



TRANSITION PLANNING

LEGAL RIGHTS: SCHOOL-AGE VS. POSTSECONDARY

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) (ENTITLEMENT)



AMERICANS WITH DISABILITIES ACT (ADA) (ELIGIBILITY)

IDEA:

- An education law that requires schools to provide an IEP, a legal document that lists special education and related services that meet the individual needs of students with disabilities
- A free and appropriate public education (FAPE) in the least restrictive environment (LRE) — usually a general education classroom — for kids with disabilities
- A requirement that public schools identify and evaluate, at no cost to parents, kids suspected of having a disability
- Due process for resolving disagreements between parents and schools

ADA:

- A civil rights law that prohibits discrimination on the basis of disability in schools, workplaces (with the exception of those with fewer than 15 employees), and public spaces
- Legal rights for people with disabilities, which may include accommodations
- Freedom from discrimination at private schools (including colleges and universities) that receive federal funding

Section 504 of the Rehabilitation Act:

- A civil rights law that prohibits discrimination on the basis of disability at schools that receive federal funding
- Protects legal rights for people with disabilities, which may include accommodations

HIGH SCHOOL VS. POSTSECONDARY DISABILITY LAWS



In high school, students are entitled to receive special education services under the Individuals with Disabilities Education Act (IDEA). Once they transition out of high school, they must be determined eligible for appropriate accommodations under the Americans with Disabilities Act (ADA) at their respective colleges, postsecondary schools, vocational training programs, and/or workplace. It is never too early for families and young people to understand the differences between IDEA & ADA and how it will affect them.

HIGH SCHOOL

(under Individuals with Disabilities Education Act)

- Services are provided under IDEA or Section 504 of the Rehabilitation Act
- Parents and students advocate
- Parents have access to student records
- School district is responsible for students' evaluations at no cost to the family
- Parents and teachers set goals and management needs for students, including time management and organization
- Grading and curriculum standards may be modified according to students' needs if a young person is alternately assessed
- Transportation is provided if necessary

POSTSECONDARY SCHOOL/EMPLOYMENT

(under Americans with Disabilities Act)

- Services are provided under ADA or Section 504 of the Rehabilitation Act
- Students self-identify and self-advocate
- Students have sole access to their records unless consent is given
- Students are responsible for obtaining their own evaluation
- Students must organize and structure their own time
- Transportation is the students' responsibility

KEY DIFFERENCES

- Change in parents' and students' roles
- Change in focus from entitlement to eligibility
- Change from services to accommodations

TRANSITION PLANNING STEPS FOR STUDENTS WORKING TOWARD A HS DIPLOMA

Transition planning is an individualized and unique experience for each student. Outlined below are some steps for youth and families to consider as youth get closer to leaving high school.

Starting in the school year a student turns 12, there are critical transition activities that should happen annually:

- Annual vocational assessments (student interview, parent/guardian questionnaire, teachers and related services provider questionnaire)
- Vocational assessments being used to inform the Present Level of Performance (PLOP) in the IEP
- Consistent career exploration and exposure at home, school, and in the community
- Ongoing discussion of transition services and planning
- Discuss and consider credential and/or diploma options during IEP meetings

Disability Rights/Awareness

- When applying to high school, review the schools' special education services and programs
- At 15, students must be invited to IEP meetings (earlier, if appropriate)
- Identify credential or diploma track student is working towards
- Learn about the differences in laws regarding education through high school (IDEA) and workplace and higher education (ADA)
- Visit college campuses or vocational programs
- Students participate in annual reviews and transition planning meetings
- Ensure final Mandated Three-Year Re-evaluation (formerly known as the triannual evaluation) is conducted (preferably within the last year of high school) to ensure an up-to-date evaluation for requesting accommodations in the future.
- Participate in final IEP meeting: obtain exit summary

Support Programs

- Connect with ACCES-VR, OPWDD, and/or OMH if appropriate
- Apply for SYEP (summer internship and volunteer opportunities) and TOP
- Accumulate hours, credits, and Regents exams towards respective diploma/credential
- Apply to postsecondary schools or employment/vocational programs
- Connect with college accessibility/disability/support services office

Independent Living Skills

- Increase awareness of and independence using public transportation systems
- Practice reading maps, using Google maps, and navigating the city independently
- Register to vote at 18 years old
- Start building financial literacy

TRANSITION PLANNING STEPS FOR STUDENTS WORKING TOWARD A HS DIPLOMA

Collect Documents

- Obtain official photo ID card (for example, NYS driver's license or non driver's ID)
- Apply for working papers, if under the age of 18 years old
- Collect necessary financial and disability documents for applications/
accommodations after high school
 - Most up to date IEP
 - Medical documentation of disability
 - Disability evaluations

RECOMMENDED TRANSITION FOR STUDENTS NOT WORKING TOWARDS DIPLOMA

This is a timeline of best practices in transition planning. Transition planning is an individualized and unique experience for each student.

Age 12-21: The following activities can occur at any time from ages 12-21 or are ongoing throughout these transition years.

- Begin administering annual vocational assessments (student interview, parent/guardian questionnaire, teachers and related services provider questionnaire), which are used to inform the PLOP in the IEP
- Consistent career exploration and exposure at home, in school, and in the community
- Ongoing discussion of transition services and planning
- Identify credential or diploma track
- Collect working papers, if appropriate
- Continue work on independent living skills at home and in school: communication, travel, socialization, daily life activities, self-determination, self-advocacy
- Explore transportation options, including travel training through school or other support programs and MTA programs (Access-A-Ride, Reduced-Fare MetroCards, and travel training)
- Apply for OPWDD services (Front Door), if not already receiving services
- Apply for SSI benefits, if eligible based on household resources and income and not already receiving benefits
- Apply for SYEP, summer internship, volunteer opportunities, and/or TOP

Age 18-21:

- Apply for SSI benefits, if not already receiving benefits, or complete the SSI Age 18 Redetermination, if receiving benefits
- Consider guardianship and guardianship alternatives, and if seeking guardianship, petition the court
- Register to vote at 18 years old
- Collect necessary financial and disability documents for adult disability services and systems
- Obtain photo ID card
- Increase awareness of change in law: entitlement → eligibility (IDEA → ADA)
- Research, tour, and apply to postsecondary training and/or adult disability service programs
- Connect with ACCES-VR, OPWDD, and/or OMH, if appropriate
- Ensure final Mandated Three-Year Evaluation is conducted (preferably within last year of high school)
- Have final IEP meeting: obtain exit summary
- Leave high school and begin postsecondary or adult disability service program

STUDENT CENTERED TRANSITION PLANNING

FAMILIES ARE:

- Actively involved
- Student-centered
- Strength-based
- Encouraging student empowerment and exploration
- Focused on soft and independent skills necessary for postsecondary success

STUDENTS ARE:

- Invited to IEP meetings and actively participating in transition planning, assessments, and goal setting
- Participating in vocational assessments
- Engaging actively in college and career exploration process
- Practicing self-advocacy, self-determination, and disability disclosure with support system
- Working on academic growth
- Working on social and emotional skills
- Working on employment and organizational skills
- Aware of supports they need in various settings
- Able to describe their disability
- Building their resume
- Practicing email and computer skills
- Increasing awareness of safe internet and social media use
- Aware of how to apply and advocate for accommodations after high school
- Aware of how to advocate for themselves and their needs in everyday life

SCHOOLS/AGENCIES/SERVICES ARE:

- Identify point person (e.g. transition coordinator for communications)
- Communicating across schools and agencies
- Helping student apply to postsecondary options while still in high school
- Considering what services will be needed at external agencies upon graduation (mental health, technology, social/rec)
- Advocating for collaborative framework and service delivery
- Aware of the characteristics, evaluation, policies, climate, and supports offered at various postsecondary schools, trainings, and programs
- Utilizing strength-based practices and language
- Conducting annual vocational assessments

SUCCESSFUL PLANNING AND IMPLEMENTATION OF POSTSECONDARY GOALS

This diagram offers a list of ways that families, students, and schools can be involved in the transition process. It is important to note that there is a shift in responsibility as a student approaches the transition to adulthood. Students should work towards taking more responsibility for their transition planning as they prepare to transition.

ONE QUESTION, FIVE APPROACHES

To prepare for transition, something I want to work on with myself or my child/student is _____.

Here are some ideas on how to approach this...

1)

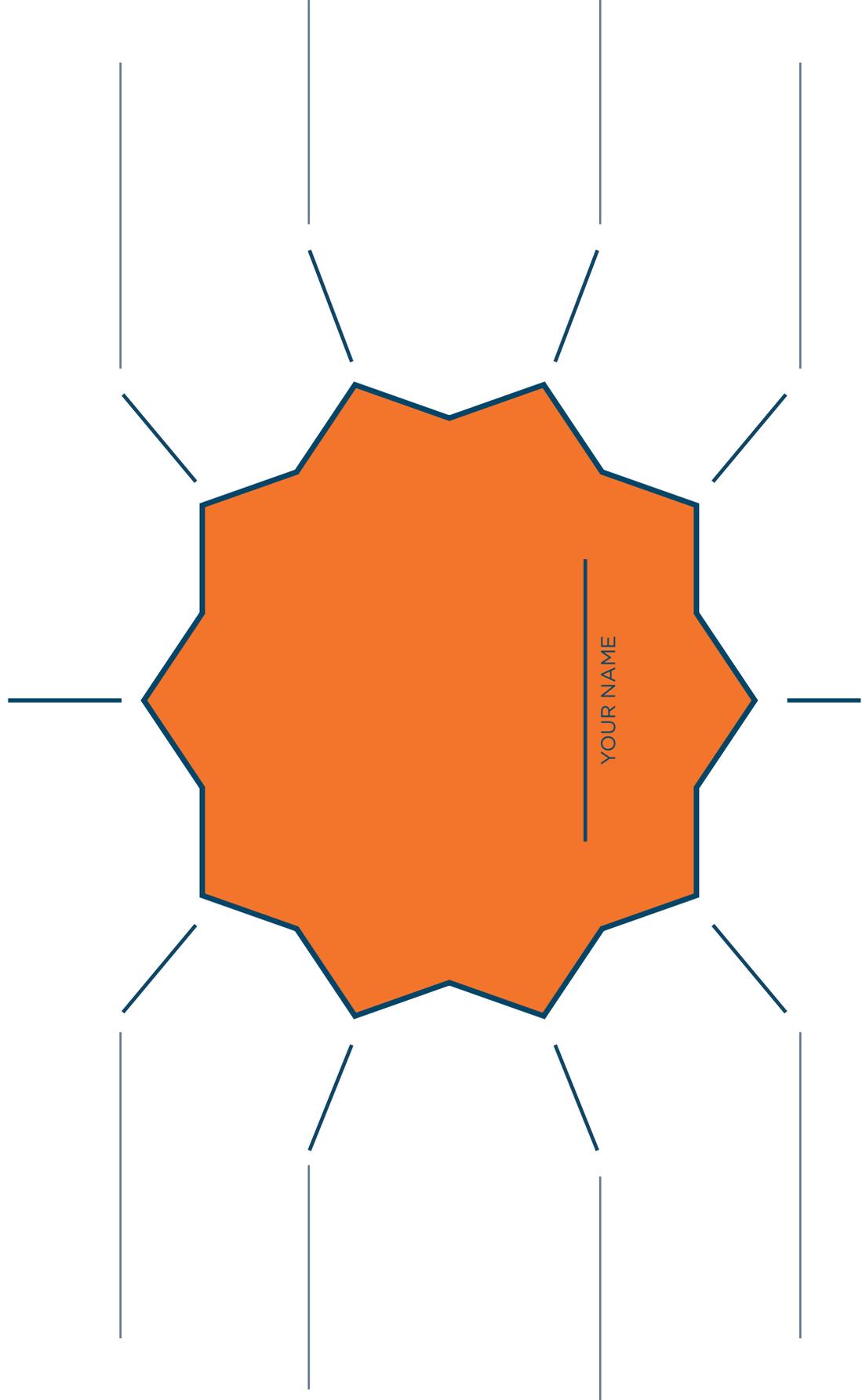
2)

3)

4)

5)

MY SQUAD



PARENT PERSPECTIVE



The purpose of this document is to help you become familiar with the various components of the transition planning section in the IEP and provide an opportunity for you to prepare your and your child's thoughts.

AFTER HIGH SCHOOL, MY CHILD WANTS TO _____.

NEEDED TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST SCHOOL ACTIVITIES	SERVICE/ACTIVITY	AGENCY RESPONSIBLE Who is going to help you with this?
INSTRUCTION (ACADEMICS) What classes will help you or do you need to take to reach your goals?		
RELATED SERVICES (SPEECH, COUNSELING) What other supports or services outside of the classroom will you need to reach your goals?		
COMMUNITY EXPERIENCES What internship or other experiences outside the school building will help you reach your goals?		
DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES What are other things you need to work on to prepare you for a career or college?		
ACQUISITION OF DAILY LIVING SKILLS What do you need to learn to be more independent or live on your own some day?		
FUNCTIONAL VOCATIONAL ASSESSMENT RESULTS (WILL BE CONDUCTED BY SCHOOL) What do you want to do after H.S.? Why? What are your strengths? What are your areas for improvement?		

STUDENT PERSPECTIVE



Take this blank transition plan home and fill it out with your child so their vision can be incorporated at the IEP meeting.
AFTER HIGH SCHOOL, I WANT TO _____.

NEEDED TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST SCHOOL ACTIVITIES	SERVICE/ACTIVITY	AGENCY RESPONSIBLE Who is going to help you with this?
INSTRUCTION (ACADEMICS) What classes will help you or do you need to take to reach your goals?		
RELATED SERVICES (SPEECH, COUNSELING) What other supports or services outside of the classroom will you need to reach your goals?		
COMMUNITY EXPERIENCES What internship or other experiences outside the school building will help you reach your goals?		
DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES What are other things you need to work on to prepare you for a career or college?		
ACQUISITION OF DAILY LIVING SKILLS What do you need to learn to be more independent or live on your own some day?		
FUNCTIONAL VOCATIONAL ASSESSMENT RESULTS (WILL BE CONDUCTED BY SCHOOL) What do you want to do after H.S.? Why? What are your strengths? What are your areas for improvement?		



ADDITIONAL RESOURCES AND MATERIALS

ACCUMULATING RESUME AND WORK EXPERIENCE



EMPLOYMENT OPPORTUNITIES FOR STUDENTS ENROLLED IN PUBLIC SCHOOL

For additional information, contact your high school transition team leader and the NYC DOE TCAC affiliated with your school's borough support office.*

Summer Youth Employment Program (SYEP)

- Department of Education places students in a variety of internships
- Paid summer internship program for six weeks (July-August)
- For students ages 14 to 24
- Provides job coach (special education teacher/provider)
- For more information, please visit your borough TCAC center (see page 13)

Work, Learn, and Grow Employment Program

- Department of Education places students in a variety of internships
- Paid year round internships (September - June)
- For students ages 14 to 24
- Must be a SYEP participant

Training Opportunities Program (TOP)

Speak with your school's Transition Coordinator for more information on how to apply to this program.

- Administered by the Transition Coordination Center (formerly Placement and Referral Center)
- Paid internships for students with disabilities
- TOP liaisons will identify work locations where students with IEPs will earn minimum wage and can work up to 15 hours per week
- Hours count towards Career Development and Occupational Studies Commencement Credential (CDOS)

Ladders for Leaders:

- Paid summer internships with corporations, nonprofits, and government agencies
- Students receive help with resume, cover letter writing, and interviewing skills
- Internships align with student career goals and interests
- For students ages 16 to 22
- Minimum GPA of 3.00

* Programs and services are subject to change due to COVID-19 restrictions.

ACCUMULATING RESUME AND WORK EXPERIENCE



EMPLOYMENT OPPORTUNITIES FOR STUDENTS ENROLLED IN PUBLIC SCHOOL

Transition & College Access Centers (TCAC):

The Transition and College Access Centers are devoted to ensuring that students with disabilities are prepared for post-secondary life experiences. In addition to college readiness resources and supports, these centers will also facilitate diverse work-based learning opportunities for students with Individualized Education Programs (IEPs).

Brooklyn:

Boys & Girls High School
1700 Fulton Street
First Floor, Room G170
Brooklyn, NY 11213
Phone: (718) 804-6790
E-mail: BKLYNTCAC@schools.nyc.gov

Queens:

90-27 Sutphin Boulevard,
Room 152
Queens, NY 11435
E-mail: QNTCAC@schools.nyc.gov

Bronx:

DeWitt Clinton High School
100 West Mosholu Parkway S,
Room 148
Bronx, NY 10468
Phone: (718) 581-2250
E-mail: BXTCAC@schools.nyc.gov

Staten Island:

Michael J. Petrides School
715 Ocean Terrace
Second Floor, Room 204
Staten Island, NY 10301
E-mail: SITCAC@schools.nyc.gov

Manhattan:

269 West 35th Street
Room 702
New York, NY 10024
Phone: (212) 609-8493
E-mail: MNTCAC@schools.nyc.gov

TRANSITION PLANNING IN THE IEP

School transition and IEP team in collaboration with student and parent/guardian(s) identify the present levels of academic and functional (activities of everyday life) performances*, strengths, needs, current skills and abilities, interests and preferences, student's long-term goals for adulthood, and impact of disability/needs while working towards these goals.

↓
IEP team identifies measurable postsecondary goals and steps needed to be taken in order to obtain goals.

↓
Transition services and programming.

Annual Goals
(academic, behavioral
and/or social progress)

Coordinated Set of Transition Activities
(Activities that are written annually to
strengthen skill development necessary
for successful postsecondary outcomes)

Measurable
Postsecondary Goals
(Based on the student's preferences
and goals for life after high school,
in relation to their current needs)

*For information about remote/blended learning for students with an IEP: <https://on.nyc.gov/3p2emA5>

Name: _____

Date: _____

NAVIGATING MY GOALS

SHORT TERM GOALS:

What do you want to accomplish after high school?

What are your obstacles?

What are your solutions?



LONG TERM GOALS:

Where do you want to be in 5 years?

What are your obstacles?

What are your solutions?

Name: _____

Date: _____

WHAT YOU NEED TO SUCCEED

Below, make a list of some modifications and accommodations, or anything you can think of that may help you in the classroom. Ask for these to be added to your IEP and tell your teachers at your IEP meeting when you'd like them to occur in school:

The modifications that I want to request are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your IEP meeting, you'll need to justify, or explain, why these modifications will help you learn. Choose one or two and explain below:

The accommodations that I want to request are:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your IEP meeting, you'll need to justify, or explain, why these modifications will help you learn. Choose one or two and explain below:

Name: _____

Date: _____

GUIDED NOTES & SENTENCE STARTERS FOR IEP MEETINGS

My classification is _____.

This means that I need help with _____

_____.

Some of my strengths are _____

_____.

Some of my challenges are _____

_____.

In class, I need help with _____

_____.

Some modifications that my teachers can give me to help with this are _____

_____.

Some testing accommodations that my teachers can give me to help with this are _____

_____.

My short-term goals are _____.

My long-term goals are _____.

I am going to achieve these goals by _____

_____.

The people in my support system are _____

and they will help me achieve my goals by _____

Some things I am going to do to make sure I get the services that are on my IEP are ____

Anything else you want to say in your IEP meeting:

Student Name: _____

Date: _____

Interviewer Name: _____

GUIDED CHECKLIST FOR IEP MEETINGS

- State your name, age, school and grade.
- What is your classification?
- What does that classification mean that you need help with?
- What are some of your strengths?
- What are some of your challenges?
- What are some modifications that your teacher can give you to help you learn?
- What are some accommodations that your teachers can give you to help you on tests?
- What are your short-term goals in high school?
- What are your long-term goals in your education and/or your career?
- How are you going to achieve these goals?
- Who are the people in your life that are going to support you while your work towards these goals?
- How will they help you achieve these goals?
- What are some things you are going to do to make sure you get the services on your IEP?
- Are there any changes you'd like to make in your IEP?
- Is there anything that you'd like to say to your IEP team or make sure they know?
- Anything else you'd like to add?



STATE AGENCY SUPPORT SERVICES

ADULT CAREER AND CONTINUING EDUCATION SERVICES - VOCATIONAL REHABILITATION (ACCES-VR)



ACCES-VR, which is part of the New York State Education Department, provides job search, educational, and independent living services and supports that help adults with disabilities find employment. ACCES-VR may provide:

- Money for college programs, job training programs, and supported employment programs
- Funds for accommodations and assistive technology related to job
- Assistance with college payments and accommodations
- Employment opportunities/placement

ELIGIBILITY

In order to receive services, you must work with a Vocational Rehabilitation Counselor (VRC) to determine eligibility based on the following criteria:

- Have a disability that interferes with getting or keeping a job
- Be able to benefit from VR services: can align abilities, interests, and career choice
- Require vocational rehabilitation to prepare for and secure employment
- Be able to travel
- Be 14 years old to apply (no age cut off)

You may be eligible for services regardless of whether or not you receive benefits (SSI/SSDI).

Presumed Eligibility: If you provide proof that you receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) because of your disability, ACCES-VR will assume you are eligible for services.

SERVICES AVAILABLE

If you meet the eligibility requirements, you will work with ACCES-VR to develop an Individualized Plan for Employment (IPE). The IPE will outline your work goal, the steps involved, and the services you will need to achieve that goal. ACCES-VR can pay for certain services, particularly those that are job training and college/vocational school-related. These may include:

- A physical and/or psychological examination to determine how your disability affects your employment potential
- Career counseling, guidance, planning, and referral
- Assistance with the job search process, such as:
 - Application forms
 - Resumes
 - Interviews
- On-the-job training at a community college or vocational school

ADULT CAREER AND CONTINUING EDUCATION SERVICES - VOCATIONAL REHABILITATION (ACCES-VR)



SERVICES AVAILABLE (CONT.)

- Services and supports that will help with training or assessment, such as:
 - Special transportation
 - Attendants, note-takers, and interpreters
 - Books, tools, and equipment
 - Rehabilitative and assistive technology
- Assistance with service costs related to employment, such as:
 - Worksite modification
 - Home, van, or other vehicle modification
- Job placement and retention
- Follow-up by ACCES-VR counselor to assess job satisfaction or additional needs
- Supplemental support in college: book vouchers, assistive technology, and other resources
- Short-term medical intervention not covered by other insurance

APPLICATION PROCESS

- If possible, start the process when student is two years away from leaving high school
- Every school should have an ACCES-VR liaison
- Persistence and self-advocacy are key. Student must verbally acknowledge that they have a disability
- Process for being placed in a job training program:
 - Compile documents and fill out application
 - Attend an information session
 - Interview with Vocational Rehabilitation Counselor (VRC)
 - Take Diagnostic Vocational Evaluation (between 5 - 12 days)
 - Program placement
 - Program interview
 - Begin!

ADULT CAREER AND CONTINUING EDUCATION SERVICES - VOCATIONAL REHABILITATION (ACCES-VR)



FOR MORE INFORMATION

<http://www.acces.nysed.gov/vr>

Contact List for Senior Vocational Rehabilitation Counselors for
Transition and Youth Services Downstate District Offices

BROOKLYN DISTRICT OFFICE

Cuquita Douglas
Senior VR Counselor, Transition
Cuquita.Douglas@nysed.gov
(718) 722-6795

BRONX DISTRICT OFFICE

Lisa Field
Senior VR Counselor, Transition
Lisa.Field@nysed.gov
(718) 931-3597

QUEENS DISTRICT OFFICE

Michele Delany
Senior VR Counselor, Transition
Michele.Delany@nysed.gov
(347) 510-3112

MANHATTAN DISTRICT OFFICE

Kevin McMullen
Senior VR Counselor, Transition
Kevin.McMullen@nysed.gov
(212) 630-2370

WHITE PLAINS DISTRICT OFFICE

Debra Ehrenberg
Senior VR Counselor, Transition
Debra.Ehrenberg@nysed.gov
(845) 426-5414

GARDEN CITY DISTRICT OFFICE

Barbara Weissberg
Senior VR Counselor, Transition
Barbara.Weissberg@nysed.gov
(516) 227-6852

HAUPPAUGE DISTRICT OFFICE

Ruth DelRosario
Senior VR Counselor, Transition
Ruth.DelRosario@nysed.gov
(631) 952-6357

OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES (OPWDD)



Office for People with Developmental Disabilities (OPWDD) is a state agency that supports people who have:

- Developmental disabilities
- Intellectual disabilities
- Some traumatic brain injuries (TBI)
- Autism
- Down syndrome
- Other disabilities with specific testing scores on IQ / adaptive skills tests

SERVICES AVAILABLE

- Care Coordination
- Housing
- Employment
- Independent living
- Socialization services
- Residential care
- Self-direction services
- Day programs
- Respite

APPLICATION PROCESS

- Contact eligibility officer at local Developmental Disabilities Regional Office (DDRO) (one in each borough)
- Sign up for a Front Door orientation session in your borough
- Gather all required documents
 - Save every document they give you!
- Begin looking into Medicaid Service Coordinator (MSC) providers

DOCUMENTS NEEDED TO APPLY

- A psychological evaluation that includes IQ testing and Vineland Adaptive Behavior Scales (69 or below; however for individuals with autism, this number can vary)
- Psycho-social and/or social history report
- Medical physical (the same type of physical you would send to a school)

OFFICE FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES (OPWDD)



NEW YORK CITY OFFICES

Developmental Disabilities Regional Offices (DDROs)

THE BRONX

2400 Halsey Street
Bronx, NY 10461
(718) 430-0757

BROOKLYN

888 Fountain Avenue
Brooklyn, NY 11208
(718) 642-8576

MANHATTAN

25 Beaver Street
4th Floor
New York, NY 10004
(646) 766-3220

QUEENS

80-45 Winchester Blvd.
Queens Village, NY 11427
(718) 217-6485

STATEN ISLAND

1150 Forest Hill Road
Staten Island, NY 10314
(718) 982-1913

SPECIAL EDUCATION MEDIATION

Are you the parent of a child with a disability and need help with a problem at school?



WHAT IS MEDIATION?

Mediation offers the parents of a child with a disability and representatives of the school a chance to talk together in hopes of finding a way to solve a disagreement about the child's education. Parents and school representatives talk with the aid of a trained special education mediator from a local mediation center. Mediation is voluntary; it only takes place if both parties agree to meet.

WHO IS AT THE MEDIATION?

The parent, a representative of the school district and a mediator from a Community Dispute Resolution Center must be present. Other people may also be present, but the parent and school must agree about who attends. A lawyer is not needed.

WHAT HAPPENS AT MEDIATION?

Meet: Everyone meets at an agreed time and place.

Talk: The school representative will listen to your concerns and share the school's concerns with you. The parent and school search for ways to solve the problem by talking and listening to each other.

Agree: Any agreement reached is put into writing and signed. After the mediation, the Committee on Special Education (CSE) must accept the written agreement and the Individualized Education Program (IEP) is updated based on the agreement. The agreement is binding and can be enforced.

HOW DOES MEDIATION WORK?

- **Mediation is a free local service.** Mediation is supported by a highly trained mediator from a local community mediation center.
- **Mediation is confidential.** Everything discussed at mediation is confidential and can't be used at a impartial hearing.
- **Mediation is unbiased.** The mediator is neutral and does not represent any person. The mediator encourages all sides to talk and listen so everyone's view can be heard.
- **Mediation is supportive.** It offers a nonthreatening, safe environment, which encourages a respectful conversation between parents and schools.
- **Mediation is not a hearing.** There is no testimony or evidence at mediation. The mediator is not a judge who will decide what happens. Asking for mediation does not stop the parent from going forward with other ways to solve the problem, such as an impartial hearing or state complaint.

*Interested in learning more? Contact your local mediation center or the New York State Dispute Resolution Association (NYSRA).

MEDIATION CENTERS



THE BRONX

IMCR Dispute Resolution Center
384 East 149th Street, Room 330
Bronx, NY 10455
T: (718) 585-1190
Fax: (718) 585-1962
www.imcr.org

BROOKLYN

The New York Peace Institute
210 Joralemon Street, Suite 618
Brooklyn, NY 11201
T: (718) 834-6671
Fax: (718) 834-6681
info@nypeace.org

MANHATTAN

The New York Peace Institute
111 John Street, Suite 600
New York, NY 10038
T: (212) 577-1740
Fax: (212) 577-1748
info@nypeace.org

QUEENS

Community Mediation Services, Inc.
89-64 163rd Street
Jamaica, NY 11432
T: (718) 523-6868
Fax: (718) 523-8204
www.mediatenyc.org

STATEN ISLAND

NY Center for Interpersonal
Development (SI Dispute Community
Resolution Center)
130 Stuyvesant Place, 5th Floor
Staten Island, NY 10301
T: (718) 815-4557
Fax: (718) 876-6068

New York State Dispute Resolution Association (NYSdra)

4 Pine West Plaza
Albany, NY 12205
T: (518) 687-2240
www.nysdra.org