



**Department of  
Education**

*Carmen Fariña, Chancellor*

# **Kindergarten: An Orientation Guide**

**for**

## **Families of Students with Disabilities Entering Kindergarten in Fall, 2015**





Dear Families,

Moving from preschool to kindergarten marks the start of an exciting new chapter in your child's life. We know that you may have questions about this transition and we hope that many of them will be answered here. This Kindergarten Orientation Guide provides information for families of children with disabilities who will be entering kindergarten in the fall of 2015; it is available in ten languages and can be found on our website: [schools.nyc.gov/KindergartenSpecialEducation](http://schools.nyc.gov/KindergartenSpecialEducation).

We hope that you will join us at one of our upcoming orientation meetings. During these meetings, we will share information about applying to kindergarten, explain the process of developing a kindergarten Individualized Education Program (IEP), describe the special education services provided to school-age students, and answer any questions you may have. Orientation meetings will take place throughout the city between November 14<sup>th</sup> and December 3<sup>rd</sup>, 2014. For a schedule of these meetings, please visit [schools.nyc.gov/KindergartenSpecialEducation](http://schools.nyc.gov/KindergartenSpecialEducation), email [Turning5@schools.nyc.gov](mailto:Turning5@schools.nyc.gov), or call 311 or 718-935-2007.

For information about special education in New York City public schools, please read *A Shared Path to Success: Family Guide to Special Education Services for School-Age Children* ([schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments](http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments)).

We are committed to partnering with families to ensure our students' success. Our staff will be available to answer your questions and provide assistance as we plan together for the school year ahead.

We look forward to working with you to make your child's transition to kindergarten a smooth and successful one!

Sincerely,

Corinne Rello-Anselmi  
Deputy Chancellor  
Division of Specialized Instruction and Student Support

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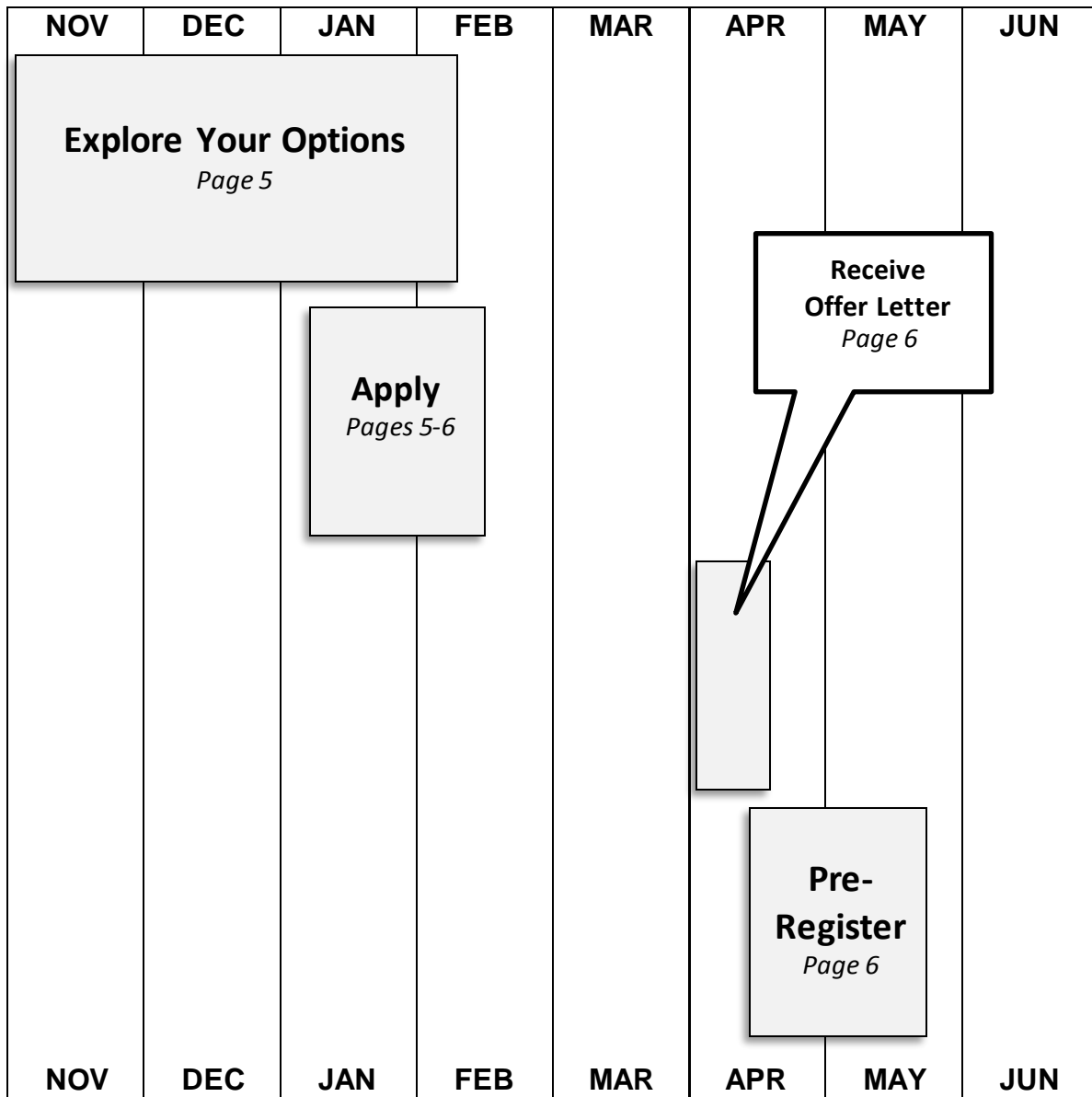
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## Preparing for Kindergarten: Two Processes

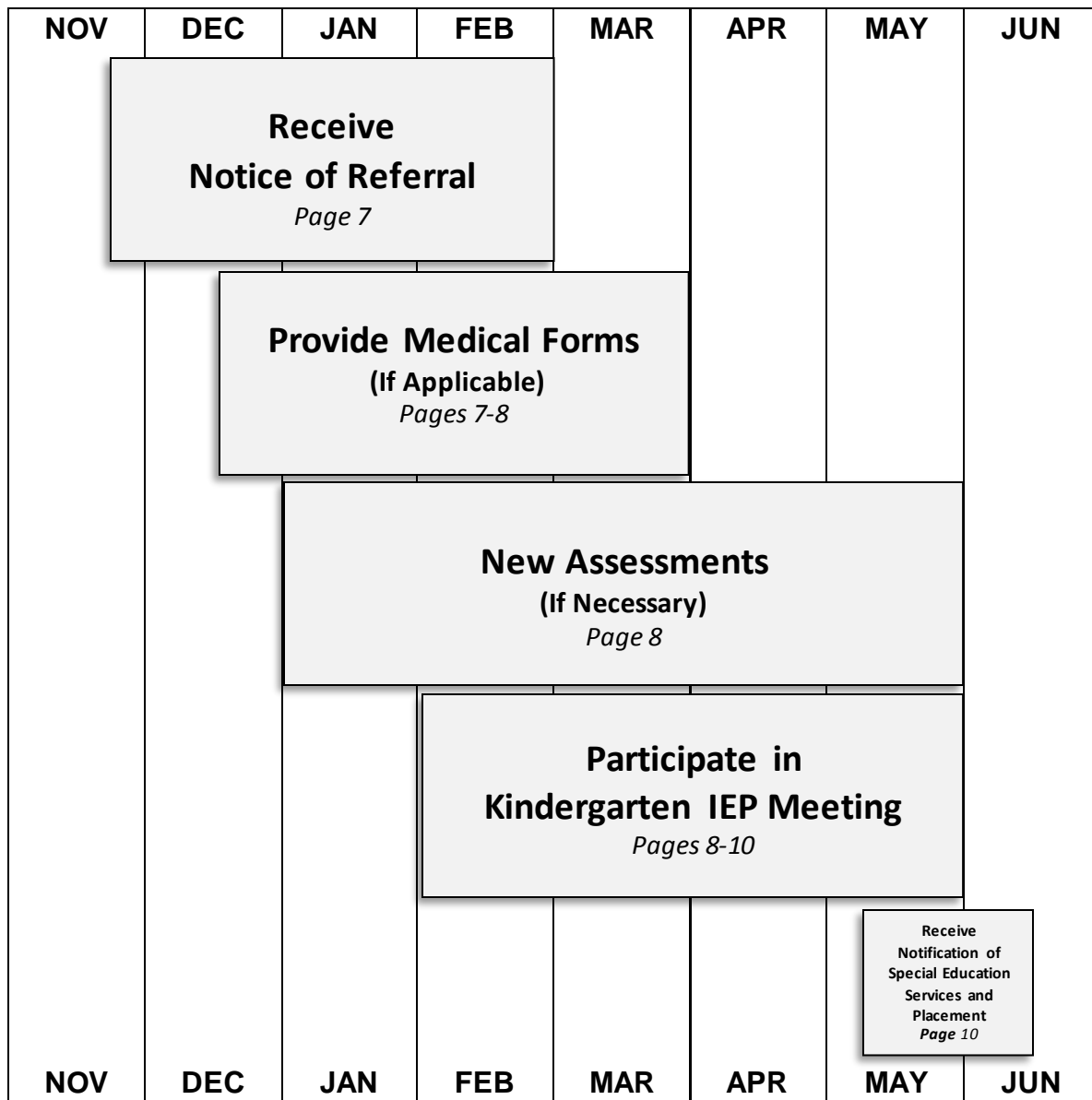
It's time to get ready for kindergarten! As you prepare, you will participate in two separate processes: ***applying to schools***, and ***developing a kindergarten Individualized Education Program (IEP)***.

## Applying to Schools





## Developing a Kindergarten IEP



## A Shared Path to Success: Special Education in New York City Public Schools



As you apply to kindergarten and work with the Committee on Special Education (CSE) to plan for special education services for your child, you should know that the Department of Education is committed to increasing educational opportunities and improving outcomes for students with disabilities.

Our goals are to ensure that all students with Individualized Education Programs (IEPs):

- ◆ have access to rigorous academic curriculum and are held to high academic standards, enabling them to realize their potential and graduate prepared for college, careers, and independent living;
- ◆ are taught in the "least restrictive environment" that is appropriate, alongside students without disabilities to the maximum extent possible; and
- ◆ have the same access to schools as students who do not receive special education services; they are able to attend their zoned schools or schools of interest as often as possible, while receiving the supports they need to succeed.

Your child's IEP for kindergarten will include information about his or her strengths, interests, and unique needs. It will identify goals for the school year ahead and describe the special education programs and services that will be provided to help your child meet these goals.

*A Shared Path to Success* reminds us that special education is not a "class" or a "place," but rather describes a wide range of supports and services. Your child's IEP may include services to be provided within his or her classroom. For example, a speech therapist might work with a student during a classroom lesson. The IEP may include different types of classes and services for different parts of the school day. For example, a student who needs extra support in reading might receive reading instruction in a small class setting and spend the rest of the day in a general education class. With individually tailored plans, schools can provide students with disabilities the greatest possible access to the general education curriculum and support their success.

## Applying to Kindergarten

All families, including families of students with disabilities, should explore school options throughout the fall and apply to kindergarten, starting in January. The application process is separate from the process of developing an Individualized Education Program (IEP). The kindergarten application process is described below.



### Explore Your Options

Before you start looking at schools, you should know what **district** you live in, and whether or not you have a **zoned school**. Most students attend their zoned school for kindergarten. Your zoned school is determined by your home address. If you don't know your zoned school, call 311 or visit the Department of Education (DOE) School Search and enter your home address in the search bar: [www.nyc.gov/schools/schoolsearch](http://www.nyc.gov/schools/schoolsearch). Please note that districts 1, 7 and 23 are **choice districts** and families residing in these districts do not have zoned schools. See [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten) for more information about choice districts.

Use our **elementary school directories** to learn more about schools. The directories are available online at [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten) and will be available in print at public elementary schools and enrollment offices starting in December. After you have narrowed down the list of schools you are interested in, plan to visit as many of those schools as you can. Contact schools directly or check [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten) to find the schedule for upcoming open houses and tours.

Some school buildings are accessible to students who have limited mobility. These schools are designated as “functionally accessible.” For a list of accessible schools, call 311 or visit [www.nyc.gov/schools/Offices/OSP/Accessibility](http://www.nyc.gov/schools/Offices/OSP/Accessibility). If your child will need an accessible school, you should be sure to visit schools and apply to those that would be appropriate for your child.

A student currently enrolled in a DOE pre-kindergarten program is not guaranteed admission to the same school for kindergarten. If your child attends a DOE pre-k, you should submit a kindergarten application. If you would like your child to attend his or her current school for kindergarten, you should be sure to list the school on your application.

### Apply

Once you have identified your preferred schools, you can list them all, including your zoned school, on one application. List schools in order of preference, with your most desired schools at the top of the list.

**The kindergarten application will be available starting January 7, 2015. The deadline to apply is Friday, February 13, 2015.**

There are three ways to submit the kindergarten application:

- ◆ **online**, at [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten);
- ◆ **over the phone**, by calling 718-935-2400; or
- ◆ **in person**, at an enrollment office (call 311 or visit [www.nyc.gov/schools/choicesenrollment/newstudents/enrollmentoffices](http://www.nyc.gov/schools/choicesenrollment/newstudents/enrollmentoffices) for locations).

For more information about applying to kindergarten, see [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten) or call 718-935-2009. Sign up to receive email updates about the kindergarten admissions process at [www.nyc.gov/schools/subscribe](http://www.nyc.gov/schools/subscribe).

### **Receive Offer Letter**

If you apply to kindergarten by the deadline, you will receive an offer letter in early April with a school placement and information about pre-registering at that school. If you do not apply by the application deadline, you will still be entitled to a kindergarten placement; however, submitting an application by the deadline will give you the best chance at a placement in a preferred school. For more information about applying after the deadline, call 311 or visit [www.nyc.gov/schools/kindergarten](http://www.nyc.gov/schools/kindergarten).

### **Pre-Register**

To pre-register at a school, bring your child and the required documentation listed in your offer letter to the school during the pre-registration period in the spring. If you do not pre-register, you may forfeit your place at that school.

### **Applying to Charter Schools**

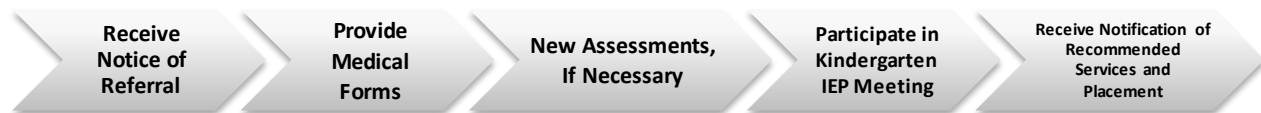
Charter schools are free and open to all children in New York City. They operate independent of the DOE and their application and admissions processes are different. Charter schools generally accept applications for the following school year until April 1 and most schools conduct admissions lotteries during the month of April.

Students with disabilities may apply for admission to charter schools. Because acceptance to a charter school is not guaranteed, and because charter schools offer admission on a different timeline from the DOE, it is recommended that families applying to charter schools submit a DOE kindergarten application as well. If your child is accepted to a charter school, the charter school will ensure that your child receives the program and services on his or her IEP. If the school offers services that may be appropriate to meet your child's needs but do not match your child's IEP, the school may ask the Committee on Special Education (CSE) to hold a new IEP meeting before the start of the school year. For more information about charter schools, see [schools.nyc.gov/community/planning/charters](http://schools.nyc.gov/community/planning/charters) or call 212-374-5419.



## Developing a Kindergarten Individualized Education Program (IEP)

To prepare for your child's transition to kindergarten, the Department of Education (DOE) will consider your child's need for special education services for the coming school year. Your participation will be an important part of this process. The process may or may not include new assessments. After any assessments are completed, you will be invited to participate in a kindergarten Individualized Education Program (IEP) meeting as a member of your child's Committee on Special Education (CSE). The CSE will determine whether your child will be eligible for special education services in kindergarten and, if your child is eligible, develop an IEP describing the services to be provided.



### Receive a Notice of Referral

To start the kindergarten IEP process, the Committee on Preschool Special Education (CPSE) will refer your child to the Committee on Special Education (CSE), which oversees special education services for school-age children (children ages 5-21). The DOE will send you a notice to inform you of the referral this winter. Next, you will be contacted by a representative of the DOE who will work with you throughout the IEP process. This will be a psychologist or social worker from a district CSE office or a local school. Your child's IEP meeting is likely to take place at that office or school. If your child's meeting takes place at an elementary school, please know that having an IEP meeting at a particular school does not guarantee admission there. If you are interested in your child attending the school where your child's IEP meeting takes place, you should be sure to list it on your kindergarten application.

### Provide Medical Forms Before the IEP Meeting, If Applicable

If your child may require health services or specialized transportation due to medical needs or mobility limitations, you will need to provide your DOE representative with some completed forms soon after you are contacted, so that they can be reviewed before the IEP meeting.

**Special education bus service** (sometimes called “door-to-door” bus service or “specialized transportation”) provides service to and from the curb by a student's home. In addition to the driver, there is an attendant on the bus. The CSE might recommend special education bus service based on a child's needs related to an emotional, behavioral, or cognitive disability, or based on a medical condition or orthopedic disability. If you think your child might require special education bus service because of an emotional, behavioral, or cognitive disability, you should discuss the possibility with your DOE representative, but you will not need to provide medical forms. If your child has a medical condition or orthopedic disability and you would like the CSE to consider recommending special education bus service for that reason, you will need to provide these two forms to your DOE representative:

- ◆ **Authorization for Release of Medical Information Pursuant to HIPAA**, completed and signed by you; and
- ◆ **Request for Medical Accommodations to be Completed By Treating Physician**, completed and signed by your child's doctor, explaining the need for door-to-door busing (and any other medical accommodations your child may need).

You can find both forms at the center of this guide. They will also be available from your DOE representative and online at [schools.nyc.gov/KindergartenSpecialEducation](https://schools.nyc.gov/KindergartenSpecialEducation).

The DOE also provides **other services and accommodations** based on medical needs or mobility limitations. These include school nurse services and accommodations on the school bus such as a car seat or air conditioning. If your child may need any services or accommodations like these, you should provide both of the forms in this guide and, *in addition*, you should provide any appropriate forms from the DOE's **medical forms packet**, also completed and signed by your child's doctor, prior to the IEP meeting. The medical forms packet is not provided in this guide. It is available from your DOE representative and online at [schools.nyc.gov/KindergartenSpecialEducation](https://schools.nyc.gov/KindergartenSpecialEducation).

### **New Assessments, If Necessary**

Before the IEP meeting, the DOE may conduct new assessments, including classroom observations. The DOE will review information in your child's file, including evaluations and progress reports from your child's teachers and related service providers, to determine what new assessments, if any, will be needed to determine whether your child will be eligible for school-age special education services and to develop a kindergarten IEP. You will be notified by mail about whether or not new assessments will be needed and, if new assessments will be needed, your consent will be requested. You will also have the right to request that the DOE consider conducting specific assessments by writing a letter to your DOE representative.

### **Participate in a Kindergarten IEP Meeting**

When assessments (if any) are complete, you will be provided with written reports of assessment results and you will be invited to participate in a kindergarten IEP meeting as a member of your child's CSE. (You may hear your child's CSE referred to as the "IEP team."). At the kindergarten IEP meeting, the CSE will determine whether your child is eligible for school-age special education services and, if so, the committee will develop a school-age IEP.

#### **➤ IEP Meeting Participants**

Participants will be invited in advance of the IEP meeting. Participants may contribute to the meeting by telephone if they are not able to come in person. If you speak a language other than English, you should inform your DOE representative before the meeting so that an interpreter can be invited.

If your child has a special education teacher or related service provider, the DOE will invite the teacher or provider to participate. Other participants will include a general education teacher, if your child may participate in a general education kindergarten classroom, and a "district representative" who is familiar with the educational resources in New York City schools.

Other participants may include a school psychologist, a social worker, and others invited by the DOE who have relevant expertise. You may also invite others to accompany you to the meeting; you may want to consider inviting people with knowledge of your child or special expertise.

If the meeting is led by a DOE representative who does not work at your zoned (neighborhood) elementary school, the DOE may invite a representative of that school. If your child has been offered admission to another school for kindergarten, you should inform your DOE representative before the meeting; a representative of the school your child will attend may be invited to the meeting.

You may request that a parent member (a parent of a child receiving special education services) or a physician attend the meeting; you must make the request at least 72 hours in advance. Your DOE representative will be able to provide more information.

### ➤ ***Eligibility***

At the IEP meeting, the CSE will first consider whether your child is eligible for school-age special education services. To be eligible, your child must be found to have a disability that will affect his or her *educational performance*. Unlike in preschool, in which every eligible student is classified as a “preschool student with a disability,” a school-age child must be identified as meeting the criteria for one of 13 disability classifications. The classifications are described on page 11.

If the CSE finds that your child is not eligible to receive special education services in kindergarten, your child will be “declassified.” Your child will enter a general education class and will not receive special education services. If your child is declassified, the committee *may* decide that he or she should receive support services during his or her first year without special education services. These “declassification support services” may include instructional support, accommodations, or related services such as speech therapy or counseling.

If the CSE finds that your child is eligible for special education services, you will work together to develop a kindergarten IEP.

### ➤ ***Kindergarten IEP***

The IEP will include information about your child’s strengths, interests, and unique needs. The committee will set goals, consistent with your child’s abilities and related to his or her needs, describing what skills your child will be expected to develop during the kindergarten year. The committee will then decide what supports and services your child will need in order to reach those goals and will describe the supports and services on the IEP. After the IEP meeting, if your child is eligible, a copy of his or her IEP will be given or mailed to you.

If you disagree with the CSE’s recommendations, you will have the right to request another IEP meeting, mediation, or an impartial hearing, or to file a complaint with the New York State Education Department.

### ➤ ***If Your Child Will Attend Non-Public School at Your Expense***

If they are eligible, children who attend non-public (private or parochial) schools in New York City at their parents’ expense can receive special education services provided by the DOE. If you have

decided to send your child to a non-public school at your own expense, you should inform your DOE representative that you do not want the CSE to recommend special education services to be provided in a public school but instead are requesting that “equitable special education services” be provided. If your child is eligible for services and you make this request, the CSE will develop an Individualized Education Services Plan (IESP) instead of an IEP. The IESP will describe the special education services to be provided while your child attends non-public school. At the IEP meeting, you will need to provide the name and address of the school your child will attend.

If you have decided to enroll your child in a non-public school *outside of New York City*, you should inform your DOE representative. He or she will provide you with information about contacting the school district where the school is located; that district will work with you to develop a plan and provide any recommended special education services.

If your plans change at any time after your child receives an IESP and you would like to request a public school placement for your child, you should contact your DOE representative or the office of the CSE serving your district (see page 24) and request a new IEP meeting.

## **Receive Notification of Recommended Special Education Services and Placement**

### **➤ Notification**

In the spring, you will be notified by mail about the special education services and the school placement that have been recommended on your child’s IEP. If you did not participate in the kindergarten admissions process, your child’s special education services will most likely be provided in a school in the district where you live. If you did participate, services will most likely be provided in the community school where your child received an offer or is pre-registered.

There are some exceptions. If your child is recommended for a specialized program in a community school, your child may be offered a placement in a school can provide that program, as an alternative to the school where your child was admitted through the kindergarten admissions process (see page 18). If a specialized school program is recommended, your child will be placed in a school providing that program (see page 19). If a state-supported school or New York State Education Department-approved non-public school is recommended, the placement will be the school where your child was accepted (see page 20). If your child requires an accessible school, your child will be offered a placement in such a school.

### **➤ Family Meeting**

After you receive the notice, if your child will attend a school that did not participate in your child’s kindergarten IEP meeting, staff at your child’s new school may invite you to a “family meeting.” This meeting will give you an opportunity to visit the school, look over your child’s IEP with school staff, share information about your child, and ask any questions you may have about how the services on the IEP will be provided. The family meeting will be an informal conversation; you should inform the school if you would prefer to “meet” by phone or would prefer not to meet at all. If you would like to visit the school or have a family meeting, you can contact the school’s parent coordinator, explain that your child will be attending kindergarten at that school in the fall and that your child’s IEP meeting did not take place at the school, and request an appointment.

## Disability Classifications

A school-age student is eligible for special education services if the student meets the criteria for one or more of the disability classifications described below and requires special education services and programs.

<b>Autism</b>	A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. ♦ Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. ♦ The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance.
<b>Deafness</b>	A student with a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the student's educational performance.
<b>Deaf-Blindness</b>	A student with both hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for students with deafness or students with blindness.
<b>Emotional Disturbance</b>	A student who exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the student's educational performance: <ul style="list-style-type: none"> <li>• An inability to learn that cannot be explained by intellectual, sensory or health factors;</li> <li>• An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;</li> <li>• Inappropriate types of behavior or feelings under normal circumstances;</li> <li>• A generally pervasive mood of unhappiness or depression;</li> <li>• A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul>
<b>Hearing Impairment</b>	An impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance but is not included under the definition of deafness in this section.
<b>Intellectual Disability</b>	A student with significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects the student's educational performance.
<b>Learning Disability</b>	Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of intellectual disability; of emotional disturbance or of environmental, cultural or economic disadvantage.
<b>Multiple Disabilities</b>	A student with concurrent impairments (such as intellectual disability–blindness, intellectual disability–orthopedic impairment, etc.), the combination of which causes educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.
<b>Orthopedic Impairment</b>	A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns which cause contractures).
<b>Other Health Impairment</b>	A student with limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder, or Tourette syndrome, which adversely affects the student's educational performance.
<b>Speech or Language Impairment</b>	A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects that student's educational performance.
<b>Traumatic Brain Injury</b>	A student with an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, and anoxia or brain tumors with resulting impairments that adversely affect that student's educational performance. ♦ The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include injuries that are congenital or caused by birth trauma.
<b>Visual Impairment</b>	A impairment in vision including blindness that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

## Related Services

Your child's Individualized Education Program (IEP) may include related services. Related services are provided to help maximize a student's ability to achieve his or her educational goals. Related service providers often come into classrooms and collaborate with teachers, paraprofessionals, and other adults to support students. At times, they work with students individually or in small groups in other locations. Related services include:

- ◆ **Counseling Services** - help students improve social and emotional functioning when social or emotional difficulties interfere with learning. Goals may address appropriate school behavior and self-control, peer relationships and conflict resolution, and low self-esteem.
- ◆ **Hearing Education Services** - help students with deafness or hearing impairments improve their communication skills. Goals may focus on speechreading (also known as lipreading), auditory training, and language development.
- ◆ **Occupational Therapy** - helps students develop and improve foundation skills they need to participate in school and to learn, including visual and fine motor control (eye and hand control), sensory processing (organizing and using information from the senses), and attention, self-regulation, organization, self-care, and social skills.
- ◆ **Orientation and Mobility Services** - help students with visual impairments improve their ability to perceive and move safely in their environments.
- ◆ **Physical Therapy** - helps students develop physical function and independence in various school settings, including classrooms, the gym, the playground, bathrooms, hallways and staircases. Physical therapy helps students maintain, improve or restore physical skills, including gross motor control (large-muscle movement control), ambulation (moving from place to place), balance, and coordination.
- ◆ **School Nurse Services** - help students who have health-related needs stay safe and participate in school.
- ◆ **Speech/Language Therapy** - helps students develop listening and speaking skills and related reading and writing skills. Goals may address auditory processing (understanding and using the sounds of language), phonological skills (organizing speech sounds), comprehension, articulation, voice quality, fluency, syntax (grammar), and social language skills.
- ◆ **Vision Education Services** - help students who are blind or have visual impairments to use Braille, large print materials, and low vision devices and to develop tactile, visual and auditory strategies for developing skills.

**AUTHORIZATION FOR RELEASE OF HEALTH INFORMATION PURSUANT TO HIPAA****[This form has been approved by the New York State Department of Health]**

Patient Name	Date of Birth	Social Security Number
Patient Address		

I, or my authorized representative, request that health information regarding my care and treatment be released as set forth on this form: In accordance with New York State Law and the Privacy Rule of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), I understand that:

1. This authorization may include disclosure of information relating to **ALCOHOL and DRUG ABUSE, MENTAL HEALTH TREATMENT**, except psychotherapy notes, and **CONFIDENTIAL HIV\* RELATED INFORMATION** only if I place my initials on the appropriate line in Item 9(a). In the event the health information described below includes any of these types of information, and I initial the line on the box in Item 9(a), I specifically authorize release of such information to the person(s) indicated in Item 8.
2. If I am authorizing the release of HIV-related, alcohol or drug treatment, or mental health treatment information, the recipient is prohibited from redisclosing such information without my authorization unless permitted to do so under federal or state law. I understand that I have the right to request a list of people who may receive or use my HIV-related information without authorization. If I experience discrimination because of the release or disclosure of HIV-related information, I may contact the New York State Division of Human Rights at (212) 480-2493 or the New York City Commission of Human Rights at (212) 306-7450. These agencies are responsible for protecting my rights.
3. I have the right to revoke this authorization at any time by writing to the health care provider listed below. I understand that I may revoke this authorization except to the extent that action has already been taken based on this authorization.
4. I understand that signing this authorization is voluntary. My treatment, payment, enrollment in a health plan, or eligibility for benefits will not be conditioned upon my authorization of this disclosure.
5. Information disclosed under this authorization might be redisclosed by the recipient (except as noted above in Item 2), and this redisclosure may no longer be protected by federal or state law.
6. **THIS AUTHORIZATION DOES NOT AUTHORIZE YOU TO DISCUSS MY HEALTH INFORMATION OR MEDICAL CARE WITH ANYONE OTHER THAN THE ATTORNEY OR GOVERNMENTAL AGENCY SPECIFIED IN ITEM 9 (b).**

7. Name and address of health provider or entity to release this information:	
8. Name and address of person(s) or category of person to whom this information will be sent:	
9(a). Specific information to be released: <input type="checkbox"/> Medical Record from (insert date) _____ to (insert date) _____ <input type="checkbox"/> Entire Medical Record, including patient histories, office notes (except psychotherapy notes), test results, radiology studies, films, referrals, consults, billing records, insurance records, and records sent to you by other health care providers. <input type="checkbox"/> Other: _____ Include: (Indicate by Initialing) _____ <b>Alcohol/Drug Treatment</b> _____ <b>Mental Health Information</b> _____ <b>HIV-Related Information</b>	
<b>Authorization to Discuss Health Information</b> (b) <input type="checkbox"/> By initialing here _____ I authorize _____ Initials Name of individual health care provider to discuss my health information with my attorney, or a governmental agency, listed here: _____ (Attorney/Firm Name or Governmental Agency Name)	
10. Reason for release of information: <input type="checkbox"/> At request of individual <input type="checkbox"/> Other: _____	11. Date or event on which this authorization will expire:
12. If not the patient, name of person signing form:	13. Authority to sign on behalf of patient:

All items on this form have been completed and my questions about this form have been answered. In addition, I have been provided a copy of the form.

Signature of patient or representative authorized by law.

Date: \_\_\_\_\_

\* Human Immunodeficiency Virus that causes AIDS. The New York State Public Health Law protects information which reasonably could identify someone as having HIV symptoms or infection and information regarding a person's contacts.



Instructions for the Use  
of the HIPAA-compliant Authorization Form to  
Release Health Information Needed for Litigation

This form is the product of a collaborative process between the New York State Office of Court Administration, representatives of the medical provider community in New York, and the bench and bar, designed to produce a standard official form that complies with the privacy requirements of the federal Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations, to be used to authorize the release of health information needed for litigation in New York State courts. It can, however, be used more broadly than this and be used before litigation has been commenced, or whenever counsel would find it useful.

The goal was to produce a standard HIPAA-compliant official form to obviate the current disputes which often take place as to whether health information requests made in the course of litigation meet the requirements of the HIPAA Privacy Rule. It should be noted, though, that the form is optional. This form may be filled out on line and downloaded to be signed by hand, or downloaded and filled out entirely on paper.

When filing out Item 11, which requests the date or event when the authorization will expire, the person filling out the form may designate an event such as "at the conclusion of my court case" or provide a specific date amount of time, such as "3 years from this date".

If a patient seeks to authorize the release of his or her entire medical record, but only from a certain date, the first two boxes in section 9(a) should both be checked, and the relevant date inserted on the first line containing the first box.



**Request for Medical Accommodations to be Completed By Treating Physician**



Physician Instructions: Please complete this form and return it to your patient's parent or fax to patient's school at \_\_\_\_\_.

If you have questions, please contact \_\_\_\_\_.

\_\_\_\_\_ is under my care for \_\_\_\_\_.

(Student's Name)

(Diagnosis)

What limitations does this diagnosis cause? (e.g. severely limits ambulation)

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How does this limitation affect the student's ability to attend and participate in class?  
(e.g. requires constant medical attention)

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---

How does this limitation affect the student's ability to take transportation?  
(e.g. increases risk for fractures)

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Expected duration of the limitation \_\_\_\_\_

Please provide any recommendations to accommodate the student's needs in the classroom and/or during school transportation (please attach additional sheets as needed):

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I request transportation accommodations to be provided for \_\_\_\_\_ weeks

I can be reached at: Tel# \_\_\_\_\_ and/or Beeper \_\_\_\_\_ on:  
Mon \_\_\_\_\_ (hrs) Tue \_\_\_\_\_ (hrs) Wed \_\_\_\_\_ (hrs) Thu \_\_\_\_\_ (hrs) Fri \_\_\_\_\_ (hrs)

Provider's Original Signature \_\_\_\_\_ License # \_\_\_\_\_

Print Name / Degree \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_



In addition to this form, please provide the *Authorization for Release of Health Information Pursuant to HIPAA* form. The *Authorization for Release of Health Information Pursuant to HIPAA* is necessary in the event additional information is required from your physician to approve the request for medical accommodations.

FOR SCHOOL USE ONLY

Student's Name \_\_\_\_\_

DOB \_\_\_\_\_ ID # \_\_\_\_\_

## **Special Education Services in Community Schools**

The vast majority of school-age students with disabilities receive special education services in local community schools, in the schools where they received an offer through the kindergarten admissions process. Students in community schools may receive special education teacher support services (SETSS), integrated co-teaching (ICT), and/or special class services.

### **Special Education Teacher Support Services (SETSS)**

Special education teacher support services (SETSS) are part-time services provided by a special education teacher to supplement the instruction students receive in class. The special education teacher may work directly with one student or a small group of students, within the classroom or in a separate location. The special education teacher may provide specially designed instruction, adapting the content being taught or using different instructional methods such as visual aids, highlighted worksheets, and more explicit directions; this is called “direct instruction.” The special education teacher may also work with the classroom teacher, helping to adjust the learning environment or modify teaching techniques to meet students’ needs; this is called “indirect instruction.” A student’s IEP may include direct or indirect SETSS or a combination of the two.

### **Integrated Co-Teaching (ICT)**

Integrated co-teaching (ICT) classrooms include students with disabilities and students who are not disabled together with two teachers: a general education teacher and a special education teacher. The teachers work together and collaborate to adapt materials and modify instruction to make sure the entire class has access to the general education curriculum. ICT may be provided full-time or part-time. In an ICT class, the number of students with disabilities may not exceed 40% of the total class register or a maximum of 12 students with disabilities.

### **Special Class Services, 12:1 Ratio (12 students, one teacher) and 12:1:1 Ratio (12 students, one teacher, one paraprofessional)**

Special class services are provided for students with disabilities in a self-contained classroom for all or part of the school day. They serve children whose needs cannot be met within the general education classroom, even with supplementary aids and services such as related services, SETSS, or ICT. Special classes in community elementary schools have 12 students whose ages are within a three-year range and who have similar educational needs. They are taught by special education teachers who provide specialized instruction tailored to the needs of the students in the class.

### **Other Services**

Students receiving SETSS, ICT, or special class services may also receive related services, assistive technology, paraprofessional services or other supplementary aids and services, as necessary. See pages 12 and 21 for more information.

## Specialized Programs in Some Community Schools

Most students with disabilities, including students with autism (also known as Autism Spectrum Disorder or ASD), students with intellectual disabilities (ID), and students with disabilities who communicate in a language other than English, are best served in their community schools. The DOE recognizes, however, that there are some students for whom a class in which specialized models and expertise have been developed may be appropriate. Special education supports and services that do not currently exist in every community school are considered specialized programs. A classification of autism or ID does not, in and of itself, indicate the need for a specialized program. Similarly, students with disabilities who communicate in a language other than English may be served in a monolingual program, if that is more appropriate to meet their language-acquisition and disability-related needs. Your child's CSE may discuss specialized program recommendations with you at your child's IEP meeting. If your child is determined to be eligible for a specialized program, he or she may be offered placement in a school that can provide that program as an alternative to the placement offered through the kindergarten admissions process. Specialized programs include:

### **ACES (Academics, Career, and Essential Skills) Program for Students with Intellectual Disabilities**

ACES programs provide a special class or program in a community school for some students who are classified as having an intellectual disability (ID) and who participate in alternate assessment. These programs provide academic instruction as well as a highly specialized educational program that facilitates the acquisition, application and transfer of skills across environments such as home, school, and community.

### **ASD Nest and ASD Horizon**

The ASD Nest program provides an integrated class setting with reduced class size in certain community schools for high-functioning students with autism. The ASD Horizon program typically consists of special classes with up to 8 students in a community school for students with autism. Horizon students work toward meeting grade-level standards but may require individualized support for periods of time during the school day.

### **Bilingual Special Education**

Bilingual special education provides a specialized program for students whose IEPs indicate a program recommendation of integrated co-teaching (ICT) or special class (SC) and a language other than English as the language of instruction.

### **More Information**

For more information about specialized programs in community schools, visit the specialized programs website at [schools.nyc.gov/academics/specialeducation/enrolling/specializedprograms](https://schools.nyc.gov/academics/specialeducation/enrolling/specializedprograms), email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov), or call 718-935-2007.

## District 75: Specialized Programs for Students with Significant Challenges

The Department of Education provides highly specialized instructional support in a wide variety of settings for students with significant challenges, including students with autism spectrum disorders (ASDs) or significant cognitive delays, emotional disturbances, sensory impairments, and/or multiple disabilities. These specialized programs and schools are provided through the organizational structure known as District 75.

Many District 75 programs are provided in special classes located in community school buildings, and others are provided in special classes in specialized schools. Certain District 75 services may be provided in general education classrooms, or in agencies, in hospitals, or in students' homes. Where appropriate, District 75 provides bilingual instruction and support, English as a Second Language (ESL) services, travel training, and personal activities of daily living (ADL) skill training.

District 75 provides special class services for students with significant hearing and vision impairments. Specialized equipment and services are integrated into the curriculum throughout the school day. Services provided include audiology, assistive technology, sign language interpretation, orientation and mobility services, and Braille.

District 75 classes serving kindergarten students include:

<b>Special Class, 12:1:1 Ratio</b> - 12 students - One teacher - One paraprofessional	For students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction that can best be accomplished in a self-contained setting.
<b>Special Class, 8:1:1 Ratio</b> - 8 students - One teacher - One paraprofessional	For students whose needs are severe and chronic and require constant, intensive supervision, a significant degree of individualized attention, intervention and intensive behavior management as well as additional adult support.
<b>Special Class, 6:1:1 Ratio</b> - 6 students - One teacher - One paraprofessional	For students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Classes provide very intense individual programming, continual adult supervision, usually a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication).
<b>Special Class, 12:1:4 Ratio</b> - 12 students - One teacher - In addition, one paraprofessional for every three students	For students with severe and multiple disabilities with limited language, academic and independent functioning. Classes provide a program primarily of habilitation and treatment including training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions.

If your child has received an IEP recommending a New York City Department of Education specialized school, or if you think this is a possibility, you are invited to visit some of District 75's kindergarten programs. See [schools.nyc.gov/KindergartenSpecialEducation](https://schools.nyc.gov/KindergartenSpecialEducation) or call Stacey Minondo at 212-802-1578 for more information and a list of program sites.

## Other Placement Recommendations

Some other placements that may be recommended on a student's Individualized Education Program (IEP) are described below.

### **State-Supported Schools**

State-supported schools (also known as “4201 schools”) provide intensive special education services to eligible children who are deaf or blind or who have severe emotional disturbance or severe physical disabilities and are determined by the Committee on Special Education (CSE) to be eligible for this type of program. Some state-supported schools are day schools and some provide five-day residential care for children who require 24-hour programming. If you believe a state-supported school may be appropriate for your child, your DOE representative can assist you with the referral process.

### **New York State Education Department (NYSED)-Approved Non-Public Schools (Day)**

New York State Education Department (NYSED)-approved non-public schools provide programs for children whose intensive educational needs cannot be met in public school programs. NYSED-approved schools are attended only by students with disabilities.

### **New York State Education Department (NYSED)-Approved Non-Public Schools (Residential)**

NYSED-approved residential schools serve children whose educational needs are so intensive that they require 24-hour attention. NYSED-approved residential schools provide intensive programming in the classroom and a structured living environment on school grounds 24 hours a day.

## **Other Programs and Services**

Some other programs and services that may be recommended on a student's Individualized Education Program (IEP) are described below.

### **Assistive Technology Devices and Services**

An assistive technology device is any piece of equipment, product or system that is used to increase, maintain, or improve a child's functional capabilities, such as communication boards, communication devices, and FM units. Assistive technology services include assistance in selecting and using assistive technology.

### **Adaptive Physical Education**

Adaptive physical education (APE) is a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capabilities and limitations of students with disabilities. The CSE will recommend APE for your child if his or her disability would prevent safe or successful participation in the regular physical education program.

### **Home and Hospital Instruction**

Home and hospital instruction are educational services provided to children with disabilities who are unable to attend school. They are provided only until a child is able to return to school or is discharged from the hospital. They might be recommended if a child's emotional needs or medical needs prevent him or her from attending school. They might also be recommended for a child who is awaiting a placement that has been recommended but is not yet available.

### **Paraprofessional Services**

Paraprofessionals work with children who require adult support beyond the support provided by teachers and services providers, addressing their needs in order to allow them to benefit from instruction. Paraprofessionals may work with one or more children at a time and may work with children for all or part of the school day. Paraprofessionals may assist with behavior management or may address students' health needs. They may also be assigned as sign language interpreters, oral interpreters, or cued speech translators, or to assist with orientation and mobility.

### **Twelve-Month School Year Services**

Twelve-month school year services are provided for students with disabilities who require special education services to continue in order to prevent substantial regression during the summer.

## **Parents' Rights During the Transition from Preschool to School-Age Special Education Services**

As the parent of a preschool student with a disability, you have a number of rights during the transition to school-age special education services.

- You have the right to consent or to withhold your consent to any new assessments that the Committee on Special Education (CSE) determines are required. After reviewing your child's file, the CSE will inform you in writing whether or not new assessments will be necessary to develop your child's kindergarten Individualized Education Program (IEP) and will request your consent; however, if the CSE makes efforts to reach out to you and obtain your consent and you do not respond, the assessments may be conducted without your consent.
- You have the right to request that specific assessments be conducted, by writing a letter to the New York City Department of Education (DOE) representative responsible for your child's transition.
- You have the right to provide the CSE with copies of privately conducted evaluations.
- You have the right to be an equal member of your child's CSE and participate meaningfully in decision-making through attendance at all IEP meetings.
- You have the right to invite other individuals with special knowledge or expertise about your child to attend IEP meetings to help in the decision-making process.
- You have the right to receive copies of your child's assessments and progress reports before IEP meetings and receive copies of your child's IEP after IEP meetings.
- You have the right to request another IEP meeting, mediation, or an impartial hearing, or file a complaint with New York State, if you disagree with any decision made about your child. If you pursue mediation or an impartial hearing, your child has a right to remain in his or her last agreed upon program until the dispute is resolved.
- You have the right to revoke (withdraw) your consent for all special education programs and services at any time by writing a letter to the CSE. If you do, your child's educational record will indicate that your child received preschool special education services.
- You have the right to request a language interpreter for IEP meetings. You also can obtain translation or additional interpretation assistance in connection with your child's IEP by contacting your DOE representative.



- You have the right to receive notification about special education placement and services within specific timeframes. For a student who has been identified by the Committee on Preschool Special Education (CPSE) as a preschool student with a disability, who will be 5 years old prior to December 31, 2015 and who will enter school in September 2015:

<b>If a referral is received...</b>	<b>...the parent must be notified about services and placement by:</b>
prior to March 1	June 15
March 2 – April 1	July 15
April 2 – May 10	August 15
May 11 or later	within the compliance timelines for a regular referral (i.e., 60 schools days from referral).

This means that if your child has been receiving preschool special education services since February or before, the DOE must notify you about services and placement by June 15. The DOE will specify the services that will be provided to your child and will name the school where your child will receive these services.

- **If** the DOE recommended a special class and did not offer a special-class placement within the timeframes in the chart above, you have the right to place your child in a New York State Education Department-approved non-public school that has a place in an appropriate program for your child.
- You have the right to obtain an independent evaluation paid for by the DOE, **if** you do not agree with an evaluation conducted by the DOE. You must notify the DOE of this request in writing. The DOE will either agree to pay for an independent evaluation or will initiate an impartial hearing to show that its evaluation is appropriate.
- You have the right to obtain an independent evaluation paid for by the DOE, **if** you submitted a written request for a reevaluation of your child and the DOE did not complete the evaluation of your child within the timeline in the table below (unless the DOE denied your request in writing or there was a documented parental delay).

<b>If a request for a reevaluation is received...</b>	<b>...the evaluation must be completed by:</b>
prior to March 1	June 1
March 2 – April 1	July 1
April 2 – May 10	August 1
May 11 or later	60 school days from the referral

For more information about the rights of parents of students with disabilities, see the New York City Department of Education's [A Shared Path to Success: Family Guide to Special Education Services for School-Age Children](#) and the New York State Education Department's [Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21](#). Both Documents are available in schools and at [schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments](http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/importantDocuments).

## Assistance

### Your Department of Education (DOE) Representative

Questions? A representative from a school or a Committee on Special Education (CSE) office will assist you throughout the transition to school-age special education services and should be the first person you contact with questions or concerns.

### New York City Department of Education Committees on Special Education (CSEs)

You can also contact your local CSE office. CSE staff members will be able to answer your questions and provide assistance once the process is underway. Each CSE office serves several geographic districts. The CSE offices and their districts are listed below. To find out which district you live in, search for your zoned school by entering your address at [www.nyc.gov/schools/schoolsearch](http://www.nyc.gov/schools/schoolsearch).

CSE	DISTRICTS	ADDRESS	PHONE / FAX	CHAIRPERSON
1	7,9,10	One Fordham Plaza, 7 <sup>th</sup> fl. Bronx, NY, 10458	Phone: 718-329-8001 Fax: 718-741-7928/7929	Steven Birkeland
2	8,11,12	3450 East Tremont Ave., 2 <sup>nd</sup> fl. Bronx, NY, 10465	Phone: 718-794-7420 Español: 718-794-7490 Fax: 718-794-7445	Tricia DeVito
3	25, 26	30-48 Linden Place Flushing, NY, 11354	Phone: 718-281-3461 Fax: 718-281-3478	Esther Morell
	28, 29	90-27 Sutphin Blvd. Jamaica, NY 11435	Phone: 718-557-2553 Fax: 718-557-2620/2510	Esther Morell
4	24, 30	28-11 Queens Plaza North, 5 <sup>th</sup> fl. Long Island City, NY 11101	Phone: 718-391-8405 Fax: 718-391-8556	Chris Cinicola
	27	Satellite Office: 82-01 Rockaway Blvd., 2 <sup>nd</sup> fl. Ozone Park, NY, 11416	Phone: 718-642-5715 Fax: 718-642-5891	Chris Cinicola
5	19,23,32	1665 St. Marks Ave. Brooklyn, NY 11233	Phone: 718-240-3557/3558 Fax: 718-240-3555	Geraldine Beauvil
6	17,18,22	5619 Flatlands Ave. Brooklyn, NY 11234	Phone: 718-968-6200 Fax: 718-968-6253	Arlene Rosenstock
7	20,21	415 89 <sup>th</sup> St. Brooklyn, NY, 11209	Phone: 718-759-4900 Fax: 718-759-4970	Amine Haddad
	31	715 Ocean Terrace, Building A Staten Island, NY 10301	Phone: 718-420-5790 Fax: 718-420-5787	Amine Haddad
8	13,14,15,16	131 Livingston St., 4 <sup>th</sup> fl. Brooklyn, NY, 11201	Phone: 718-935-4900 Fax: 718-935-5167	Cherry Kang
9	1,2,4	333 7 <sup>th</sup> Ave., 4 <sup>th</sup> fl. New York, NY 10001	Phone: 917-339-1600 Fax: 917-339-1450	Jennifer Lozano
10	3,5,6	388 West 125 <sup>th</sup> St. New York, NY 10027	Phone: 212-342-8300 Fax: 212-342-8427	Jane O'Connor

### Additional Assistance

If you experience a problem that cannot be resolved by your DOE representative or CSE, you can ask for additional assistance by calling 311 or emailing [Turning5@schools.nyc.gov](mailto:Turning5@schools.nyc.gov); please provide your child's name and date of birth, the name and number of the school or the number of the district CSE that sent you information or conducted the IEP meeting, and a brief description of your concern. You can also contact the organizations on the next page for assistance.

## Early Childhood Direction Centers (ECDCs)

ECDCs, funded by the New York State Education Department, provide free confidential information, referrals, and support for families and professionals about services for young children with suspected or diagnosed developmental delays or disabilities. For more information about ECDCs, see <http://www.p12.nysed.gov/specialed/techassist/ecdc/qa.htm>.

### **BRONX ECDC**

**AHRC New York City**  
2488 Grand Concourse, #337  
Bronx, NY 10458  
718-584-0658  
<http://www.bronxecdc.org>

### **QUEENS ECDC**

**Queens Centers for Progress**  
82-25 164th Street  
Jamaica, NY 11432  
718-374-0002 ext. 465  
<http://www.ecdc-queens.webs.com>

### **BROOKLYN ECDC**

**United Cerebral Palsy of NYC**  
160 Lawrence Avenue  
Brooklyn, NY 11230  
718-437-3794

### **STATEN ISLAND ECDC**

**Staten Island University Hospital**  
242 Mason Avenue, 1<sup>st</sup> Floor  
Staten Island, NY 10305  
718-226-6670  
<http://www.siu.edu/childhood>

### **MANHATTAN ECDC**

**New York Presbyterian Hospital**  
409 East 60<sup>th</sup> Street, #3-312  
New York, NY 10022  
212-746-6175  
<http://nyp.org/ecdc>

## Special Education Parent Centers

The Special Education Parent Centers, funded by the New York State Education Department, provide information and resources to families of children with disabilities.

### **Resources for Children with Special Needs, Inc.**

116 East 16<sup>th</sup> Street, 5<sup>th</sup> Floor  
New York, NY 10003  
212-677-4660 (English) / 212-677-4668 (Spanish)  
<http://www.resourcesnyc.org>  
*Serves Bronx, Brooklyn, Manhattan, and Queens  
(Also serves as citywide Parent Training and Information Center)*

### **United We Stand of New York**

1907 Flushing Avenue  
Ridgewood, NY 11385  
718-302-4313  
<http://www.uwsfn.org>  
*Serves Brooklyn and Queens  
(Also serves as federally-funded Parent Resource Center for Brooklyn and Queens)*

### **Parent to Parent NY, Inc.**

The Institute for Basic Research  
1050 Forest Hill Road  
Staten Island, NY 10314  
718-494-4872  
<http://www.parenttoparentnycinc.org>  
*Serves Staten Island*

## Parent Training and Information Centers (PTICs)

PTICs are funded by the US Department of Education's Office of Special Education Programs to meet the needs of families of children with disabilities.

### **Advocates for Children of New York**

151 West 30th Street, 5<sup>th</sup> Floor  
New York, NY 10001  
866-427-6033  
<http://www.advocatesforchildren.org>

### **Sinergia / Metropolitan Parent Center**

2082 Lexington Avenue, 4<sup>th</sup> Floor  
New York, NY 10035  
212-643-2840  
<http://www.sinergiany.org>

للحصول على نسخة باللغة العربية من هذه الوثيقة، نرجو زيارة الموقع الإلكتروني أدناه.	Pour obtenir la traduction de ce document, merci de visiter le site internet cité ci-dessous.	Перевод данного документа на русский язык находится на вебсайте, указанном ниже.
এই নথির বাংলা অনুবাদের জন্য অনুগ্রহ করে নিচের ওয়েবসাইট দেখুন।	Pou ka jwenn yon kopi dokiman sa a an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.	Para obtener una versión en español de este documento, por favor visite el sitio de Internet a continuación.
如要取得本文件的中文譯本，請瀏覽下面的網站。	본 문서의 한국어판을 보시려면 다음 웹사이트를 방문해 주십시오.	اس دستاویز کے اردو ترجمہ کے لیے برائے مہربانی ذیل کی ویب سائٹ سے رجوع کریں۔

<http://schools.nyc.gov/KindergartenSpecialEducation>



***Division of Specialized Instruction and Student Support***  
***52 Chambers Street, New York, NY 10007***

**English**

***November, 2014***