Kindergarten Orientation Guide for Families of Students with Disabilities Entering Kindergarten in Fall, 2019
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 in this guide. The Kindergarten Orientation Guide provides information for families of children with disabilities who will be entering Kindergarten in the fall of 2019. If you would like an electronic copy, email Turning5@schools.nyc.gov.

During Kindergarten Orientation Meetings, we will share information about applying to Kindergarten (Kindergarten Admissions process); explain the Turning 5 process; describe the special education services provided to school-age students; and answer any other questions that you might have.

If you are interested in attending a Kindergarten Orientation Meeting, please call 718-935-2013 for more information or refer to the schedule on our website: https://schools.nyc.gov/Kindergartenspecialeducation.

For information about special education in New York City public schools, please read Family Guide to Special Education School-Age Services available online at: https://www.schools.nyc.gov/special-education/preschool-to-age-21/special-education-in-nyc.

We are committed to collaborating 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 Chief Academic Officer
Division of Specialized Instruction and Student Support
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Special Education in New York City Public Schools

We want to ensure that all students with disabilities:

- have access to challenging academic classes and are held to appropriately high academic standards;
- are taught alongside students without disabilities as much as possible; and
- are able to attend their zoned schools or schools of interest as often as possible, while receiving the supports they need to succeed.

All students with disabilities who require special education services have Individualized Education Programs (IEPs). The IEP is a document created by a team that includes you, the parent. It contains information about your child’s interests, strengths and needs. The IEP will also identify goals for the school year and describe the special education programs and/or related services that will be provided to help your child meet these goals.

Special education is not a “class” or a “place,” but rather describes a wide range of supports and services:

- An 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.
- An IEP may include services to be provided in the classroom. For example, a speech therapist might work with a student during a classroom lesson.
- An IEP may include services to be provided in a separate location. For example, a guidance counselor might work with a student in his/her office.

With individualized plans to meet each child’s needs, schools can provide students with disabilities as much access as possible to the general education curriculum.
Preparing for Kindergarten: Two Processes

Did you know that all families of New York City students born in 2014 should apply to Kindergarten in order to receive a school offer? The Kindergarten Admissions process is your opportunity to express your preferences for which school(s) you would like your child to attend, keeping in mind that most children attend their zoned school. As the family of an incoming kindergartner who may need special education services, you will also participate in the “Turning 5” process, to determine whether your child needs special education in Kindergarten, and if so, to decide what those services will be. Many kindergartners who need special education services can and do receive these services in the school that was offered through the Kindergarten Admissions process.

Kindergarten Admissions (Applying to Kindergarten)

**Step 1:** From November–December, you should *explore your options* for Kindergarten! ([See Page 6](#))

**Step 2:** Beginning in December, you can *begin applying* to Kindergarten. Be sure to submit an application by the January 14 deadline. ([See Page 6](#))

**Step 3:** If you have applied to Kindergarten and submitted your application before the deadline, you will *receive an Offer Letter* in March. ([See Page 7](#))

**Step 4:** Once you have received an Offer Letter, *pre-register* your child at the school (March–May). ([See Page 7](#))

Turning 5 (Determining Special Education Services and Supports)

**Step 1:** The Turning 5 process begins when you receive a blue Notice of Referral in the mail. You may receive this notice as early as January or as late as July. ([See Page 9](#))

**Step 2:** If necessary, new assessments may be conducted. ([See Page 10](#))

**Step 3:** If your child has medical needs, you should submit medical forms to your DOE representative before your IEP meeting. ([See Page 10](#))

**Step 4:** You will participate in a Kindergarten IEP meeting. This meeting may take place from February through the end of August. The timing will depend on when you started the Turning 5 process. ([See Page 11](#))

**Step 5:** If your child needs special education services in Kindergarten, you will receive a green School Location Letter. You may receive this letter beginning in May through the end of August, depending on when you began the Turning 5 process. ([See Page 13](#))

If you apply to Kindergarten, the placement you receive on the green *School Location Letter* will be the same school that was listed on your *Offer Letter*, unless your child is recommended for a NYC DOE Specialized (District 75) placement on his/her IEP or your child was accepted into a specialized program ([See Pages 15-17](#)). If you do not apply to Kindergarten, you will not receive an Offer Letter. You will still receive a school placement in your district of residence.
Applying to Kindergarten

All New York City students turning five years old in 2019 should apply to Kindergarten in order to receive a school offer. Families should explore school options in the fall and apply to Kindergarten from November 28, 2018 until January 14, 2019. Kindergarten Admissions is separate from the Turning 5 process. **Students with disabilities should participate in the Kindergarten Admissions process and the Turning 5 process.** The Kindergarten Admissions process is explained below.

**Kindergarten Admissions**

Kindergarten offers are based on the admissions priorities at any given school. Most schools have an area around them called their zone. If you live within this zone, that school is your “zoned school.” To find your zoned school and district, call 311 or visit our website: schools.nyc.gov/find-a-school. Children are most likely to attend their zoned school for Kindergarten – this is also true for students with disabilities.

All families that submit an application by the deadline will receive an Offer Letter.

Explore Your Options

Use the Kindergarten Directory (available in ten languages) to learn more about schools, the application process, and how offers are made. Directories are available online at schools.nyc.gov/kindergarten, and at elementary schools, pre-K programs, and Family Welcome Centers starting in November. You can also request to visit schools or attend open houses, which are listed on our website at schools.nyc.gov/kindergarten.

Apply

You can apply to your zoned school and any other schools of interest from November 28, 2018 through January 14, 2019. You should not wait for your child’s IEP to be completed before you apply, because Kindergarten Admissions decisions do not take IEPs into account.

There are three ways to submit the Kindergarten application:
- online, at schools.nyc.gov/kindergarten;
- over the phone, by calling 718-935-2400; or
- in person, at a Family Welcome Center, Monday through Thursday from 8am to 5pm and Friday from 8 am to 3 pm (call 311 or visit schools.nyc.gov/welcomecenters for locations).

The application is available online and in person, in ten languages. Over-the-phone interpretation is available in more than 200 languages. For more information about applying to Kindergarten, see schools.nyc.gov/kindergarten or call 718-935-2009. Sign up to receive email updates about Kindergarten Admissions at schools.nyc.gov/connect.
Receive an Offer and Pre-Register

All families who submit an application by the deadline will receive an offer and information about pre-registering at that school in March. Students remain on the waitlist for any school they rank higher than the school they are offered through the process.

In order to accept your Kindergarten offer, you must contact the school you were offered to make an appointment to pre-register, before early April. If you pre-register your child at the school where you receive an offer, you can still receive and accept an offer from a school’s waitlist. You will need to bring your child and the documents listed in your Offer Letter to the school during the pre-registration period beginning in March. You do not have to wait for your child’s IEP to be completed before you pre-register – in fact, almost all students with IEPs attend the same school they receive through the admissions process, so you should definitely pre-register at the offer you receive. If you do not pre-register, you may lose your place at that school.

Note about Accessible Schools

Some school buildings are accessible to students with accessibility needs. For a list of accessible schools, review the Kindergarten Directory, call 311, or visit our website: www.schools.nyc.gov/Offices/OSP/Accessibility.

Each school or program in our directories will be labeled as one of three accessibility levels: fully accessible, partially accessible, or not accessible:

- A fully accessible building is a building that is constructed post-1992, complies with all of the ADA’s design requirements, and has no barriers to access for persons with mobility impairments.

- A partially accessible building allows persons with mobility impairments to enter and exit the building, access relevant programs, and have use of at least one restroom, but the entire building may not be accessible.

If your child will need an accessible school, be sure to apply to schools that can meet your child’s accessibility needs. It is a good idea to visit in person any school you are interested in listing on the Kindergarten application. If your child is determined to have an accessibility need, the DOE will ensure that you receive an accessible school placement for Kindergarten.

Note about the Gifted & Talented Application Process

Gifted & Talented (G&T) programs are one way that New York City supports the educational needs of exceptional students. Our G&T programs vary in approach, but they all offer specialized instruction and enrichment opportunities designed for gifted children. All families may also schedule their child for testing to determine Gifted & Talented eligibility. Families can sign up beginning in October. Testing will take place on a weekend in January 2019. Students are eligible for certain accommodations during the G&T test as well, and families can request these accommodations when they sign up to test. After testing, scores are sent to families in April with eligible students receiving an application to apply to G&T programs.
Admissions Resources and Contacts

Visit our website here: http://schools.nyc.gov/kindergarten
If you have any questions, email ESenrollment@schools.nyc.gov or call 718-935-2009.

Applying to Charter Schools

Charter schools are free and open to all children in New York City. They operate independent of the New York City Department of Education (DOE) and their application and admissions processes are different. The deadline to apply for most charter schools is April 1.

Students with disabilities may apply to charter schools. Charter schools may not deny an application because of a student’s disability. Because acceptance to a charter school is not guaranteed, and because charter schools offer admission on a different timeline from the DOE, you should also submit a DOE Kindergarten application. If a charter 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 local Committee on Special Education (CSE) to hold a new IEP meeting, to which you will be invited.

For more information about charter schools, visit https://www.schools.nyc.gov/community/charters.
The DOE will work with you to consider your child’s need for special education in Kindergarten. This is called the Turning 5 process, and your participation is important. During the Turning 5 process, the DOE will assign your child’s case to a team at a public school or district Committee on Special Education (CSE) office. The team will review your child’s file and will determine if new assessments are necessary. After any assessments are completed, you will be invited to participate in a Kindergarten IEP meeting as a member of your child’s IEP team.

At the IEP meeting, the IEP team will determine whether your child needs special education services in Kindergarten. If so, the IEP team will develop an IEP for your child. The IEP will describe the special education programs and/or related services your child will receive in Kindergarten. The IEP will also indicate the type of school your child will need. This is called a “placement recommendation.”

Receive a Blue Notice of Referral

The Turning 5 process starts with a request to evaluate your child. This is called a “referral”. The referral process will depend on whether your child already has a preschool IEP:

- If your child has a preschool IEP, the Committee on Preschool Special Education (CPSE) will refer your child for an evaluation for school-age special education.

- If your child does not have a preschool IEP, you may submit a written referral, or the DOE may make a referral and notify you. More information about an initial referral can be found online at https://schools.nyc.gov/special-education/the-iep-process/making-a-referral.

Once a referral is made, the DOE will send you a blue Notice of Referral in the mail. Depending on when the referral is made, you may receive this notice any time between the beginning of January through the end of July. This notice is an official notification that your child has been referred for a school-age evaluation. The notice also lets you know that your child’s case has been assigned to a public school or CSE team.

Your Department of Education (DOE) representative

The contact information for your DOE representative will be listed on the Notice of Referral. This DOE representative will be a school psychologist or school social worker from a public school or CSE office. S/he will work with you throughout the Turning 5 process and will be your first point of contact for any questions or concerns you may have.
New Assessments (if applicable)

The DOE will review your child’s file, including evaluations and progress reports from your child’s preschool teachers and related service providers. This will help determine what new assessments, if any, will be needed. You will receive a letter in the mail informing you if new assessments are needed. If new assessments are needed, you will also receive a letter requesting your consent. If you consent, the DOE may conduct new assessments of your child, which may include an observation of your child in his or her preschool classroom.

You also have the right to ask that the DOE conduct specific assessments, by writing to your DOE representative. You may give any assessment reports received from outside the DOE or other documents to your DOE representative, if you would like the IEP team to consider them. If you have such assessment reports or other documents, please provide them to your DOE representative before the IEP meeting to ensure your child’s team has enough time to review and consider these materials.

If new assessments are conducted, you will receive copies of the reports before the IEP meeting.

Provide Medical Forms Before the IEP Meeting (if applicable)

If you think your child may need health services or specialized transportation due to a medical need or mobility limitation, you will need to provide your DOE representative with some completed medical forms. These forms will be available from your DOE representative and online at http://schools.nyc.gov/Offices/Health/SchoolHealthForms. You will need your child’s doctor to fill out some of these forms. Please submit completed forms to your DOE representative as soon as possible before your IEP meeting. The DOE will review your forms for completion and accuracy and may contact you if further information is needed. Please make sure to keep copies of the medical forms you submit.

During the summer before your child begins Kindergarten, you will also need to submit updated medical forms for the new school year.

Note on Specialized Transportation

Specialized Transportation (sometimes called “door-to-door” bus service or “special education bus service”) provides service to and from a student’s home. In addition to the driver, there is an attendant on the bus. The IEP team might recommend specialized transportation based on a child’s needs related to an emotional, behavioral, or cognitive disability, or based on a medical condition or limited mobility. If you think your child might require specialized transportation because of an emotional, behavioral, or cognitive disability, you should discuss bus service with the IEP team, but you will not need to provide medical forms. If your child has a medical condition or limited mobility and you would like the IEP team to consider specialized transportation, you will need to provide these two forms to your DOE representative:

- Medical Release form (“HIPAA” form) completed and signed by you; and
- The Medical Evaluation Request form 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 end of this guide (See Appendix C). They will also be available from your DOE representative and online at http://www.optnyc.org/resources/MedicalEvaluationRequest.pdf

The DOE provides other services and accommodations based on medical needs or mobility limitations. These may include school nurse services and accommodations on the school bus such as a car seat, lift, or air conditioning. If your child needs any such services or accommodations, you will need to provide medical documentation to your DOE representative. You should provide both the Medical Release form (HIPAA form) and the Medical Evaluation Request form (See Appendix C), and any appropriate forms completed and signed by your child’s doctor, before the IEP meeting.

**Kindergarten IEP Meeting**

You will receive a letter with the date, time, and location of your child’s IEP meeting at least five days before the meeting. Most IEP meetings take place between February and June. However, some IEP meetings can take place through the end of August depending on when you started the Turning 5 process.

Your child’s IEP meeting will likely take place at your child’s zoned elementary school, if they have one or at a CSE office. If the DOE representative leading the meeting does not work at your zoned elementary school, the DOE may invite a professional from the zoned school. If your child has received an offer to another school for Kindergarten, you should inform your DOE representative before the meeting; a professional from the school your child will attend may be invited. Please know that having an IEP meeting at a particular school does not mean that your child will attend school there.

You, the parent or guardian, are a very important member of the IEP team. Other participants (in person or over the phone) may include:

- Your child’s current teacher(s) and/or related service provider(s);
- A school psychologist; and
- Others with knowledge about your child or special expertise.

If you speak a language other than English, let your DOE representative know ahead of your meeting that you will need an interpreter at the IEP meeting. If so, the DOE will provide an interpreter.

You may ask that a “parent member” (a parent of another child who has had an IEP) and/or a physician attend the meeting. If you want a parent member or physician to attend the IEP meeting, you must notify your DOE representative at least 72 hours in advance of the meeting.

**Eligibility for Special Education Services in Kindergarten**

At the Kindergarten IEP meeting, the IEP team will:

- Determine whether your child needs special education in Kindergarten (“eligibility”), and if so,
- Develop an IEP or Individualized Education Services Program (IESP) for Kindergarten.
If your child is not eligible, the IEP team will prepare paperwork to indicate that your child is not eligible or has been “declassified.”

In preschool, every student with an IEP is classified as a “Preschool Student with a Disability” on the IEP. For school-age (Kindergarten & above) special education, your child must meet the criteria for one of 13 disability classifications described in Appendix A. The classification will be listed on your child’s IEP or IESP.

**Declassified / Ineligible**

If your child has a preschool IEP but the IEP team finds that your child is not eligible to receive special education services in Kindergarten, your child will be “declassified.” If your child is declassified, your child will enter a general education class for Kindergarten. In this case, the IEP team may recommend support services during his or her first year without special education. These “declassification support services” may include instructional support, accommodations, or related services (such as speech therapy or counseling).

If your child is evaluated for special education services for the first time and the IEP team finds that your child does not meet one of the thirteen disability classifications, your child will be declared “ineligible” for special education services. In this case, your child will enter a general education class for Kindergarten.

**Kindergarten Individualized Education Program (IEP)**

If your child needs special education services in Kindergarten, an IEP will be developed. The IEP will include information about your child’s strengths, interests, and unique needs. The IEP team will set goals, based on your child’s abilities and related to his or her needs, describing what skills your child will work on developing in Kindergarten. The IEP team will then decide what supports, services and school setting your child will need in order to reach those goals. After the IEP meeting, a copy of the IEP will be given to you, or mailed to you within two weeks.

**Kindergarten Individualized Education Services Program (IESP)**

If your child will attend a private or religious school in New York City, your child may be eligible to receive special education services and/or related services provided by the DOE. If you have decided to send your child to a private or religious school, you should inform your DOE representative that you are not seeking special education in a public school. If your child is eligible for special education, the IEP team will develop an Individualized Education Services Program (IESP). The IESP will describe the special education services and/or related services to be provided while your child attends the private or religious school. You will need to provide your DOE representative with the name and address of the private or religious school your child will attend. If you are unsure of what school your child will attend, the IEP team should develop an IEP instead.

If you have decided to enroll your child in a school outside of New York City, you should inform your DOE representative. S/he will provide you with information about contacting the school district where the school is located; that district will work with you to develop an IESP and provide any recommended services.
If your plans change at any time after an IESP is developed and you would like to request an IEP and a public school placement, contact your DOE representative or the CSE serving your district of residence and ask for a new IEP meeting.

**Receive School Location Letter**

From May through August, you will receive a green School Location Letter in the mail. This notice includes information about your child’s IEP and the school that will provide the recommended special education services – this is called a placement. You will only receive a green School Location Letter if your child has been recommended for a Non-Specialized District 1-32 or Specialized District 75 school.

The majority of students receive a placement recommendation to a District 1-32 school (see page 14). This is because most students with IEPs receive special education services in the school they would be attending if they did not have IEPs. If you apply to Kindergarten, your child’s recommended services will be provided in the school where your child received an offer and is pre-registered. If you do not apply to Kindergarten, your child will be assigned a school in the district where you live, and your child’s services will be provided there. If your child is accepted to a “specialized program” (such as ASD Horizon, ASD Nest, or ACES), your child will receive a placement at a school that can provide that program (see page 15).

If your child’s IEP recommends a Specialized (District 75) school, your child will receive a placement at an appropriate District 75 school (see page 17). If your child’s IEP recommends a state-approved or state-supported non-public school, the recommended services will be provided at the school where your child was accepted (see page 20). If your child requires an accessible school, your child will receive a placement in such a school.

**Family Meeting**

After receiving the green School Location Letter, staff at your child’s new school may invite you to a “family meeting,” if that school did not participate in your child’s Kindergarten IEP meeting. This family meeting will give you a chance 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; if you prefer to connect by phone or do not want to meet at all, inform the school. If you would like to visit the school or have a family meeting, you can contact the school’s parent coordinator or principal.

**Turning 5 Resources and Contacts**

Your first point of contact for any questions or concerns is the DOE representative indicated on your blue Notice of Referral. See “How to Get Help” on pages 23-25.

You can also visit our website at: http://schools.nyc.gov/kindergartenspecialeducation.

If you have any questions, email Turning5@schools.nyc.gov or call 718-935-2007.
Special Education Services in District 1-32 Schools

The majority of students with IEPs attend the same schools that they would attend if they did not have an IEP. The following are educational programs children may receive in a District 1-32 school.

General Education with Related Services

Your child will be educated in the same classroom as non-disabled peers and receive related services (such as speech-language therapy or counseling) in the classroom or in a separate location. See page 18 for a description of the most common related services.

General Education with Special Education Teacher Support Services (SETSS)

In a program with Special Education Teacher Support Services (SETSS), your child will be educated in the same classroom as his or her non-disabled peers and receive direct or indirect support from a special education teacher. Your child's IEP may recommend direct SETSS, indirect SETSS or a combination of the two.

- Direct SETSS: A special education teacher provides specially designed instruction part-time to a group of up to eight children. This may be in the general education classroom or somewhere else in the school.
- Indirect SETSS: A special education teacher works with the general education classroom teacher to adjust the learning environment and modify instruction to meet students’ needs.

Integrated Co-Teaching (ICT)

Integrated Co-Teaching (ICT) classes are general education classes serving both students with IEPs and students without IEPs. No more than 12 (or 40 percent) of the students in the class can have IEPs. There are two teachers in the classroom at all times — a general education teacher and a special education teacher. The teachers work as a team; they work together to adapt materials and modify instruction to make sure the entire class can participate.

Special Class

In a special class, all of the children have IEPs with needs that cannot be met in a general education classroom. They are taught by a special education teacher who provides specialized instruction. Special classes in District 1-32 elementary schools have up to 12 students whose ages are within a three-year range and who have similar educational needs. The special class may include a paraprofessional for additional support. Special classes are often referred to by their staff-to-student ratio:

- 12:1 (12 students, one teacher)
- 12:1+1 (12 students, one teacher, one paraprofessional)
Specialized Programs in District 1-32 Schools

Some students may benefit from uniquely designed classroom environments and service models, called specialized programs. Your child’s IEP team may discuss specialized programs at your child’s IEP meeting. For certain specialized programs, you may need to submit an application. If it is determined that the services of a specialized program will support your child, s/he may receive placement in a school that can provide that program as an alternative to the school you were already offered through the Kindergarten Admissions process. Specialized programs include:

Academics, Career, and Essential Skills (ACES) Program

ACES programs provide students with an opportunity to learn academic, work, and independent living skills in a District 1-32 school. ACES programs support some students who are classified as having an intellectual disability (ID) or multiple disabilities (MD) in a smaller class setting.

If you think the ACES program may be right for your child, you may submit an application to the Central ACES Team at any time. The applications are found on our website or an application will be emailed to you by contacting the ACES Team. School staff can also help you through the application process. The ACES Team will work with you and the IEP team to ensure all assessments are current and within one year of the application. For children entering Kindergarten in September, families or schools should contact the Central ACES Team as soon as possible.

- Central ACES Team email: ACESprograms@schools.nyc.gov.
- Central ACES Team fax: 718-391-6887

Autism Spectrum Disorder (ASD) Programs

The Autism Spectrum Disorder (ASD) Nest and ASD Horizon programs are specialized programs that serve some students with autism. They are available in some District 1-32 schools. Each program works to strengthen academic and social skills.

The ASD Nest program provides a smaller ICT setting in certain District 1-32 schools, for students with autism spectrum disorders. Most ASD Nest students are at or above grade level and can work independently for periods of time.

The ASD Horizon program is a special class for up to eight students, with one special education teacher and one paraprofessional, in certain District 1-32 schools. ASD Horizon students work to meet grade-level standards but may require more individualized support to be successful.

If you think an ASD program may be right for your child, you may submit an application to the Central ASD Team at any time. Applications are found on our website or an application can be emailed to you by contacting the ASD Team. School staff will also help you through the application process. The ASD Team will work with you and the IEP team to ensure all assessments are current and within one year of the application. For children entering Kindergarten in September, families or schools should contact the Central ASD Team as soon as possible by emailing ASDprograms@schools.nyc.gov.
Bilingual Special Education

Bilingual special education is a program for students whose IEPs recommend an ICT or special class setting with a language of instruction other than English. These programs support English Language Learners (ELLs) with disabilities who benefit from culturally and linguistically responsive instruction that addresses cognitive, academic and linguistic needs.

More Information

For more information about specialized programs in District 1-32 schools and for information on how to find out if your child is eligible, visit the specialized programs website or email specializedprograms@schools.nyc.gov.
District 75 provides highly specialized instructional support for students with significant challenges. District 75 programs may be provided in special classes co-located in District 1-32 schools or in school buildings where all students have an IEP. Certain District 75 services may be provided in general education classrooms. Services may also be provided in hospitals or in the student’s home.

District 75 classes serving Kindergarten students include:

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<th>Special Class Ratio</th>
<th>Description</th>
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<tr>
<td><strong>12:1+1</strong></td>
<td>For students with academic and/or behavioral management needs that interfere with the instructional process and require additional adult support and specialized instruction.</td>
</tr>
<tr>
<td>• 12 students</td>
<td></td>
</tr>
<tr>
<td>• One teacher</td>
<td></td>
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<tr>
<td>• One paraprofessional</td>
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</tbody>
</table>

| **8:1+1**         | For students whose needs are severe and chronic and require constant, intensive supervision, a significant degree of individualized attention, intervention and behavior management. |
| • 8 students      |             |
| • One teacher     |             |
| • One paraprofessional |          |

| **6:1+1**         | For students with very high needs in most or all areas including academic, social and/or interpersonal development, physical development, and management. Classes provide highly intensive individual programming, continual adult supervision, a specialized behavior management program to engage in all tasks, and a program of speech/language therapy (which may include augmentative/alternative communication). |
| • 6 students      |             |
| • One teacher     |             |
| • One paraprofessional |          |

| **12:1+(3:1)**    | For students with severe and multiple disabilities with a variety of obstacles that include: limited language, academic and independent functioning. Classes provide a program that follows an adapted curriculum with alternative access to instruction, training in daily living skills, development of communication skills, sensory stimulation, and therapeutic interventions. |
| • 12 students     |             |
| • One teacher     |             |
| • One paraprofessional for every three students | |

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

If your child has an IEP with a NYC DOE Specialized School (District 75) placement recommendation, or if you think your child will be recommended for a District 75 school, you are invited to visit some of District 75’s Kindergarten programs. Visit [https://www.schools.nyc.gov/special-education/school-settings/district-75](https://www.schools.nyc.gov/special-education/school-settings/district-75) or call 212-802-1578 for more information and a list of program sites.

**Other Services**

Students with IEPs may also receive related services, assistive technology, or other supplementary aids and services, as needed.
Related Services

Your child’s IEP may recommend related services. Related services are intended to help a student achieve his/her educational goals. Your child’s IEP may recommend related services in the classroom, where related service providers can work with teachers, paraprofessionals, and other adults to support students; or your child’s IEP may recommend related services in other locations in the school. Your child’s IEP may recommend related services one-on-one or in a small group.

- **Counseling**: Helps students improve their social and emotional skills in school. Goals may address appropriate school behavior and self-control, peer relationships, conflict resolution, and low self-esteem.

- **Hearing Education Services**: Helps students who are deaf or have hearing impairments improve their communication skills. Goals may focus on speechreading (also known as lip-reading), auditory training, and language development.

- **Occupational Therapy**: Helps students develop eye and hand control and use information from the senses and attention to improve life skills such as eating, self-care, problem solving, and social skills.

- **Orientation and Mobility Services**: Helps students with visual impairments improve their ability to be aware of and move safely in their environments.

- **Physical Therapy**: Gives students independence in classrooms, the gym, the playground, bathrooms, hallways and staircases. Therapists will help students develop physical skills, such as:
  - Gross motor control (large-muscle movement control)
  - Ambulation (moving from place to place)
  - Balance
  - Coordination

- **School Nurse Services**: Helps students who have health-related needs stay safe and participate in school.

- **Speech/Language Therapy**: Helps students develop listening and speaking skills. Goals may address:
  - Auditory processing (understanding and using the sounds of language)
  - Phonological skills (organizing speech sounds)
  - Comprehension (understanding language)
  - Articulation (forming clear sounds in speech)
  - Social language skills

- **Vision Education Services**: Helps students who are blind or have visual impairments to use Braille.
Some other programs and services that may be recommended on a student’s IEP are described below.

**Assistive Technology Devices & Services**

An assistive technology (AT) 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, FM units, and computer or tablet access. Assistive technology services provide help in successfully using assistive technology.

**Adapted Physical Education**

Adapted physical education (APE) is a specially designed program of developmental activities, games, sports, and rhythms based on the interests, abilities and limitations of students with disabilities. The IEP team will recommend APE for your child if his or her disability would prevent safe or successful participation in the regular physical education program.

**Extended School Year Services**

*(12-Month Services)*

Extended school year services are provided for students with disabilities who require special education over the summer in order to prevent substantial regression.

**Home and Hospital Instruction**

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

**Paraprofessional Services**

Paraprofessionals are aides, not teachers, who work with students who require adult support beyond the support provided by teachers and service providers, 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 or toilet training.
Other Placement Recommendations

Students whose needs cannot be met in a District 1-32 or District 75 school may instead receive a placement recommendation for one of the settings listed below.

NY State Education Department (NYSED) Approved Non-Public Schools

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 non-public schools are attended only by students with disabilities. NYSED-Approved Non-Public Schools can be provided for the duration of the school day (“day”) or 24-hours a day (“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.

If the IEP team recommends a non-public school placement on your child’s IEP, the IEP team will seek assistance from the Central Based Support Team (CBST). CBST is the DOE office that matches students with state-approved non-public schools. A CBST case manager will apply to non-public schools for your child.

NY State Education Department (NYSED) 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 when the IEP team decides that a child needs this type of program. Some state-supported schools are day schools and some provide five-day residential care for children who need 24-hour programming. If you believe a state-supported school may be appropriate for your child, your DOE representative can help you with the referral process.
Parents’ Rights During the Transition from Preschool

As the parent of a student entering Kindergarten, you have a number of rights.

- You have the right to consent or to withhold your consent to any new assessments that the IEP team determines are required. However, if your child has a preschool IEP and the IEP team 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 to your DOE representative.
- You have the right to provide the IEP team with copies of privately conducted assessment reports and to have the IEP team review and consider these reports.
- You have the right to be an equal member of your child’s IEP team and to participate meaningfully in decision-making through attendance at all IEP meetings.
- You have the right to invite other individuals with knowledge or special 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 within two weeks of your child’s IEP meeting.
- 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.
- You have the right to revoke (withdraw) your consent for all special education programs and related services at any time by writing a letter to the IEP team. If you do, your child’s educational record will indicate that your child received preschool special education services.
- You have the right to a language interpreter for IEP meetings. You also can obtain a translation of your child’s IEP 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 will turn 5 years old in 2019 and who will enter Kindergarten in September 2019:

<table>
<thead>
<tr>
<th>If a referral is received...</th>
<th>...placement must be offered by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>prior to March 1</td>
<td>June 17</td>
</tr>
<tr>
<td>March 4 – April 1</td>
<td>July 15</td>
</tr>
<tr>
<td>April 2 – May 10</td>
<td>August 15</td>
</tr>
<tr>
<td>May 13 or later</td>
<td>60 school days from the date of the referral</td>
</tr>
</tbody>
</table>

This means that if your child had a preschool IEP before March, or if you refer your child for special education evaluation before March, the DOE must notify you about services and placement for September by June 17. 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.
- Please call 311 or email Turning5@schools.nyc.gov if you have not received a placement offer within a few days of the deadlines listed above (allowing time for the offer to arrival via mail). If the IEP recommends a special class and the DOE does not offer the recommended placement within the timeframes in the chart above, you may have the right to place your child in an appropriate program in a New York State Education Department-approved non-public school, at no expense to you.
• You have the right to request an independent assessment paid for by the DOE if you do not agree with an assessment conducted by the DOE. You must notify the DOE of this request in writing. The DOE will either agree to pay for an independent assessment or will file for an impartial hearing to show that its assessment is sufficient.

• You have the right to an independent assessment paid for by the DOE, if the DOE did not complete the assessment(s) within the timeline in the table below (unless the DOE was not responsible for the delay).

<table>
<thead>
<tr>
<th>If a request for a reevaluation is received...</th>
<th>...the evaluation must be completed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>prior to March 1</td>
<td>June 1</td>
</tr>
<tr>
<td>March 4 – April 1</td>
<td>July 1</td>
</tr>
<tr>
<td>April 2 – May 10</td>
<td>August 1</td>
</tr>
<tr>
<td>May 13 or later</td>
<td>60 school days from the date of the referral</td>
</tr>
</tbody>
</table>

For more information about the rights of parents of students with disabilities, see our Family Guide to Special Education School-Age Services available online at https://schools.nyc.gov/special-education/help/contacts-and-resources and the New York State Education Department’s Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21 (Statement of Family’s Rights) available online at https://schools.nyc.gov/special-education/help/your-rights. Both documents are also available in schools.
# How to Get Help

## Your Department of Education (DOE) Representative

Questions? A representative from a school or a CSE office will help you as your child moves to school-age special education services and should be the first person you contact with questions or concerns. Your DOE representative will be identified on the blue Notice of Referral sent at the start of the Turning 5 process.

## CSE Contacts

Below is the contact information for each CSE district office.

<table>
<thead>
<tr>
<th>CSE</th>
<th>DISTRICTS</th>
<th>ADDRESS</th>
<th>PHONE / FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7, 9, 10</td>
<td>One Fordham Plaza, 7th fl. Bronx, NY, 10458</td>
<td>Phone: 718-329-8001 Fax: 718-741-7928/8000</td>
</tr>
<tr>
<td>2</td>
<td>8, 11, 12</td>
<td>3450 East Tremont Ave., 2nd fl. Bronx, NY, 10465</td>
<td>Phone: 718-794-7420 Español: 718-794-7490 Fax: 718-794-7445</td>
</tr>
<tr>
<td>3</td>
<td>25, 26</td>
<td>30-48 Linden Place Flushing, NY, 11354 90-27 Sutphin Blvd. Jamaica, NY 11435</td>
<td>Phone: 718-281-3461 Fax: 718-281-3478</td>
</tr>
<tr>
<td></td>
<td>28, 29</td>
<td></td>
<td>Phone: 718-557-2553 Fax: 718-557-2620/2510</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
<td>Phone: 718-642-5715 Fax: 718-642-5891</td>
</tr>
<tr>
<td>5</td>
<td>19, 23, 32</td>
<td>1665 St. Marks Ave. Brooklyn, NY 11233</td>
<td>Phone: 718-240-3557/3558 Fax: 718-240-3555</td>
</tr>
<tr>
<td>6</td>
<td>17, 18, 22</td>
<td>5619 Flatlands Ave. Brooklyn, NY 11234</td>
<td>Phone: 718-968-6200 Fax: 718-968-6253</td>
</tr>
<tr>
<td>7</td>
<td>20, 21</td>
<td>415 89th St. Brooklyn, NY, 11209 715 Ocean Terrace, Building A Staten Island, NY 10301</td>
<td>Phone: 718-759-4900 Fax: 718-759-4970</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td></td>
<td>Phone: 718-420-5790 Fax: 718-420-5787</td>
</tr>
<tr>
<td>8</td>
<td>13, 14, 15, 16</td>
<td>131 Livingston St., 4th fl. Brooklyn, NY, 11201</td>
<td>Phone: 718-935-4900 Fax: 718-935-5167</td>
</tr>
<tr>
<td>9</td>
<td>1, 2, 4</td>
<td>333 7th Ave., 4th fl. New York, NY 10001</td>
<td>Phone: 917-339-1600 Fax: 917-339-1450</td>
</tr>
<tr>
<td>10</td>
<td>3, 5, 6</td>
<td>388 West 125th St. New York, NY 10027</td>
<td>Phone: 212-342-8300 Fax: 212-342-8427</td>
</tr>
</tbody>
</table>
Additional Help

If you have a problem that cannot be resolved by your DOE representative or CSE district office, you can ask for more help by calling 311 or emailing Turning5@schools.nyc.gov. Please provide the following information:

- Your child’s name, date of birth and NYC ID;
- Name and number of the school or CSE that sent you information or held the IEP meeting; and
- A brief description of your concern.

You can also contact the organizations on the next pages 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**
Bronx Independent Living Services
4419 Third Avenue, Suite 2C
Bronx, NY 10457
347-271-8159
Email: maura@bils.org
Web: www.ecdcbronx.org

**BROOKLYN ECDC**
ADAPT Community Network
160 Lawrence Avenue
Brooklyn, NY 11230
718-437-3794
Email: ksamet@adaptcommunitynetwork.org
Web: www.adaptcommunitynetwork.org/ecdc

**MANHATTAN ECDC**
New York Presbyterian Hospital
409 East 60th Street, #3-312
New York, NY 10022
212-746-6175
Email: ecdc@nyp.org
Web: www.nyp.org/ecdc

**QUEENS ECDC**
Queens Centers for Progress
81-15 164th Street
Jamaica, NY 11432
718-215-1299
Email: cwarkala@queenscp.org
Web: www.ecdcqueens.org

**STATEN ISLAND ECDC**
Staten Island University Hospital
242 Mason Avenue, 1st Floor
Staten Island, NY 10305
718-226-6670
Email: lkennedy30@northwell.edu
Web: www.siuh.edu/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.

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

**Parent to Parent of NY State**
Institute for Basic Research
1050 Forest Hill Road
Staten Island, NY 10314
(718) 494-4872
Email: siptp@aol.com
*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, 5th Floor
New York, NY 10001
866-427-6033
[Web: www.advocatesforchildren.org](http://www.advocatesforchildren.org)

**Sinergia/Metropolitan Parent Center**
2082 Lexington Avenue, 4th Floor
New York, NY 10035
212-643-2840
[Web: www.sinergiany.org](http://www.sinergiany.org)
A student in grades K-12 is eligible for special education if he/she meets the criteria for one or more of the disability classifications described below and, for that reason, he/she needs a special education program or related service.

<table>
<thead>
<tr>
<th>Disability Classification</th>
<th>Description</th>
</tr>
</thead>
</table>
| Autism                    | A developmental disability, significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance. It is generally evident before age three. Other characteristics associated with autism are:  
  • Engagement in repetitive activities and stereotyped movements  
  • Resistance to environmental change or change in daily routines  
  • Unusual responses to sensory experiences |
| Deafness                  | 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. |
| Deaf-Blindness            | 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. |
| Emotional Disturbance     | A student who exhibits one or more of the following characteristics over a long period of time and to a degree that adversely affects the student’s educational performance:  
  • An inability to learn that cannot be explained by intellectual, sensory or health factors  
  • An inability to build or maintain satisfactory interpersonal relationships with peers and teachers  
  • Inappropriate types of behavior or feelings under normal circumstances  
  • A generally pervasive mood of unhappiness or depression  
  • A tendency to develop physical symptoms or fears associated with personal or school problems. |
| Hearing Impairment        | 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. |
| Intellectual Disability   | 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. |
| Learning Disability       | 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 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. The term does include such conditions as:  
  • Perceptual disabilities  
  • Brain injury |
<table>
<thead>
<tr>
<th>Disability Classification</th>
<th>Description</th>
</tr>
</thead>
</table>
| Minimal brain dysfunction
Dyslexia
Developmental aphasia | |
| Multiple Disabilities | A student with concurrent impairments (such as intellectual disability–blindness, intellectual disability–orthopedic impairment, etc.), the combination of which cause educational needs that cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. |
| Orthopedic Impairment | A severe orthopedic impairment that adversely affects a student’s educational performance. The term includes impairments caused by:
- Congenital anomaly (clubfoot, absence of some member, etc.)
- Disease (poliomyelitis, bone tuberculosis, etc.)
- Other causes (cerebral palsy, amputation and fractures or burns which cause contractures) |
| Other Health Impairment | 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 that student’s educational performance. |
| Speech or Language Impairment | A communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects that student’s educational performance. |
| Traumatic Brain Injury | A student with an injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, 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. |
| Visual Impairment | An impairment in vision including blindness that, even with correction, adversely affects that student’s educational performance. The term includes both partial sight and blindness. |
Appendix B: Websites and Contact Information

Important DOE Websites and Contacts

Below is a listing of DOE web pages and other contact information that you may find useful.

NYC Department of Education
Website: www.schools.nyc.gov

Kindergarten Admissions Process
Website: www.schools.nyc.gov/Kindergarten
Email: EEnrollment@schools.nyc.gov
Phone: 718-935-2009
Subscribe for updates: www.schools.nyc.gov/subscribe
Search for schools: www.schools.nyc.gov/find-a-school

Special Education
Website: www.schools.nyc.gov/specialeducation
Email: specialeducation@schools.nyc.gov
Hotline: 718-935-2007

Turning 5 Process
Website: www.schools.nyc.gov/KindergartenSpecialEducation
Email: Turning5@schools.nyc.gov

District 75
Website: www.schools.nyc.gov/special-education/school-settings/district-75
Email: D75info@schools.nyc.gov
Phone number: 212-802-1500

Specialized Programs
Website: www.schools.nyc.gov/special-education/school-settings/specialized-programs
Email:
  • ACES: SpecializedPrograms@schools.nyc.gov
  • ASD NEST/Horizon: ASDprograms@schools.nyc.gov
  • Bilingual Special Education: BSEprograms@schools.nyc.gov

For information on the topics listed below, please visit the associated webpage:
  • Accessible schools: www.schools.nyc.gov/Offices/OSP/Accessibility
    o For a list of accessible schools look under ‘Accessible Schools’ on the webpage above
  • Charter schools: www.schools.nyc.gov/community/charters
  • School Health Forms: www.schools.nyc.gov/Offices/Health/SchoolHealthForms
  • Transportation: http://www.optnyc.org
  • Medical Evaluation Request Forms: http://www.optnyc.org/resources/MedicalEvaluationRequest.pdf
Appendix C: Medical Evaluation Request Forms

Please see the next couple of pages for copies of the medical evaluation request forms. You can also request copies of these forms from your DOE representative and find them online at http://www.optnyc.org/resources/MedicalEvaluationRequest.pdf.
Page left blank intentionally
HIPAA Privacy Authorization Form

Authorization for Use or Disclosure of Protected Health Information
(Required by the Health Insurance Portability and Accountability Act – 45 CFR Parts 160 and 164)

1.1 Pupil Name
1.1.1 First name
1.1.2 Last name
1.1.3 Grade
1.1.4 Identification Number
1.1.5 Date of birth (MM-DD-YY)
1.1.6 Classification
1.2 Male □ Female □
1.3 □ General Ed □ Special Ed

2. I, , the parent/guardian of the minor child named above, hereby authorize (a) any physician or health care professional, hospital, clinic or other medical facility, or any other health care agency or organization that has provided treatment, services, or benefits to my child, and (b) any teachers, guidance counselors, school nurses, and any other employees of any school that my child has attended and who have provided treatment, services or benefits to my child to disclose, give and release my child’s individually identifiable health information and medical records to the NYC Department of Education, Office of Pupil Transportation, as specified below.

3. This authorization for release of information covers the period of health care:
   3.1 □ From to Insert date MM-DD-YY OR 3.2 □ all past, present and future periods. MUST COMPLETE

4. I hereby authorize the release of: MUST COMPLETE EITHER 4.1 OR 4.2
   4.1 □ The complete health record, including records relating to mental health care, communicable diseases, HIV or AIDS, and treatment of alcohol/drug abuse, OR
   4.2 □ I hereby authorize the release of the complete health record with the exception of the following:
      4.2.1 □ Mental health records
      4.2.2 □ Communicable diseases (including HIV and AIDS)
      4.2.3 □ Alcohol/drug abuse treatment
      4.2.4 □ Other (please specify): ______________________

5. This information is to be used by the Office of Pupil Transportation to evaluate the need for school-related transportation for my child.

6. This authorization shall be in effect until at which time this authorization expires. MUST COMPLETE
   Insert date MM-DD-YY

7. I understand that I have the right to revoke this authorization, in writing, at any time. I understand that a revocation is not effective to the extent that any person or entity has already acted in reliance on my authorization.

8. I understand that information used or disclosed pursuant to this authorization may be disclosed by the recipient and may no longer be protected by federal or state law.

Signature of Parent or Guardian MUST BE SIGNED Date MUST BE DATED

This form must be returned to the Office of Pupil Transportation with your Medical Evaluation request.
# OFFICE OF PUPIL TRANSPORTATION

**Medical Evaluation Request**
**2018 - 2019**

PLEASE PRINT CLEARLY IN DARK INK — ILLEGIBLE OR INCOMPLETE FORMS WILL BE RETURNED

## 1. PUPIL INFORMATION - ALL information is required

<table>
<thead>
<tr>
<th>1.1 Pupil Name</th>
<th>1.2 Date of birth (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.11 Last name</td>
<td>1.12 First name</td>
</tr>
<tr>
<td>1.3 Gender</td>
<td>1.4 Identification Number</td>
</tr>
<tr>
<td>1.31 Male</td>
<td>1.32 Female</td>
</tr>
<tr>
<td>1.6 Classification</td>
<td>1.61 General Ed</td>
</tr>
<tr>
<td>1.7 Is transportation now provided by OPT?</td>
<td>1.8 If yes, what transportation is provided?</td>
</tr>
<tr>
<td>1.71 No</td>
<td>1.72 Yes</td>
</tr>
<tr>
<td>1.81 GE</td>
<td>1.82 SE</td>
</tr>
</tbody>
</table>

## 2. PARENT / GUARDIAN INFORMATION

<table>
<thead>
<tr>
<th>2.1 Name of parent or guardian</th>
<th>2.2 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11 Last name</td>
<td>2.12 First name</td>
</tr>
<tr>
<td>2.3 Home address</td>
<td>2.4 Borough</td>
</tr>
<tr>
<td>2.31 Street address</td>
<td>2.32 Apt. #</td>
</tr>
<tr>
<td>2.5 City</td>
<td>2.6 State</td>
</tr>
<tr>
<td>2.8 Primary telephone number</td>
<td>2.9 Extension</td>
</tr>
<tr>
<td>2.10 Alternate telephone number</td>
<td>2.11 Extension</td>
</tr>
<tr>
<td>2.12 E-mail address of parent or guardian</td>
<td></td>
</tr>
<tr>
<td>2.13 Signature of parent or guardian</td>
<td>2.14 Date</td>
</tr>
</tbody>
</table>

## 3. REASON FOR REQUEST

Describe the medical condition or circumstances that require transportation or a change in transportation:

---

PLEASE SEE PAGES TWO AND THREE FOR ADDITIONAL REQUIRED INFORMATION
### 4. Pupil’s Medical Information

<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Gender</th>
<th>Date of birth (MM-DD-YY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last name</td>
<td>First name</td>
<td>MI</td>
</tr>
</tbody>
</table>

- How long has this pupil been under your continuous care?
- Indicate visit dates when you have seen the pupil in the last six months:
- When did treatment begin for the condition that is the basis for this request?
- Using ICD-9 OR ICD-10 codes, list the diagnosis or symptomatic indicators that require transportation:
  1. 
  2. 
  3. 
  4. 
- Provide a detailed explanation of the diagnosis:

- Is this condition □ chronic or □ acute? □ acute, what is the estimated duration?
- Has there been any recent change in the pupil’s condition? □ No □ Yes If yes, please describe:
- Is the pupil: □ No □ Yes Using crutches? □ No □ Yes Using a wheelchair? □ No □ Yes
- Present treatment and recommendations:

- Is your practice limited to a specialty? □ No □ Yes If yes, identity the specialty:

<table>
<thead>
<tr>
<th>Physician’s name [please print]</th>
<th>License number [required]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last name</td>
<td>First name</td>
</tr>
<tr>
<td>MI</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Telephone number</td>
</tr>
<tr>
<td>Street number</td>
<td>State Zip code</td>
</tr>
<tr>
<td>Street name</td>
<td></td>
</tr>
</tbody>
</table>

- Physician’s signature [required] Date [required]
5. SCHOOL-RELATED INFORMATION

School name

Address

City

Transportation coordinator’s name

Primary telephone number

Is the pupil’s school activity restricted in any way? □ No □ Yes If yes, please explain:

Is there a school-based accommodation [504] in place for this pupil? □ No □ Yes If yes, please provide a copy of the 504 with this application.

Is the pupil’s medical condition indicated on the pupil’s school record? □ No □ Yes If yes, please describe:

Do school records indicate a history of medical episodes at school? □ No □ Yes If yes, please describe:

Is transportation now provided by OPT? □ No □ Yes

If the pupil uses a school bus, what is the route number? What is the medical alert code, if any?

What is the pupil’s session time? AM to PM

What transportation is being used? □ GE bus □ SE bus □ Full-fare MetroCard □ Half-fare MetroCard

Signature of principal or designee

Email form to OPTMedicalTransportationRequests@schools.nyc.gov or mail to Office of Pupil Transportation, Medical Evaluation Unit, 44-36 Vernon Boulevard, Long Island City, NY, 11101; for assistance please contact OPT Customer Service at 718.392.8855.
<table>
<thead>
<tr>
<th>Language</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>ترجمة هذا المحتوى إلى اللغة العربية متوفرة عبر الرابط التالي:</td>
</tr>
<tr>
<td>Bengali</td>
<td>এই নথির বাংলা অনুবাদ নিচের ওয়েবসাইটে দেখুন।</td>
</tr>
<tr>
<td>Chinese</td>
<td>如要取得本文文件的中文译本，请浏览下面的网站。</td>
</tr>
<tr>
<td>Creole</td>
<td>Pou ka jwenn yon kopi dokiman sa an Kreyòl ayisyen, tanpri ale sou sit entènèt ki pi ba a.</td>
</tr>
<tr>
<td>Russian</td>
<td>Перевод данного документа на русский язык находится на вебсайте, указанном ниже.</td>
</tr>
<tr>
<td>Spanish</td>
<td>Para obtener una versión en español de este documento, por favor visite el sitio de Internet a continuación.</td>
</tr>
<tr>
<td>Urdu</td>
<td>اس دستاویز کے اردو ترجمہ کے لئے بزنیں</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>Mãy bò văn bản tiếng Việt được dịch từ trang web dưới đây.</td>
</tr>
</tbody>
</table>

NYC Department of Education

SCHOOLS.NYC.GOV/KINDERGARTENSPECIALEDUCATION
DIVISION OF SPECIALIZED INSTRUCTION AND STUDENT SUPPORT
333 7TH AVENUE, NEW YORK, NY 10001

ENGLISH
NOVEMBER 2018