be provided with instruction or related services in the least restrictive environment; and shall not make reference to any specific provider of special services or programs. Reports of the assessment and/or evaluation and a summary portion of the evaluation shall be provided to the members of the committee on preschool special education and to the person designated by the municipality in which the preschool student resides so as to allow for a recommendation by the committee to be made to the board within thirty school days of the receipt of consent. An approved evaluator shall provide the parent with a copy of the statement and recommendation provided to the committee. Such statement and recommendation including the summary evaluation shall be provided in English and when necessary, in the native language of the parent or other mode of communication used by the parent unless it is not feasible to do so.

(3) Prior to making any recommendation that would place a child in an approved program owned or operated by the same agency which conducted the initial evaluation of the child, the committee may exercise its discretion to obtain an evaluation of the child from another approved evaluator.

(4) For school years 1994-95 and thereafter, if the approved evaluator finds that the student requires evaluations beyond those previously authorized by the committee during the school year, or requires a reevaluation of any component, the committee must provide written authorization prior to the approved evaluator conducting the evaluation. The chairperson of the committee shall notify, at least five business days prior to the date of the evaluation, the representative of the municipality and other members of the committee of such request. The representative of the municipality or other members of the committee may request a meeting of the committee to determine the need for such an evaluation.

(5) Prior to the committee meeting, the committee shall provide the parent with a copy of the summary report of the findings of the evaluation in accordance with paragraph (2) of this subdivision. Upon request of the parent, the committee shall provide copies of all written documentation to be considered by the committee in the development of the preschool student's individualized education program.

(6) For purposes of eligibility and continuing eligibility determinations, the committee must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

(7) If the parent disagrees with the evaluation, the parent may obtain an independent evaluation at public expense in accordance with Section 200.5(g) of

alternative, may provide a copy of the form available for inspection and photocopying by the approved evaluator.

(d) Recommendation. Individualized education program (IEP).

(1) The committee on preschool special education shall provide a recommendation to the board of education within 30 school days of the

statements provided by the parent. If the recommendation of the committee differs from the expressed preference of the parent with

- (3) Upon receipt of the written notification of the approval by the board of education of the committee's recommendation, the municipality shall contract with the designated preschool program provider in a manner approved by the commissioner, pursuant to Section 4410 of the Education Law.
- (4) The board shall notify the parent, the appropriate municipality and the commissioner of its actions on behalf of a preschool student with a disability:
 - (i) if, based upon the recommendation of the committee, the board approved the preschool student's program or services;
 - (ii) if, based upon the recommendation of the committee the board approves that such program or services must be terminated

- (b) upon each notification of an IEP meeting;
 - (c) upon reevaluation of the child; and
 - (d) upon receipt of a request for an impartial hearing.
- (2) In addition to the requirements of paragraph (1) of this subdivision, the notice shall, for parents of preschool students referred to the committee for the first time, request parental consent to the proposed evaluation and advise the parent of the right to consent or withhold consent to an initial evaluation of the student or to the initial provision of special education services to a student who has not been previously identified as having a disability. Such notice shall also:
- (i) include a list containing a description of each preschool program which has been approved by the commissioner to provide evaluations, and is located within the county in which the preschool student resides and adjoining counties, or, for students residing in the City of New York, within the City of New York and adjoining counties, and the procedures which the parent should follow to select a program to conduct an evaluation;
- (3) In addition to the requirement of subparagraph (i) of this subdivision, the procedural safeguards notice shall also:
- (i) indicate that during the pendency of any proceedings conducted pursuant to this Part, those preschool students with disabilities who are receiving special education pr

and evaluation of the program no later than 30 days after the end of each school year for which a waiver is granted.

- (c) Any preschool program as defined in Section 200.1 (nn) of this Part granted a waiver for three consecutive school years may be granted a permanent waiver, upon a finding by the commissioner that the program has resulted in improved student achievement and/or enhanced opportunities for preschool students with disabilities to interact with students without disabilities and is consistent with State law and Federal requirements and all other Sections of this Part. A preschool program as defined in Section 200.1 (nn) of this Part that is granted a permanent waiver shall not be required to submit an annual application or an annual report. A permanent waiver shall continue until terminated in accordance with clause (d) of this subparagraph.
- (d) The commissioner may terminate a waiver granted pursuant to this subdivision upon a finding that the program has not met its stated objectives or upon a finding that the program is no longer consistent with any requirement of State or Federal law or provision of this Part not specifically waived in the approval granted pursuant to this subdivision. The commissioner shall provide at least 30 days notice of a proposed termination. The district, school or agency shall be afforded the opportunity to submit a written response to the proposed termination which addresses any deficiencies, provided that such response shall be submitted no later than 5 business days prior to the date of the proposed termination.
- (vii) Nothing herein shall be construed to prevent the committee from recommending or the board from selecting a special service or program for July and August, or the frequency, location or duration of a special service or program, which is different in type or intensity than the service or program that the child is provided between the months of September and June.