MOVING FROM EARLY INTERVENTION TO PRESCHOOL SERVICES
THE TRANSITION FROM EARLY INTERVENTION TO
PRESCHOOL SPECIAL EDUCATION SERVICES:
AN OVERVIEW FOR FAMILIES

Prepared by the Early Childhood Direction Centers/New York City

July 2016

HOW TO BEGIN:

Your early intervention service coordinator will speak with you about options for your child when s/he is no longer age eligible for early intervention services. This discussion may occur at the Individualized Family Service Plan (IFSP) meeting closest to your child's second birthday and should certainly occur before your child is two and a half years old. A transition plan will then be included in your child’s IFSP. One option you may select is a written referral to the New York City Department of Education (DOE) local Committee on Preschool Special Education (CPSE) to request an evaluation to determine if your child is eligible for preschool special education services. This evaluation, and any recommended preschool special education services, will be provided at no cost to you.

AGE ELIGIBILITY:

Children who turn three between January 1st and June 30th are first age eligible for preschool special education services on January 2nd of the year they turn three. Children who turn three between July 1st and December 31st are first age eligible for preschool special education services on July 1st of the year they turn three.

In order for your child to continue to receive early intervention services past her/his third birthday, the CPSE must determine that your child meets the eligibility criteria to receive preschool special education services. This must occur before your child’s third birthday.

If the CPSE determines that your child is not eligible for preschool special education services, your child’s early intervention services will end the day before her/his third birthday.

If determined eligible for services by the CPSE, children who turn three between January 1st and August 31st may remain in early intervention until August 31st of the year they turn three. If determined eligible for services by the CPSE, children who turn three between September 1st and December 31st may remain in early intervention until December 31st of the year they turn three.

NOTIFICATION:

120 calendar days prior to your child's first age eligibility for preschool special education services, the NYC Early Intervention Program will send a written notification to the CPSE of your child’s potential transition to the preschool special education system. This notification will occur unless you decline in writing (opt-out). Your service coordinator will give you the opt-out form to sign 150 calendar days before your child’s first age eligibility for preschool special education services.
TRANSITION CONFERENCE:
If you would like more information about the CPSE process and/or are unsure whether or not to refer your child to the CPSE, your service coordinator will arrange for a transition conference between you, the Early Intervention Official Designee (EIOD), the CPSE Administrator (a NYC DOE representative) and your service coordinator. You will need to give written consent to your service coordinator to request a transition conference, which should occur no later than 90 calendar days before your child’s first eligibility for preschool special education services. This conference can also take place as early as the IFSP meeting closest to your child’s second birthday.

REFERRAL:
If you would like to refer your child to the CPSE, your service coordinator can help you write the referral letter and then mail it to the CPSE on your behalf (certified, return receipt requested is suggested so that you have a record that the referral has been received) or you may ask your service coordinator to fax it to the CPSE. Your service coordinator can also assist you in following up with the CPSE Administrator to be certain your referral letter was received. The referral must be made no later than 90 calendar days before your child’s third birthday. Some families may choose to refer their child to the CPSE so that, if eligible, they may begin preschool special education services at the earliest possible date. In this instance, the written referral may be made as early as 120 calendar days before the date of your child’s first potential preschool special education age eligibility.

Upon receipt of your referral letter, the CPSE Administrator will immediately send you a packet of information which includes an explanation of your due process rights, the consent for evaluation form and a list of the New York State Education Department (SED) approved preschool special education evaluation sites. The packet also contains a medical form that needs to be completed by your child’s pediatrician and submitted to the evaluation site you choose. Your child’s current early intervention provider may or may not be an approved preschool special education evaluation site. When you receive the packet, you should select an evaluation site and schedule an appointment. If you need assistance choosing an evaluation site, you may contact your early intervention service coordinator, the CPSE Administrator or the Early Childhood Direction Center (ECDC) in your borough (contact information is located on page 5).

DUE PROCESS RIGHTS:
Federal and New York State law guarantee that parents of children who are receiving or being evaluated for special education services have legal rights. These due process rights are included in the packet of information from the CPSE Administrator. They will be explained to you in more detail before you sign consent to have your child evaluated for the first time. Do not sign the consent form before your first in-person meeting with the evaluation site. If you have any questions about your rights, you can ask the evaluation site staff member who is explaining the system to you, the CPSE Administrator or the ECDC in your borough.

FOSTER CARE:
Unless their rights have been terminated, surrendered, or limited, a child’s birth or adoptive parents have sole authority to make special education decisions for their child. When a child is in foster care and the child’s birth parents cannot be located after reasonable efforts, the CPSE administrator must appoint a surrogate parent for the child. If this is the case, the child’s foster parent can serve as his or her surrogate parent. When the birth parents’ rights have been terminated, surrendered, or limited, the child’s foster parent can sign consent for the child. If questions arise about who can sign consent for a child in foster care, the CPSE administrator and preschool special education evaluation site should contact the child’s foster care agency case worker to determine the status of the parent’s rights.
EVALUATION:

As a parent, it is your responsibility to select an evaluation site from the list in the packet and promptly call to schedule an appointment with the site you choose. The consent for evaluation form must be brought with you to your first meeting at the evaluation site. After your due process rights have been explained to you, if you wish to have your child evaluated, you must sign the consent form. In some instances the CPSE administrator may be the person to obtain written consent from you. You may withdraw your consent for evaluation, in writing, at any point during the evaluation process, before the Individualized Education Plan (IEP) is developed. During your first meeting with the evaluation site representative, you will be asked questions to determine if your child’s evaluation needs to be conducted in a language(s) other than English.

Your child’s evaluation will consist of a social history interview with you, a psychological evaluation and a physical examination (in most instances you will be given a form to be filled out by your child’s pediatrician). Other evaluations may be performed, if needed, to determine if your child has an educational disability. Examples of additional evaluations include, but are not limited to, speech, occupational or physical therapy evaluations. If your child’s behavior interferes with learning, you may request a Functional Behavioral Assessment (FBA). With your permission, the preschool evaluation site will determine if your child’s most recent evaluations from early intervention can be used. You may also submit any other evaluations of your child. In addition, an observation of your child by a member of the evaluation team will occur. Once they are completed, the evaluations will be forwarded by the evaluation site to the CPSE Administrator.

The CPSE Administrator will then review the material and schedule a CPSE meeting to develop an Individualized Education Plan (IEP). Prior to the CPSE meeting, the evaluation site may review with you the results of the evaluations. The CPSE Administrator will mail to you a summary of the evaluations, in your dominant language, and notification of the date and time of your child’s CPSE meeting. You have the right to receive a copy of the complete evaluations prior to the CPSE meeting. If you wish to have copies of the entire evaluations, you must request them in writing from the CPSE Administrator. If you want to participate in the meeting, but are not able to attend on the scheduled date and/or time, you must inform the CPSE Administrator of your desire to attend the meeting and request to have the meeting rescheduled. Otherwise, the meeting may take place without you. The meeting is required to take place within 60 calendar days from the date you signed the consent to evaluate form.

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION MEETING:

At the CPSE meeting it will be determined, based on the results of the evaluation, what, if any, services your child is eligible to receive. Present at this meeting with you are the required members of the CPSE team: a general education teacher, a special education teacher or related service provider, the CPSE Administrator and a professional who can interpret the instructional implications of the evaluation results. If your child receives early intervention services, you may request in writing to the CPSE that your child’s service coordinator attend the meeting. A CPSE Parent Member (the parent of another child who is receiving special education services) can also attend the meeting if you, or another member of the CPSE, request their attendance in writing 72 hours prior to the meeting. If you wish, you may bring other individuals with you (i.e., a friend, a family member, a representative of the evaluation site, an advocate, a physician, etc.) to the meeting.

The evaluations will be reviewed to determine if your child meets the eligibility criteria that have been established by the New York State Education Department. Eligibility criteria for preschool special education services are similar to the eligibility criteria for early intervention services. However, the types and amount of services recommended may be different from the early intervention services your child receives. If your child does not meet the eligibility criteria, an IEP will not be developed and her/his early intervention services will end on the day before your child’s third birthday. If you disagree with the eligibility determination, you may make a request in writing to the CPSE Administrator for an additional evaluation/s. If your child is deemed eligible to receive preschool special education services s/he will be classified as a Preschool Child with a Disability and an IEP will be developed. The IEP will include short and long term goals and objectives, recommended preschool special education services and adaptive equipment (if needed). If transportation is needed, including any special transportation requirements, it must be documented on the IEP.
The meeting will include a discussion about how your child's needs can be met in the least restrictive environment (LRE). A recommendation will be made for preschool special education services based on the SED's approved service models that are described below. If your child is recommended to receive related services (RS) and/or special education itinerant teacher services (SEIT), and you want your child to attend an early childhood education program (i.e., childcare, Head Start, Universal Pre-kindergarten or nursery school, etc.), it is your responsibility to locate, enroll and pay for (if there is a fee) the early childhood program. The recommended related services and/or special education itinerant teacher services will be provided at no cost to you. At the meeting, a discussion will occur about whether your child requires services for either a ten or twelve month school calendar. In addition, as part of this meeting, the Child Outcome Survey form (which includes information on your child’s development) will be reviewed with you.

CONTINUUM OF SERVICES FOR PRESCHOOL CHILDREN WITH DISABILITIES:

The level of service that appropriately meets your child's special education needs will be discussed during the IEP meeting. Following is a brief description of the options that are currently available in New York State; they are listed in order of what is considered the least restrictive to the most restrictive environments:

**Related Services (RS)** are services provided by an appropriately certified or licensed professional. Examples include, but are not limited to, speech therapy (ST), physical therapy (PT), occupational therapy (OT), audiology, counseling services, parent counseling and education, school social work, vision education services and hearing education services. If two or more related services are recommended, the CPSE Administrator will designate one of the related service providers as the coordinator.

**Special Education Itinerant Teacher (SEIT)** services are provided by a certified special education teacher who travels to your child to provide services. The SEIT is an employee of an SED approved preschool special education program. If SEIT services and one or more related services are recommended, the SEIT serves as the coordinator of all the services. SEIT services must be provided at least two hours per week.

**Related Services** and **SEIT** may be provided at a location including, but not limited to, an approved or licensed pre-kindergarten, Head Start program, childcare location, therapist’s office or your home.

**Special Class in an Integrated Setting (SCIS)** is provided by an SED approved preschool special education program and includes both children with and without disabilities. The classroom staff includes at least one special education teacher and one paraprofessional; other early childhood education teachers and paraprofessionals may also work in the classroom. Each child in this type of program receives services for a minimum of 2 1/2 hours per day. Children approved for a special class in an integrated setting may also receive related services as part of their program.

**Special Class (SC)** is provided by an SED approved preschool special education program. All the children in this type of class are classified as preschool children with disabilities. Each child in this type of program receives services for at least 2 1/2 hours per day. Children approved for a special class may also receive related services as part of their program.

**Residential Program** is a special education program that is provided for a minimum of five hours per day, five days a week by an SED approved preschool special education program within a residential twenty-four hour a day setting. Children approved for a residential program may also receive related services. Placement in a residential program must be approved by the New York State Commissioner of Education.

APPROVAL OF PRESCHOOL SPECIAL EDUCATION SERVICES:

At the CPSE meeting, you will be asked to sign an attendance form and if you agree with the recommendations, you will be asked to sign the consent for services form. If your child is eligible to receive preschool special education services, you may choose instead to continue your child’s early intervention services until s/he ages out of the early intervention system. You will be asked to sign a form indicating your choice. If you choose this option, the CPSE may have to meet again to determine if the recommended services are still appropriate. **Your child may not receive early intervention and preschool special education services at the same time.**
If you do not choose for your child to remain in early intervention until the last possible age-out date, the CPSE Administrator can authorize the preschool special education services to begin no later than 30 school days from the day the IEP is developed. This must also be within 60 school days from when you signed the consent to evaluate form. If the CPSE develops a recommendation for special education services (special class, special class in an integrated setting or SEIT) and those services are not available, the CPSE can offer partial service options until the recommended services become available. If you did not attend the CPSE meeting, the consent for services form will be sent to you by mail. Services may not begin without your written consent.

If you do not agree with the recommendations and you cannot resolve the issue at the CPSE meeting you may request, in writing, mediation and/or an impartial hearing. An impartial hearing, in contrast to mediation, is a more formal and legally binding process. If you need additional information on mediation and the impartial hearing process you may contact the CPSE Administrator, the Early Childhood Direction Center in your borough, or one of the organizations listed on the following page.

WE HOPE THIS MATERIAL IS USEFUL TO YOU. IF YOU HAVE ANY QUESTIONS ABOUT THE INFORMATION INCLUDED IN THIS BOOKLET, OR ABOUT SERVICES FOR YOUR CHILD, PLEASE CONTACT THE EARLY CHILDHOOD DIRECTION CENTER IN THE BOROUGH WHERE YOU RESIDE.

The Early Childhood Direction Centers (ECDC), funded by the New York State Education Department, provide free confidential information, referral and support for families and professionals about services for young children with suspected or diagnosed developmental delays or disabilities. In New York City there is an Early Childhood Direction Center in each borough.


BRONX
Early Childhood Direction Center
Bronx Independent Living Services
4419 Third Avenue, Suite 2C
Bronx, NY 10457
347-271-8159
maura@bils.org
http://bils.org

BROOKLYN
Early Childhood Direction Center
United Cerebral Palsy of NYC
160 Lawrence Avenue
Brooklyn, NY 11230
718-437-3794
brooklynedc@ucpny.org
www.ucpny.org/ecd

MANHATTAN
Early Childhood Direction Center
New York Presbyterian Hospital
409 East 60th Street, #3-312
New York, NY 10022
212-746-6175
ecdc@nyp.org
http://nyp.org/ecd

QUEENS
Early Childhood Direction Center
Queens Centers for Progress
81-15 164th Street
Jamaica, NY 11432
718-215-1299
cwarkala@quenncp.org
www://ecdqueens.org

STATEN ISLAND
Early Childhood Direction Center
Staten Island University Hospital
242 Mason Avenue, 1st Floor
Staten Island, NY 10305
718-226-6670
lkennedy30@northwell.edu
http://www.siuh.edu/ecd
In New York City, the following agencies also provide information, referral and advocacy assistance to families of children with special needs:

Advocates for Children of New York  
866-427-6033 (education help line, toll free)  
http://www.advocatesforchildren.org

Parent to Parent of New York State  
800-405-8818  
http://www.parenttoparentnys.org/offices/new-york-city

INCLUDEnyc  
212-677-4660 (resource line)  
http://www.includenyc.org/

Sinergia, Inc.  
212-643-2840  
http://www.sinergiany.org

United We Stand of New York  
718-302-4313  
http://www.uwsofny.org


Bronx  
212-677-4650  
https://www.includenyc.org/content/programs

Brooklyn  
212-677-4650  
https://www.includenyc.org/content/programs

Manhattan  
212-677-4650  
https://www.includenyc.org/content/programs

Queens  
212-677-4650  
https://www.includenyc.org/content/programs

Staten Island  
718-494-4872  
http://www.parenttoparentnys.org/Regional/statenisland.htm

EI- PSSE Overview for Families 4/99, 9/00, 6/01,1/02, 4/04, 12/06, 11/07, 6/12, 8/13, 11/14, 9/15, 7/16
Committees on Special Education (CSE) and Preschool Special Education (CPSE)

District **Committees on Special Education (CSEs)** coordinate and carry-out the special education process for students who are not enrolled in NYCDOE district schools. CSEs serve families in the district where a child’s school is located.

**Committees on Preschool Special Education (CPSEs)** coordinate and carry-out the special education process for preschool children ages 3 to 5. CPSEs serve families in the district where a family resides.

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<tr>
<th>CSE/CPSE</th>
<th>District(s)</th>
<th>Address</th>
<th>Phone/Fax</th>
<th>Contact</th>
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<tr>
<td>1</td>
<td>7,9,10</td>
<td>One Fordham Plaza, 7th floor Bronx, NY 10458</td>
<td>P: (718) 329-8001 F: (718) 741-7928/7929</td>
<td>Steven Birkeland</td>
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<tr>
<td>2</td>
<td>8,11,12</td>
<td>3450 East Tremont Ave., 2nd fl Bronx, NY 10465</td>
<td>P: (718) 794-7420 Español: (718) 794-7490 F: (718) 794-7445</td>
<td>Tricia DeVito</td>
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<tr>
<td>3</td>
<td>25, 26</td>
<td>30-48 Linden Place Flushing, NY 11354</td>
<td>P: (718) 281-3461 F: (718) 281-3478</td>
<td>Esther Morell</td>
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<td>28, 29</td>
<td>90-27 Sutphin Boulevard Jamaica, NY 11435</td>
<td>P: (718) 557-2553 F: (718) 557-2620/2510</td>
<td>Esther Morell</td>
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<td>4</td>
<td>24, 30</td>
<td>28-11 Queens Plaza N., 5th fl Long Island City, NY 11101</td>
<td>P: (718) 391-8405 F: (718) 391-8556</td>
<td>Chris Cinicola</td>
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<td>27</td>
<td>Satellite Office 82-01 Rockaway Blvd. 2nd fl Ozone Park, NY 11416</td>
<td>P: (718) 642-5715 F: (718) 642-5891</td>
<td>Chris Cinicola</td>
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<td>5</td>
<td>19,23,32</td>
<td>1665 St. Marks Avenue Brooklyn, NY 11233</td>
<td>P: (718) 240-3557/3558 F: (718) 240-3555</td>
<td>Geraldine Beauvil</td>
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<td>6</td>
<td>17,18,22</td>
<td>5619 Flatlands Avenue Brooklyn, NY 11234</td>
<td>P: (718) 968-6200 F: (718) 968-6253</td>
<td>Arlene Rosenstock</td>
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<td>7</td>
<td>20,21</td>
<td>415 89th Street Brooklyn, NY 11209</td>
<td>P: (718) 759-4900 F: (718) 759-4970</td>
<td>Amine Haddad</td>
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<td>31</td>
<td>715 Ocean Terrace, Building A Staten Island, NY 10301</td>
<td>P: (718) 420-5790 F: (718) 420-5787</td>
<td>Amine Haddad</td>
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<td>13,14,15,16</td>
<td>131 Livingston Street, 4th fl</td>
<td>P: (718) 935-4900</td>
<td>Cherry Kang</td>
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<td>Brooklyn, NY 11201</td>
<td>F: (718) 935-5167</td>
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<td>1,2,4</td>
<td>333 7th Avenue, 4th fl</td>
<td>P: (917) 339-1600</td>
<td>Nicholas Chavarria</td>
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<td></td>
<td>New York, NY 10001</td>
<td>F: (917) 339-1450</td>
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<td>10</td>
<td>3,5,6</td>
<td>388 West 125th Street</td>
<td>P: (212) 342-8300</td>
<td>Jane O'Connor</td>
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<td></td>
<td>New York, NY 10027</td>
<td>F: (212) 342-8427</td>
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<tr>
<td>Charter Schools</td>
<td>All Districts</td>
<td>One Fordham Plaza, 7th floor</td>
<td>P: (718) 329-8001</td>
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<td>Bronx, NY 10458</td>
<td>F: (718) 741-7928/7929</td>
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May 16, 2016

Dear Parent or Guardian,

I am pleased to provide you with information about how the Department of Education (DOE) will arrange related services stated on your preschool child’s Individualized Education Program (IEP) for the 2016-2017 school year.

Related services include speech therapy, occupational therapy, physical therapy, counseling, and vision and hearing education services. These services are important in helping your child make educational progress. The DOE will arrange for a provider to be assigned for each related service stated on your child’s IEP; we are strongly committed to supporting you throughout this process.

Please take a few minutes to review the attached materials, which provide detailed information about the DOE’s process for arranging preschool related services and answers questions that parents often ask. This information, along with links to other useful sites, is also available online. Here are a few of the key points in the process for providing preschool related services:

- It is NOT your responsibility to find a related service provider. The DOE will arrange for any related services stated on your child’s IEP to be provided at the DOE’s expense.
- If your child attends a special education center-based program, that program will provide your child’s related services.
- If your child does not attend a special education center-based program, the DOE will assign a qualified provider to serve your child by the date on which services are scheduled to begin.
  - A Committee on Preschool Special Education (CPSE) representative (who may or may not be the CPSE administrator who attended your child’s IEP meeting) will be assigned to your child’s case and will contact you directly, or authorize a related services agency to contact you, to make the necessary arrangements for your child’s related services to begin.
  - Once these arrangements have been made, the representative will confirm the assignment with both you and the provider, and will follow up to make sure that services begin as planned.
- If your child will be enrolled in a Pre-K For All (Universal Pre-Kindergarten/UPK) program in the Fall, we will typically seek to provide ten-month school year services at that pre-school site, unless otherwise specified by the IEP. Your child will likely be assigned a new provider at that time. In the meantime, if your child’s IEP requires 12 month services, we will seek to retain the therapist who worked with your child during the 2015-2016 school year to continue to do so this summer at a location consistent with the IEP. For additional information on the Pre-K For All (UPK) program, including how to find a program near you, go to our website here.

We are deeply committed to providing the services your child needs to meet his/her educational goals. After reviewing the enclosed materials, please do not hesitate to contact us if you have questions or concerns.
Overview of the Process: Arranging Related Services for Preschool Children

The Department of Education (DOE) is responsible for providing any related services stated on a child’s Individualized Education Program (IEP). The cost of these services is covered entirely by the DOE.

If your child attends a special education center-based program (a special class or a special class in an integrated setting), the center-based program will provide your child’s related services.

If your child does not attend a special education center-based program, a representative of your local Committee on Preschool Special Education (CPSE) will assign a provider for each related service stated on your child’s IEP. This representative might not be the same CPSE administrator who was at your child’s IEP meeting, but will be your point of contact regarding provision of your child’s services. To find out which CPSE is responsible for your child’s services, click here, and locate the listing for the district in which your child lives. If you do not know your child’s home district, call 311, or type your child’s home address into the “school search” box on our homepage, enter your child’s home address at the top and click “Search.” The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district. Note that the CPSE that covers your home district is responsible for your child’s services even if your child’s preschool is located in a different district. However, it is extremely important that you keep us informed regarding where your child will attend preschool so that services can be provided in the correct location.

The CPSE representative will first work to find a DOE employee to provide related services for your child for the upcoming school year. If no DOE employee is available, the CPSE representative will look for a qualified service provider through an agency that has a contract with the DOE. If no contract agency is available, the CPSE representative will find a qualified independent provider (either an individual or an agency). It is NOT your responsibility to find a provider for your child.

The contract agency or independent provider assigned by the CPSE representative will contact you to make necessary arrangements. If you have questions or concerns during the process, please communicate directly with your CPSE representative. Once arrangements have been made, the representative will send a confirmation to you and the agency that identifies the provider, the location of services and the start date for services. (In the case of an independent provider only, the DOE will issue an Independent Agreement to the provider.) Do not contact an agency or provider on your own, as this may cause confusion.

Just after the scheduled start date for your child’s services, the CPSE representative will confirm with the provider that services have begun. If services do not begin on the scheduled start date, please call your CPSE representative immediately. The DOE will then take action to make sure that services begin.

If you have questions regarding any part of this process, please read the attached list of Frequently Asked Questions. You may also find it helpful to read the DOE’s Guiding Philosophy for provision of related services, and other information on our website concerning preschool special education. To find the Guiding Philosophy, click here or go to our homepage at http://schools.nyc.gov and type Guiding Philosophy: Related Services in the search. To visit our preschool special education web page, click here.
If these resources do not fully address your questions, please contact your CPSE. If you still have questions or concerns after contacting your CPSE, please send an email to relatedservices@schools.nyc.gov. This email address is checked every business day by the DOE’s Special Education Office, and we will work to provide you with a prompt and thorough response.

**Frequently Asked Questions: Related Services for Preschool Children**

1. **How do I know the name and contact information for my CPSE representative?**
   To find your CPSE representative, call the CPSE for the district in which your child lives. To find the CPSE that serves your child, click here or go to our homepage at http://schools.nyc.gov, type CPSE in the search box at the top of the page, click the Committees on Preschool Special Education link, and locate the listing for the district in which your child lives. If you do not know your child’s home district, call 311, or type your child’s home address into the “school search” box on our homepage, enter your child’s home address at the top and click “Search.” The website will give you the zoned school for your address. Look below the name of the school to see which school district the school is located in. That is your home district.

2. **What is the DOE’s philosophy in providing related services for my child?**
   Related services are provided to support and advance the educational progress of a student with a disability. The main purpose of related services is to help maximize each student’s ability to achieve his or her educational goals. To read more about the DOE’s Guiding Philosophy for provision of related services, click here, or go to our homepage at http://schools.nyc.gov and type Guiding Philosophy: Related Services in the search box at the top of the page.

3. **Can I choose a provider for my child?**
   No. The DOE, through your CPSE representative, will assign a provider for your child. Contacting an agency or provider on your own may result in unnecessary confusion. The CPSE representative will direct a provider to contact you to make specific plans for serving your child. If you have questions or concerns at any point, please contact your CPSE representative.

4. **How can I help make sure that services are put in place quickly?**
   The most important thing you can do is ensure the CPSE has your current contact information, and to communicate with your CPSE representative and respond quickly and fully to requests from the CPSE representative and from providers the DOE asks to contact you. Please tell your CPSE right away if your address or contact information changes, so that we know how to reach you.

5. **I am very happy with the therapist who served my child this year; can I keep the same provider next year?**
   In some cases it may turn out that the same provider continues working with your child from one preschool year to the next. However, it is not possible to guarantee that this will happen, in much the same way that school-aged students cannot be assured of having the same classroom teacher from year to year. Where feasible, we will seek to retain a provider previously assigned to work with your child by the DOE under the following circumstances:
a) For summer services, where your child is entering Kindergarten in the Fall;
b) For summer services, where your child will be attending a special education center-based program or a Pre-K For All (UPK) program in the Fall;
c) For 12-month students who began working with a provider assigned by the DOE on or after February 1, 2016.

6. Where will services be delivered?
If services will be provided in your child’s classroom, that will be stated on your child’s IEP. Otherwise, the CPSE representative will work to identify a provider who can serve your child in an appropriate location specified by the DOE. To facilitate this process, the representative will share the latest information on file regarding your child’s preschool or child care location with the contract agency or independent provider. In many cases, this may be in a separate room at your child’s preschool or child care program, or in your home (e.g., if your child is not in preschool). Under certain circumstances, services may be provided at a related service agency. While some travel may be required, the CPSE representative will ensure that the provider serves your child at a time and place that are reasonable and appropriate. (See below for information about transportation to agency locations.) If your child can no longer receive services at the arranged time and place, you should contact your CPSE representative immediately.

7. How does the DOE make sure that my child’s providers are qualified?
Before any provider can start work with your child, the DOE makes sure that the provider has the appropriate, current New York State license for the service to be provided. We also require that the provider be fingerprinted and background-checked. If we learn of any incident that might affect a provider’s ability to continue serving your child safely, we will immediately assign a new provider.

8. Why does the DOE use contract agencies? How were they selected? Why are some called “primary” agencies?
The DOE uses contract agencies to make sure that qualified providers are available to serve students throughout the five boroughs. The contracts help the DOE find providers quickly and efficiently without placing a burden on parents. The DOE selected contract agencies through a competitive bidding process. The agencies were reviewed and selected for their ability to provide high quality services, and we carefully monitor their performance to ensure that students continue to be appropriately served at all times. “Primary” agencies have many providers and can serve an entire borough. In seeking a provider for your child, the CPSE representative will contact primary agencies first.

9. How will the provider assigned by the CPSE to serve my child know where and when to begin working with my child?
The CPSE will notify the provider in writing of the location and start date for services. In the case of a contract agency, the notification will typically be issued via e-mail to the provider. In the case of a qualified independent provider, the CPSE representative will execute an Independent Agreement (IA) directly with the provider. The CPSE representative will also provide you with the name of the provider, the location and the authorized start date.
10. Can services begin prior to the date stated in writing by the CPSE?
   No.

11. Do I need to pay for services?
   No. Contract agencies and independent providers MAY NOT bill you or accept payment from you for related services arranged by the DOE.

12. What happens if my child’s services do not start on the date stated by the CPSE?
   You should contact your CPSE representative right away. The CPSE will contact the provider assigned to serve your child. If the provider cannot begin services, your CPSE representative will look for a different provider. If you are not able to reach your CPSE representative, please email relatedservices@schools.nyc.gov or contact the chair of the district Committee on Special Education (CSE) office. (Please note that a provider may not refuse to “release” an assignment; the decision to look for a different provider will be made by the DOE.)

13. What happens if the provider serving my child is unable to continue providing services?
   The provider is responsible for immediately informing the DOE. The DOE will then follow the same process described above to identify another provider. If your provider tells you that services will stop before the end date, you should contact the CPSE representative right away.

14. Is transportation available to get my child to related services?
   If your child’s related services are provided at your child’s preschool (other than a special education center-based program), child care program, or home, the DOE will not provide transportation. If your child’s related services are provided at a related service agency because the CPSE was unable to arrange for the services to be provided at home, preschool or child care, and if transportation to the site is required, the CPSE will provide or fund transportation to the agency, including tolls where applicable. Typically, this will be through issuance of a MetroCard, where public transportation to the site is appropriate and available. For further information on transportation reimbursement procedures, click here or go to our homepage at http://schools.nyc.gov, and type Related Services Information in the search box at the top of the page. Transportation reimbursement information and a link to the required form are at the bottom of the Related Services Information page.

http://schools.nyc.gov/Academics/SpecialEducation/tellmemore/information-parents-preschoolers.htm
Preschool Special Education

The Committee on Preschool Special Education (CPSE) provides special education services to children 3-5 years old. Services depend on your child’s needs and may be provided in any early childhood setting, including a preschool program, Head Start, a child care location selected by the parent, a hospital or at home if determined appropriate.

When to Refer Children to CPSE

Children receiving Early Intervention services should be referred to CPSE for evaluation 4 months before becoming eligible to receive preschool services.

- If a child turns 3 between January 1 and June 30, s/he can receive preschool services starting on January 2.
- If a child turns 3 between July 1 and December 31, s/he can receive preschool services starting on July 1.

How to Refer Children to CPSE

A letter identifying your child and describing why you are referring your child must be sent to the CPSE that works with families in your district.

To find your district and information on your CPSE, call 311 or visit the NYCDOE website at schools.nyc.gov.

Next Steps

Once the CPSE receives your referral, it will mail a packet containing:

- A notice that the referral was received
- Consent for initial evaluation letter (C-IP letter)
- A list of approved preschool evaluation sites in NYC

Once you receive this packet, schedule an evaluation at one of the sites.

The CPSE will schedule an IEP meeting within 60 days from the signed consent for evaluation.
Advocacy Strategies

In order to get what you need, it is important to know what to say, how to say it, when to say it, and who to say it to, as well as what to do when you hit barriers. Here are some strategies that might help make the process more successful:

• Learn about the rules, regulations, entitlements and laws that support your desired goals and outcomes.

• “The powers that be” will respond more rapidly to someone who presents him/herself as an advocate. The connotation is “lawyer” even though you are not. Use the word “advocate” when introducing yourself.

• When you have achieved any desired outcome, be sure to thank them in writing! Everyone appreciates being appreciated.

• Persistence! Call, call again, email, fax, write, follow-up with a call. The squeaky wheel gets the grease and the services.

• Get names! People miraculously develop better manners if they think you can track them down.

• Everyone has a boss! If you are not getting satisfactory results from someone, find out who their supervisor is; go all the way to the board of directors, president, etc., if need be.

• There is never any excuse for rude treatment! Let the rude person know you are aware of this basic right. If they persist, use the previous two steps.

• Paper trails are critical. Document all names, incidents, what you were told, when, what you did, and what they did.

• Be very sparing when calling in favors; the “crying wolf” syndrome can take hold. If you ask for too many favors, you’ll soon find closed ears. Use all possible resources before saying, “please do me a favor”.

• Waiting lists are a reality. Put your child on the list. You’ve got to be in it to win it!

• The early bird catches the resource. There is no such thing as too early, too soon, or jumping the gun.

• Never put all of your eggs in one basket; some of your eggs might be rotten. Brainstorm many options and back up possibilities.

• If all else fails, use the media: radio, television, newspapers, blogs, etc.

• Put the people who represent you to work. Contact your elected officials: City Council, Borough Presidents, Public Advocates, State Assembly, State Senators, Governor, Congress, Senators; even the President!
Early Childhood Direction Center
New York Presbyterian Hospital
212-746-6175 ◆ ecdc@nyp.org ◆ nyp.org/ecdc

Information ◆ Referral ◆ Support ◆ Training
Transition from Early Intervention to Preschool Special Education Services: Overview for Families
Transition ...

means passage from one form, state, style, or place to another

NYS Department of Health:
The Early Intervention Program: A Parent’s Guide
STEPS TO SUPPORT TRANSITION

FOR ALL CHILDREN RECEIVING EARLY INTERVENTION SERVICES:

• transition plan

IF A PARENT IS INTERESTED IN PRESCHOOL SPECIAL EDUCATION SERVICES:

• notification
• transition conference
• referral
• consent for evaluation
• evaluation
• eligibility determination
• individualized education program (IEP)
• transition
IMPORTANT TERMS

• **IDEA**: Individuals with Disabilities Education Act

• **FAPE**: Free Appropriate Public Education

• **LRE**: Least Restrictive Environment

• **IFSP**: Individualized Family Service Plan

• **IEP**: Individualized Education Program
EARLY INTERVENTION IN NEW YORK CITY

• Regulated by the New York State Department of Health
• Administered by the New York City Department of Health and Mental Hygiene
• Early Intervention Regional Office in Each Borough
• Early Intervention Official Designee (EIOD)
• Early Intervention Service Coordinator (EISC)
PRESCHOOL SPECIAL EDUCATION IN NEW YORK CITY

• Regulated by the New York State Education Department
• Administered by the New York City Department of Education
• 10 Regional Committees on Special Education (CSE), each includes a Committee on Preschool Special Education (CPSE)
• CPSE Administrators
PRESCHOOL SPECIAL EDUCATION SERVICES AND SUPPORTS

Address documented delays in one or more of five areas:

• Cognitive
• Communication
• Motor/Physical
• Social/Emotional
• Adaptive/Self-help
EARLY INTERVENTION AGE-OUT DATE

• If a parent opts **not** to refer their child to the Committee on Preschool Special Education (CPSE), the child’s early intervention services will end the day before her/his third birthday.

• If a parent refers their child to the CPSE, but the CPSE process in **not** completed before the child’s third birthday, the child’s early intervention services will end the day before her/his third birthday.
AGE ELIGIBILITY FOR PRESCHOOL SPECIAL EDUCATION SERVICES

• Children who turn three between January 1\textsuperscript{st} and June 30\textsuperscript{th} are first age-eligible for preschool special education services on January 2\textsuperscript{nd} of the year they turn three.

• Children who turn three between July 1\textsuperscript{st} and December 31\textsuperscript{st} are first age-eligible for preschool special education services on July 1\textsuperscript{st} of the year they turn three.
EARLY INTERVENTION
AGE-OUT DATE DETERMINATION

• A child may continue to receive early intervention services past her/his third birthday, if the CPSE determines before the child’s third birthday that the child meets the eligibility criteria to receive preschool special education services.

• If the CPSE determines that a child is not eligible for preschool special education services, the child’s early intervention services will end the day before her/his third birthday.
EARLY INTERVENTION
AGE-OUT DATE OPTIONS

• If determined eligible for preschool special education services by the CPSE, children who turn three between January 1\textsuperscript{st} and August 31\textsuperscript{st} may remain in early intervention until August 31\textsuperscript{st} of the year they turn three

• If determined eligible for preschool special education services by the CPSE, children who turn three between September 1\textsuperscript{st} and December 31\textsuperscript{st} may remain in early intervention until December 31\textsuperscript{st} of the year they turn three
NOTIFICATION

• NYC Early Intervention Program (EIP) sends written notification to the CPSE of a child's potential transition to the preschool special education system.

• Notification happens 120 calendar days prior to a child's first age eligibility for preschool special education services unless the parent declines in writing (opt out).
TRANSITION CONFERENCE

• If a parent would like more information about the CPSE process, with written permission, the EI Service Coordinator (EISC) will request a transition conference with the CPSE Administrator and the Early Intervention Official Designee (EIOD)

• The conference should occur no later than 90 calendar days before the child’s first age eligibility for preschool special education services

• The conference can also take place as early as the IFSP meeting closest to the child’s second birthday
REFERRAL

• The EISC can assist a parent in writing and sending a referral letter to the CPSE in the school district where the family resides

• The written referral may be made as early as 120 calendar days before the date of a child’s first potential preschool special education age eligibility

• The written referral must be made no later than 90 calendar days before a child’s third birthday
EVALUATION

• After receiving a written referral from the parent, the CPSE Administrator immediately sends the parent an evaluation information packet, which includes:
  - List of approved preschool special education evaluation agencies
  - Consent for Evaluation Form (C-1P)
  - Medical Form
  - Due Process Rights

• Parent is then responsible for contacting an evaluation agency from the list to arrange the evaluation

• Parent signs the consent for evaluation form at the first meeting with the evaluation agency
EVALUATION COMPONENTS

• Physical Examination
• Social History
• Psychological Evaluation
• Observation
• Other assessments, which may include Speech, Occupational and/or Physical Therapy evaluations, and/or a Functional Behavioral Assessment (FBA)
• For children who are exposed to languages other than English, the psychological and speech evaluations may need to be conducted in the these language/s
EVALUATION COMPONENTS

• Parent may consent to share their child’s early intervention evaluations and/or progress reports with the CPSE
• Parent may also submit additional independent evaluations for consideration by the CPSE
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The meeting to develop the IEP must occur no later than 60 calendar days from the date the parent signed consent for evaluation.

If a child meets eligibility criteria the CPSE will develop an IEP, which includes:

- Classification - Preschool Student with a Disability
- Description of child’s abilities and needs
- Goals and objectives to measure progress
- Recommendation for services and where they will be delivered, including a discussion of how services will be delivered in the Least Restrictive Environment (LRE)
COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Required members:

• Child’s parent
• CPSE Administrator (NYC DOE district representative)
• Special education teacher or provider
• General education teacher (preschool teacher)
• Professional who can interpret evaluations (usually a representative from the evaluation agency)
• EISC, if the parent agrees and asks the CPSE to invite
• Interpreter, if needed and requested in advance
Optional members:

- Parent member – if requested by the parent
- Physician – if requested by the parent
- Parent may invite others to attend the meeting
ELIGIBILITY CRITERIA

Documented delay in at least one functional area of development - cognitive, communication, physical, social/emotional, adaptive – that adversely impacts student’s ability to learn:

12-month delay in one or more functional areas; or
33% delay in one functional area; or
25% delay in two functional areas; or
2.0 standard deviations below mean in one functional area; or
1.5 standard deviations below mean in two functional areas; or

Child meets New York State classification for autism, deafness, deaf-blindness, hearing impairment, orthopedic impairment, other health impairment, traumatic brain injury, or visual impairment
PRESCHOOL SPECIAL EDUCATION SERVICES

• Related services, which include:
  ◦ Speech and language therapy
  ◦ Occupational therapy
  ◦ Physical therapy
  ◦ Counseling (play therapy)
  ◦ Vision/hearing services

• SEIT: Special Education Itinerant Teacher
• Special class in an integrated setting (half-day or full-day)
• Special class (half-day or full-day)
PRESCHOOL SPECIAL EDUCATION SERVICES

• Other supports and services:
  ◦ Paraprofessional
  ◦ Assistive technology
  ◦ Bilingual services
  ◦ Transportation: to special class or related services provided at a location other than home or preschool
  ◦ Behavior Intervention Plan (BIP)

• 12 month services:
  ◦ If child will demonstrate substantial regression without summer services
STARTING SERVICES

The CPSE Administrator is responsible for arranging all services and supports on a child’s IEP

- Services must start as soon as possible following the IEP meeting, and no later than 60 school days from the date the parent signed the consent for evaluation
- For children transitioning from Early Intervention, the parent can choose to stay in EI until the last age-out date or may opt to begin services as soon as possible
- The projected start date and location where for services will be delivered is listed on the IEP
CHILD DOES NOT MEET ELIGIBILITY CRITERIA

• If a child is not eligible for preschool special education services, the parent and early intervention service coordinator determine the child’s last day for EI services (no later than the day before the child’s third birthday)
ADVOCACY TIPS

• Be polite
• Be persistent
• Keep careful records
• Be aware of timelines
• Go up the chain of command if necessary
• Always remember, that you are a valued and required member of the Committee on Preschool Special Education
The Early Childhood Direction Center, also known as the ECDC, is a place families can contact for information and assistance related to supports and services for young children with suspected or diagnosed developmental delays or disabilities. The ECDC also provides information, assistance and workshops for agencies, professionals, and other members of the community.

There are 14 ECDCs in New York State, including one in each New York City borough.

The ECDC Network is funded by the New York State Education Department and each ECDC is locally sponsored by a not-for-profit agency.

NEW YORK CITY ECDC INFORMATION

BRONX ECDC
Bronx Independent Living Services 4419 Third Avenue Bronx, NY 10457
347-271-8159 maura@bils.org  http://www.ecdcbronx.org

BROOKLYN ECDC
United Cerebral Palsy of NYC 160 Lawrence Avenue Brooklyn, NY 11230
718-437-3794 brooklynecdc@ucpnyc.org  www.ucpnyc.org/ecdc

MANHATTAN ECDC
New York Presbyterian Hospital 409 East 60th Street New York, NY 10022
212-746-6175 ecdc@nyp.org  http://nyp.org/ecdc

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

STATEN ISLAND ECDC
Staten Island University Hospital 242 Mason Avenue Staten Island, NY 10305
718-226-6670 lkennedy30@northwell.edu  http://www.siuh.edu/childhood
RESOURCES

New York City Department of Health and Mental Hygiene – Early Intervention Program
http://www1.nyc.gov/site/doh/health/health-topics/early-intervention.page

New York State Department of Health – Early Intervention
https://www.health.ny.gov/community/infants_children/early_intervention

New York City Department of Education
http://schools.nyc.gov/Academics/SpecialEducation/AcrossGrades/Preschool/default.htm

New York State Education Department

Advocates for Children of New York, Inc
http://www.advocatesforchildren.org
Helpline: 866-427-6033

INCLUDEnyc
https://www.includenyc.org
Helpline: 212-677-4660 (English); 212-677-4668 (Spanish)

Sinergia
http://www.sinergiany.org
212-643-2840
REFERENCES

New York State Department of Health
A Parent’s Basic Guide to the Early Intervention Program

Programa de Intervención Temprana: Guía para Padres

New York State Education Department
Early Intervention to Preschool Calculator

New York City Department of Education
Preschool Special Education

Educación Especial Preescolar

Advocates for Children of New York, Inc
Guide to Preschool Special Education Services

Servicios de Educación Especial Preescolar
http://www.advocatesforchildren.org/sites/default/files/library/preschool_special_ed_guide_spanish.pdf?pt=1

Guide to Public Education Programs for 3 and 4 Year Olds

Guía de Programas de Educación Pública para Niños de 3 y 4 Años
http://www.advocatesforchildren.org/sites/default/files/library/ece_program_guide_spanish.pdf?pt=1