



THE NEW YORK CITY DEPARTMENT OF EDUCATION
DENNIS M. WALCOTT, *Chancellor*

DIVISION OF ACADEMICS, PERFORMANCE AND SUPPORT - Scan Center
44-36 Vernon Boulevard, 2nd Floor - Long Island City, NY 11101

ASSESSMENT MEMORANDUM #1, 2012-2013

DATE: August 27, 2012

TO: COMMUNITY SUPERINTENDENTS AND PRINCIPALS OF ALL SCHOOLS

FROM: Grace Pepe, Director of Assessment Operations *GP*
Division of Academics, Performance and Support (DAPS)

SUBJECT: Test Accommodations and Procedures for Students with Disabilities, Students Who Have Been Decertified from Special Education with Test Accommodations and General Education Students with 504 Plans

OVERVIEW

The purpose of this memorandum is to provide information and clarification regarding the appropriate use of testing accommodations that provide students equal opportunity to participate in all test administrations. These accommodations should be implemented for all classroom and standardized test administrations. As per the State Education Department (SED), accommodations that alter the construct of an exam are not permitted.

PLEASE NOTE:

READING PASSAGES AND QUESTIONS ON READING TESTS AND ENGLISH LANGUAGE ARTS (ELA) TESTS MAY NOT BE READ ALOUD OR SIGNED UNLESS OTHERWISE SPECIFIED IN TEACHER DIRECTIONS.

USING A CALCULATOR ON A TEST THAT MEASURES PROFICIENCIES INVOLVING BASIC CALCULATIONS IS NOT PERMITTED UNLESS OTHERWISE SPECIFIED IN TEACHER DIRECTIONS.

SPELL CHECK AND/OR GRAMMAR DEVICES MAY NOT BE USED ON ANY PART OF THE NYS ELA TEST FOR GRADES 3 THROUGH 8.

The principal is responsible for disseminating this memorandum to all staff involved in the school's testing program.

The following directions have been adapted from the SED publication entitled Test Access and Accommodations for Students with Disabilities (May 2006). For more detailed instructions, please refer to this publication available at:

<http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>

- Special Education students are to be tested with only those accommodations that appear specifically on their Individualized Education Program (IEP). The information on the student's IEP must be very specific about which accommodation should be implemented to take the student's disability into consideration and allow the student to participate in testing on an equitable basis. Test accommodations must be consistent with instructional practice for these students.

- For the student who has been decertified, the Committee on Special Education (CSE) should inform the principal of the student's continuing need for specific modifications. The most recent IEP decertifying the student should document the need for the continuation of any test accommodation(s).
- For non-disabled students, the testing procedures for General Education students may be modified by the principal on an emergency basis for any of the City or State examinations when necessary, as long as the accommodations do not change the student skills being tested. Such accommodations would apply to General Education students who have temporary disabilities that do not require Special Education services. They would also apply to students who initially experience long-term disabilities that may or may not require Special Education services, but which occur shortly before the administration of the City/State examination. For example, students with broken arms, students with temporary visual problems, students who are in the hospital, or at home due to an illness may qualify for testing accommodations. Students who have ongoing conditions that affect their ability to take tests under regular conditions, but who do not require Special Education services, may also qualify for testing accommodations in accordance with a plan developed pursuant to Section 504 of the Rehabilitation Act. Information regarding the development of a plan and the procedures for determining test accommodations for non-disabled students under Section 504 is attached to this memorandum (Attachment #2).

INSTRUCTIONS FOR IMPLEMENTING TEST ACCOMMODATIONS

Flexible Scheduling/Time Limit Extension

Some students may require flexible scheduling of examinations. These students may have disabilities which affect the rate at which they process information. Physical disabilities, such as visual or motor impairments, may decrease students' working rates. Students who require special equipment, such as a keyboard, or students who dictate their responses to an amanuensis, may require more than the usual time to complete examinations.

Other students who are health impaired may tire easily or require frequent breaks. Hyperactive students and those students with a short attention span may require rest periods or diversion from a single activity. Students with health impairments may have limited vitality and tire easily or require periodic restroom visits.

Flexible scheduling includes extending the time allowed for the student to complete the test and/or administering the test in several brief sessions. To facilitate the appropriate implementation of this accommodation, the IEP or 504 Plan should indicate the amount of time to be provided (e.g., time and a half). If it is necessary for a student to leave the room, the student must be accompanied by a proctor. Brief rest periods may be permitted during the administration of these examinations. The test duration, in which the maximum amount of time a student should work without a break, must be specified (e.g., a ten-minute break for each 40 minute test period). Special arrangements must be made for tests which will be administered over more than one day. For those State tests which will be administered over more than one day, the SED requests three months prior notification.

Flexible Setting/Examination Administered in Special Locations

The standard location for test administration may not be appropriate for some students. For example, a student may take an examination in a separate classroom with a small group, or individually. The IEP or 504 Plan must specify the type of special location and the test or category of the test for which this accommodation must be implemented. A student who is at home or hospitalized due to an illness may take an examination in either setting if the student is medically able. Other students may require an alternate environment to accommodate specialized equipment or furniture. Large tables, which are taller than an average desk, may be necessary to accommodate a student in a wheelchair. A study carrel may be helpful for a hyperactive child or one with a short attention span who is easily distracted or unable to stay on task.

All classroom and standardized tests must be administered in special locations when specified on a student's IEP or 504 Plan. When administering a test in a special location, the standard procedure for administering the test must be followed as closely as possible while implementing any other test accommodation(s).

Revised Test Format/Braille and Large Type

Some students may not be able to take a test using the standard test format. Some students do not have the ability to read regular-sized print. Braille and large-type editions are available for City and State tests. Braille or large-type materials must be ordered as early as possible; New York State tests may be ordered from the SED on the school's regular form, and NYC tests may be ordered from the Borough Assessment Implementation Directors (BAIDs). Questions may be referred to the SED at (518) 474-8220 or to your BAID. Any necessary materials will automatically be included with the test booklets.

Large-type materials are exact reproductions of the regular examinations. They may be administered at the same examination site, under the same testing conditions, and with the same directions as the regular examinations.

Braille examinations do not require special directions to the student; therefore, separate or special answer sheets are not provided. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or answer in Braille, dictate to a proctor or a mechanical recording device, or use any combination of these methods. All responses must be transcribed onto machine-scorable documents for those tests that are machine scored.

When a Braille examination is prepared by the SED, any question omitted because it could not be reproduced in Braille is clearly indicated in Braille on the examination booklet and in type on the scoring key. When questions are omitted, the credits are prorated on a special key that is enclosed with the Braille booklet. The person scoring the examination does not need to do any additional computations to prorate the examination.

Revised Test Directions/Directions Read and Reread Aloud

Standard directions may be read several times at the start of the examination and may be reread for each new page of test items.

Revisions are sometimes made to the test directions in order to ensure that students understand them. Some examples of changes in the directions include rewriting them in simpler language, underlining key words, or providing a set of directions for each new set of skills in the examination.

Use of Aids/Visual Magnification and Auditory Amplification

Some students may be unable to read test items without the use of aids. Some students may be unable to hear items presented orally. These students require the use of aids during testing and may use masks or markers to maintain place, visual magnification devices, or auditory amplification devices.

Use of Aids/Test Questions Read Aloud or Signed

Proctor assistance may be essential to meet the needs of some students in testing situations. Examples of proctor assistance that students may require include reading test items or providing cues to maintain on-task behavior. The use of sign language is permissible for deaf and hearing-impaired students.

When a proctor reads an examination to a student, the regular examination booklet is used and items are read as they appear on the page. The proctor should obtain the examination booklet from the principal at least one hour before the required starting time so that he or she can become familiar with the examination questions before reading them to the student.

In rare circumstances, a student's IEP or 504 Plan may indicate that test questions are to be read aloud. Accordingly, this accommodation must be implemented on all classroom and standardized tests, except when this modification changes the construct of an exam. In this case, the SED does not permit the accommodation. If test questions are read, the use of this test accommodation MUST be indicated on the students' test answer documents to ensure that the test is rated appropriately by the Division of Academics, Performance and Support (DAPS) or by the SED. Such annotation should not be included on a transcript, report card, or diploma. This accommodation is not permitted on the NYC and NYS ELA tests for Grades 3-8 unless specified in the Test Directions.

Use of Aids/Answers Recorded in an Alternate Manner

Some students may be unable to move from the test booklet to the answer form to record responses. Such students require accommodation to the answer format. Examples of ways in which answers may be recorded include changing the size or location of the space for responses, or allowing students to record answers directly in the test booklets. All responses must be transcribed onto machine-scorable documents for those tests that are machine scored.

Some students may require the use of aids because they are unable to record their responses to examination questions in the conventional manner. Examples of ways to modify the manner in which answers are recorded include dictation to an amanuensis or to a recording device, and the use of equipment such as computers, word processors, pointers, communication boards, and adaptive writing instruments. The student who uses an aid to record responses must provide all information regarding the spelling of difficult words, punctuation, paragraphing, grammar, etc. This information is not required from students whose disability affects their spelling and punctuation skills. Additional accommodations (i.e., the use of spell check or grammar devices) will be provided for these students. However, this accommodation is not permitted on the NYS ELA Test for Grades 3-8, on the ELA Regents, or on the NYC E-PAL test for Grades 2 and 3.

Use of Aids/Use of Calculator, Abacus, and Arithmetic Tables

Some students have the ability to complete narrative problems and involved computations, but may have a disability which affects skills necessary for computation or memorization of arithmetic facts. Some students may be unable to memorize arithmetic facts or they may have attention deficits, which inhibit the processing of complicated calculations. Many testing programs now permit the use of calculators and other manipulatives for all students. In those cases where these aids are not permitted for all students as part of the test administration, only those students whose disability affects the student's skill to either memorize or compute basic math facts may use computational aids, and only when the

questions being asked do not measure proficiencies involving basic calculations. Such students may use calculators, abaci, and arithmetic tables whenever necessary for all math tests, provided that use of these aids does not change the construct of the exam, in which case, SED does not permit the accommodation. This accommodation is not permitted on the NYC or NYS Mathematics tests for Grades 3-8, unless specified in the Teacher Directions.

RESPONSIBILITIES FOR IMPLEMENTATION:

School Principals

Inform teachers of their responsibilities in carrying out testing accommodations approved for individual students for all classroom and standardized tests.

Ensure the implementation of appropriate testing accommodations based on students' IEPs or 504 Plans.

Inform your BAID at the BAO of all emergency test accommodations for students with 504 Plans.

SECURITY VIOLATIONS MUST BE REPORTED IMMEDIATELY TO THE OFFICE OF THE SPECIAL COMMISSIONER OF INVESTIGATION (SCI) (212) 510-1500, AND TO THE BAIDs. THE SED MUST BE CONTACTED FOR STATE TESTING IRREGULARITIES (518) 474-8220.

School Teachers

All testing accommodations indicated on a student's IEP or 504 Plan must be used **CONSISTENTLY** on standardized test administrations and when all classroom tests (e.g., spelling tests, mid-term examinations, end-of-term examinations, etc.) are administered.

Be aware of all possible test accommodations and be skilled in their implementation.

If you have any questions regarding this test memorandum, please contact your BAID (Attachment #3). Your cooperation is greatly appreciated.

This memorandum is available at:

<http://intranet.nycboe.net/Accountability/Assessment/YearlyTesting/MemorandaProcedures>

GP: vs
Attachments

c: Shael Suransky
Niket Mull
Gary Hecht
Borough Assessment Implementation Directors



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

March 2011

To: District Superintendents
 Superintendents of Public Schools
 Superintendents of State-Operated and State-Supported Schools
 Superintendents of Special Act School Districts
 Principals of Public, Nonpublic and Charter Schools
 New York City Department of Education
 Impartial Hearing Officers
 Special Education Parent Centers
 Regional Special Education Technical Assistance Support Centers
 Bilingual/English as a Second Language (ESL) Technical Assistance Centers
 Special Education Parent Centers
 Early Childhood Direction Centers
 Commissioner's Advisory Panel for Special Education Services
 Organizations, Parents and Individuals Concerned with Special Education

From: Rebecca H. Cort *Rebecca H. Cort*
 Associate Commissioner, Office of Special Education

Jean C. Stevens *Jean C. Stevens*
 Associate Commissioner, Office of Curriculum, Instruction and Standards

Subject: Bilingual and English as a Second Language (ESL) Services for Limited English Proficient (LEP)/English Language Learners (ELLs) who are Students with Disabilities

The purpose of this memorandum is to clarify State policy regarding English as a Second Language (ESL) services for LEP/ELL students who are also identified as having disabilities. Part 154 of the Regulations of the Commissioner of Education establishes the State's requirements for services for students with limited English proficiency. The purpose of Part 154 is to ensure that all LEP/ELL students are provided opportunities to achieve the same educational goals and standards as the general student population. Each school district, in its comprehensive plan developed pursuant to section 154.3 of the Regulations of the Commissioner of Education, must provide assurances that each LEP/ELL student, including a student with a disability, has access to receive appropriate instructional and support services.

Committee on Special Education

When the Committee on Special Education (CSE) develops an individualized education program (IEP) for a LEP/ELL student with a disability, it must consider the

language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. Such considerations include, but are not limited to:

- the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ESL instruction; and
- whether the student needs bilingual special education and/or related services.

LEP/ELL students are entitled to certain testing accommodations¹ during the period of time that they are designated LEP/ELL pursuant to Part 154 and for up to two years immediately after they have achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). However, it is still the responsibility of the CSE to identify in the student's IEP any individual testing accommodations needed by the student as a result of his or her disability, which may include, but are not limited to, the same testing accommodations that the student is entitled to as a LEP/ELL or former LEP/ELL student.

To ensure that the IEPs for LEP/ELL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability should be invited to participate in CSE meetings.

ESL Program

ESL programs should be considered general education core instruction for all LEP/ELL students. In the first instance, each LEP/ELL student with a disability must be provided the opportunity to participate in the district's ESL program. This may mean that special education services, accommodations, program modifications and/or supplementary supports and services, for example, may be needed to support that student's participation and progress in the ESL program. It may also mean that the CSE may recommend that the ESL program be provided to the student in his/her special class(es).

When the CSE has determined that the student cannot, because of his/her disability, participate in the district's general bilingual education program or free-standing ESL program, it must consider specially designed instructional programs provided by appropriately qualified staff that would:

- (1) support the development of the student's skills in the areas of understanding, speaking, reading, writing and communicating in English, through the integration of academic content appropriate for the student's

¹ These accommodations include time extension; separate location; third reading of listening selection (English language arts (ELA) exams only); bilingual glossaries (all exams except foreign language); simultaneous use of English and alternative language editions (not allowed for ELA and Foreign Language examinations); oral translation for lower incidence languages (not allowed for ELA and Foreign Language examinations); and writing responses in the native language (not allowed for ELA examinations).

- age, grade level, English language skills, and level of English proficiency;
and
(2) develop the cognitive skills of the LEP/ELL student.

This does not mean, however, that specially designed instruction (e.g., specialized reading instruction or supplemental instruction provided in a resource room) can replace a student's right to access the district's free-standing ESL program as a result of issues such as scheduling or availability of staff to provide such services.

Section 154.3(k)(2) of the Regulations of the Commissioner of Education gives parents the option to "withdraw their children only from participation in a bilingual education program," but not from ESL services. It does not give a CSE or any other district personnel the authority to determine that a student with a disability will not receive any ESL instruction unless the student has been re-designated English proficient pursuant to Part 154 of the Regulations of the Commissioner of Education.

Further, section 154.3(l) of the Regulations of the Commissioner of Education allows the CSE to determine whether the required Part 154 services can be met by participation in general education classes or must be met, in part or in total, through special education programs and services (e.g., a bilingual special class; a special class with ESL instruction provided by appropriately qualified staff in the special class; bilingual counseling). It does not authorize the CSE to determine that a LEP/ELL student with a disability will not receive any services pursuant to Part 154. This section of the Regulations also provides that a student with a disability who is also receiving services pursuant to Part 154 would be counted as both a LEP/ELL student and a student with a disability for purposes of calculating State aid pursuant to section 3602 of the Education Law.

Even if the students are in special classes in the school district, they are entitled to receive ESL and, as appropriate, bilingual education programs of the district. For a student with a disability placed by the CSE in an out-of-district program (e.g., BOCES, approved private school), the CSE should consider how bilingual and/or language arts instructional programs, as such terms are defined in section 154.2 of the Regulations of the Commissioner of Education, can be made available to the student in the out-of-district placement, including, but not limited to consideration of whether the student could participate in the sending public school district's free-standing ESL program.

Declassification from LEP/ELL Status

Part 154 of the Regulations of the Commissioner of Education establishes that for a student to be declassified from LEP/ELL status and therefore no longer be eligible to receive mandated bilingual education or free-standing ESL programs, the student must score proficient on the NYSESLAT. Scoring proficient on the NYSESLAT is the sole criterion for exiting LEP/ELL status in New York State. Therefore, until a LEP/ELL student, including a student with a disability, scores proficient on the NYSESLAT, the district is responsible to address the student's language needs pursuant to Part 154 of the Regulations of the Commissioner of Education and the student is, for accountability reporting purposes, a LEP/ELL student. This is true regardless of whether the student

attends the public school or has been placed in an out-of-district program by the CSE. The school district does not have the authority to cease providing the Part 154 services to these students when, for example, the CSE believes that the student's disability is the sole determinant factor for the student's score on the NYSESLAT.

Committee on Preschool Special Education

To ensure that the IEPs for LEP preschool students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability should be invited to participate in Committee on Preschool Special Education (CPSE) meetings. CPSEs and approved preschool programs are reminded that the requirement to consider the language needs of LEP/ELL students when developing IEPs is a federal law requirement based on the Individuals with Disabilities Education Act (IDEA), applying to preschool students as well as school-age students. While the mandated services of Part 154 of the Regulations of the Commissioner of Education are applicable only to school-age students (K-12), the requirement that the language needs of the student as such needs relate to the student's IEP be considered in the IEP development process applies to students ages 3-21.

Resources for Further Information

Questions regarding this memorandum may be directed to Alexia Thompson in the Office of Special Education at (585) 344-2002 or to the Office of Bilingual Education and Foreign Language Studies at (518) 474-8775.

For technical assistance relating to the education needs of LEP/ELL students, you may contact the following regional centers funded by the New York State Education Department:

- Regional Special Education Technical Assistance Support Centers (RSE-TASC) - <http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm>
- Bilingual/ESL Technical Assistance Center (BETAC) - <http://www.p12.nysed.gov/biling/bilinged/betac.html>

To ensure dissemination to appropriate individuals within a school district, we ask Superintendents to please share this memorandum with individuals such as Directors of Special Education, School Psychologists, CSE and CPSE Chairpersons, Guidance Counselors and Directors of Pupil Personnel and Parent Teacher Associations.

For access to web page, please refer to this link below:

<http://schools.nyc.gov/NR/rdonlyres/B63BF307-DCF2-42B6-B726-08E012089147/0/RequestforEducationalServicesFrontBack2.pdf>

**REQUEST FOR ACCOMMODATIONS UNDER SECTION 504 of the REHABILITATION ACT of 1973
2012-2013 SCHOOL YEAR**

Student's Name: Last: _____ First: _____ Middle: _____
Male: _____ Female: _____ D.O.B.: _____ I.D. #: _____
Borough: _____ District: _____ School: _____ Grade: _____ Class: _____
School Address: _____ Zip Code: _____

Physician's Statement for Requested 504 Accommodations (if applicable):

- Describe the nature of the concern: _____

- Medical Diagnosis/Disability/ICD-9 code: _____

- Describe how the disability affects the student's educational performance: _____

- List/describe the educational service(s) that are being requested: _____

_____ Physician's Name (Print)	_____ Physician's Signature	_____ Date Signed
_____ Physician/Clinic's Address	_____ NYS Registration No.	
_____ Zip Code	_____ NPI No.	_____ Medicaid No.
_____ Physician/Clinic's Telephone No. Physician/Clinic's Fax No.		

Parent's Statement for Requested 504 Accommodations:

- Describe the nature of the concern: _____

- Describe how the disability affects the student's educational performance: _____

- List/describe the 504 accommodations that are being requested: _____

To determine whether 504 accommodations are necessary, a 504 team will convene to review your request. If a 504 Accommodation Plan is necessary it will be completed by the school with your input. This plan must be reviewed annually.

By submitting this Request for 504 Accommodations, I am requesting that my child be provided with specific educational accommodation(s) by the New York City Department of Education (the "Department"). I have provided the full and complete information regarding this request for educational accommodation(s) in this form. I understand that the Department, its agents, and its employees involved in the provision of the above-requested accommodation(s) are relying on the accuracy of the information that I have provided in this form to determine whether and to what extent my child will be provided with accommodations under Section 504.

Please Print Parent/Guardian's Name & Address Below:

_____ Parent/Guardian's Signature	_____
_____ Date Signed	_____
_____ Daytime Telephone No.	_____

REQUEST FOR ACCOMMODATIONS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973
2012- 2013

DO NOT WRITE BELOW
(FOR NYC DEPARTMENT OF EDUCATION USE ONLY)

Student's Name: _____		OSIS No: _____	
Reviewed by: _____ Name (Please Print)		_____	_____
		Title	Date
Request for Educational Service(s)			
Approved _____	Denied _____	Referred for Further Review _____	
Reason Request Approved or Denied:			

Referred to CSE _____		Sent to School 504 Coordinator	
_____		_____	
Date of Referral _____		Date of 504 Team Mtg. _____	
_____		_____	
Signature		Date	

NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF ACADEMICS, PERFORMANCE AND SUPPORT
2012-2013 ASSESSMENT IMPLEMENTATION DIRECTORS

Borough Assessment Office	Borough Assessment Implementation Director
MANHATTAN COMPRISING DISTRICTS: 1, 2, 3, 4, 5, & 6	
333 Seventh Avenue	Marie T. Busiello
7 th Floor	(212) 356-3784
New York, NY 10001	(212) 356-7523 (FAX)
	MBusiel@schools.nyc.gov
BRONX COMPRISING DISTRICTS: 7, 8, 9, 10, 11, & 12	
1 Fordham Plaza	Sharon Cahr
7 th Floor	(718) 741-5559
Bronx, NY 10458	(718) 741-7954 (FAX)
	SCahr@schools.nyc.gov
BROOKLYN COMPRISING DISTRICTS: 13, 14, 15, 16, 19, 23 & 32	
131 Livingston Street	David Rapheal
Room #608	(718) 935-5965
Brooklyn, NY 11201	(718) 935-2246 (FAX)
	DRaphea@schools.nyc.gov
QUEENS COMPRISING DISTRICTS: 24, 25, 26, 27, 28, 29, & 30	
28-11 Queens Plaza North	Barbara Marcisak
2 nd Floor, Room #43	(718) 391-8352
Long Island City, NY 11101	(718) 391-6088 (FAX)
	BMarcis@schools.nyc.gov
STATEN ISLAND COMPRISING DISTRICTS: 17, 18, 20, 21, 22, & 31	
715 Ocean Terrace	Jose Garcia
Building A, Room #A127	(718) 390-1579
Staten Island, NY 10301	(718) 420-5665 (FAX)
	Jgarcia17@schools.nyc.gov

SPECIAL EDUCATION		
D 75	400 First Avenue Room #662C New York, NY 10010	Steven Weinrich (212) 802-1521 (917) 256-4245 (FAX) SWeinri@schools.nyc.gov
ALTERNATIVE SCHOOLS & PROGRAMS		
D 79	4360 Broadway Room #419 New York, NY 10033	Rachel Smith (917) 521-3639x0 (917) 521-3649 (FAX) Rsmith59@schools.nyc.gov
CHARTER SCHOOLS		
D 84	52 Chambers St Room #405 New York, NY 10007	Bert Wyman (212) 374-2153 (212) 374-5581 (FAX) BWyman@schools.nyc.gov
HOMEBOUND INSTRUCTION		
	3450 E. Tremont Ave. 1st Floor Bronx, NY 10465	Angela Velez (718) 794-7241 (718) 794-7237 (FAX) Avelez16@schools.nyc.gov
HOSPITAL INSTRUCTION		
	3450 E. Tremont Ave. 1st Floor Bronx, NY 10465	Keri Kaufmann (718) 794-7266 (718) 794-7263 (FAX) KKaufmann@schools.nyc.gov