



Department of
Education
Chancellor Richard A. Carranza

2ND EDITION

NEW YORK CITY
DEPARTMENT OF
EDUCATION (DOE)
GUIDE TO THE

Early Intervention - to - Preschool Transition



Welcome!

Dear Families,

Both the New York City Department of Education (DOE) and the Department of Health and Mental Hygiene (NYC Health Department) are working to ensure that our youngest learners with disabilities have access to the services they need, particularly during transition points (moving from services delivered in one system to services delivered in another). Our agencies are partnering to improve the transition from the Early Intervention (EI) program to preschool and have worked together to create this Guide with the goal of providing you with more information about preschool options for your child. We hope that this information is helpful as you make decisions for your child.

We know how challenging transitions can be for families of children with disabilities. In addition, the transition from EI to preschool is a critical time when families need clear information and support. As you know, children with developmental delays and disabilities have access to services provided by the Health Department through the EI program between the ages of 0 and 3 years. Families whose children who are between 3 and 5 years old have the option to join the DOE's Committee on Preschool Special Education (CPSE) by submitting a referral when children approach 3 years old. Families can also apply for early childhood programs such as 3-K for All and EarlyLearn NYC.

We encourage you to become familiar with the information in this Guide and to discuss it with your child's EI program service coordinator, service providers and teachers. Thank you for your continued commitment to your child's success and growth.

Sincerely,



Josh Wallack
Deputy Chancellor,
Early Childhood Education &
Student Enrollment, NYC DOE



Linda Chen
Chief Academic Officer
NYC DOE



Dr. Daniel Stephens
Deputy Commissioner of Family
and Child Health
NYC Health Department

Table of Contents

I. Early Childhood Care & Education Options	page 7
DOE Options for Infants and Toddlers	page 7
Early Childhood Care & Education Options for 3 & 4 Year Olds	page 7
Timeline for Applying for 3-K and Pre-K for Children with Disabilities	page 9
II. Transition from Early Intervention to Preschool Special Education	page 10
Transition Meeting	page 10
Preschool Special Education Process	page 11
Notification	page 11
Referral	page 11
Evaluation	page 12
CPSE Meeting	page 13
Programs and Services	page 14
Assistive Technology	page 15
Due Process	page 17
Support Available in 3-K for All and Pre-K for All	page 18
III. Similarities and Differences between Early Intervention and Preschool Special Education	page 19
IV. Least Restrictive Environment (LRE) and Inclusion	page 21
Least Restrictive Environment	page 21
Benefits of Inclusion	page 22
V. Additional Information & Resources	page 23
Resources for Applying to 3-K for All and Pre-K for All	page 23
DOE Contacts for Preschool Special Education Support	page 23
CPSE Region, Chairperson and Community Coordinator Contact Information	page 24
Office of School Health	page 26
External Resources	page 27
VI. Key Terms	page 28

DOE Guide to the Early Intervention-to-Preschool Transition

The infant, toddler, and early childhood years are a time of incredible development and growth. During this time, many children benefit from additional supports to help them learn and thrive. In New York City, children with developmental delays and disabilities under three may receive these supports through Early Intervention (EI), run by the Department of Health and Mental Hygiene (DOHMH). For children age three and older with an educational disability, which is a delay or disability that affects learning, the New York City Department of Education (DOE) has a variety of special education programs and services.

When transitioning out of EI, you may refer your child to the DOE's Committee on Preschool Special Education (CPSE) if you believe your child may need services after EI. Regardless of whether or not your child needs services, all children turning three are encouraged to apply for free or reduced cost 3-K for All programs. Children can receive preschool special education services in an early childhood setting such as 3-K for All.

This guide provides information that can help you understand your options as you prepare to transition from EI to preschool. It includes information about DOE early childhood education programs and about the transition process to preschool special education.





I. Early Childhood Care & Education Options

DOE Options for Infants and Toddlers

If your child is younger than three and you are interested in early care and education options, the DOE also has program options for children from birth to two years old. While your child is in the Early Intervention (EI) program between the ages of birth to two years old, EI services can be provided in a DOE EarlyLearn program. New York City provides a number of free or low-cost EarlyLearn programs for families that qualify. These programs provide early care and education for children from birth to two years old, all year round for up to ten hours a day. Eligibility is based on your family's income and needs.* If you qualify and there is a seat available, your child can begin a program anytime during the year. These options include:

- Infant/Toddler Extended Day/Year programs;
- Early Head Start programs; and
- Administration for Children's Services (ACS) voucher options.

To learn more about these options, visit the DOE's website at www.schools.nyc.gov/enrollment/enroll-grade-by-grade/earlylearn-nyc.

**Note: DOE Head Start and Early Head Start programs may enroll a small number of families who do not qualify based on income, if they demonstrate a need for the services. This includes families of children with disabilities who could benefit from a Head Start or Early Head Start setting.*

Early Childhood Care & Education Options for 3 & 4 year olds

The DOE offers several early childhood care and education options for families of three- and four-year-olds, both with and without developmental delays and disabilities.

In order for your child to attend one of these programs, you need to apply through the 3-K or Pre-K for All applications, or if eligible, directly with Head Start and other extended day/year providers. The Committee on Preschool Special Education (CPSE) does not arrange for placement in early childhood general education programs, such as 3-K or pre-K. If you submit or plan to submit a referral for evaluation to the CPSE, and apply and get a seat in 3-K or pre-K, the CPSE will work with you to arrange special education services appropriate for your child's needs in the 3-K or pre-K program. You can always reach out to the CPSE to discuss how special education programs and services can be arranged in the 3-K or pre-K program where you get a seat.

Families of all children, including children with disabilities, are encouraged to apply to 3-K and Pre-K for All. To learn more about making a referral to the CPSE for preschool special education programs and services, go to section II on page 10, Transition from Early Intervention to Preschool Special Education.

3-K for All

3-K for All programs offer **free**, full-day, high-quality education to three-year-old children in New York City. In **some** school districts, 3-K programs are available to all families (see www.schools.nyc.gov/enrollment/enroll-grade-by-grade/3k for a list of districts that offer 3-K for all families). In **all** school districts, 3-K programs are available to families who qualify based on income and needs.* These programs, including Head Start, are free or low-cost and offer care all year for up to 10 hours a day; if you qualify and there is a seat available, you can enroll your child at any time. To learn more, visit www.nyc.gov/3k.

**Note: DOE Head Start and Early Head Start programs may enroll a small number of families who do not qualify based on income, if they demonstrate a need for the services. This includes families of children with disabilities who could benefit from a Head Start or Early Head Start setting.*

Pre-K for All

Pre-K for All programs offer **free**, full-day, high-quality education to four-year-old children in New York City. Some pre-K programs, including Head Start, are available to families who qualify based on income and needs.* These programs are free or low-cost and offer care all year for up to 10 hours a day; if you qualify and a seat is available, you can enroll your child at any time. Visit www.nyc.gov/prek to learn more.

3-K and Pre-K for All are offered in the following settings:





- *District Schools.* Some public elementary schools offer 3-K and pre-K programs. The school's principal oversees these programs.
- *Pre-K Centers.* Pre-K Centers are run by DOE staff and only serve grades before kindergarten.
- *NYC Early Education Centers (NYCEECs).* Some community-based organizations provide 3-K and pre-K, and are supported by the DOE.
- *Home-Based Programs.* Some home-based programs provide 3-K, and are supported by the DOE.

- For more information on available general education programs, and to find contact information, you can visit www.MySchools.nyc.
- You can also learn more by calling the DOE Outreach team at **212-637-8000**.
- If you have questions or need support transitioning from EI to preschool, you can contact eitopreschool@schools.nyc.gov.
- For general enrollment support, you can visit a Family Welcome Center (locations available at: www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers).

Timeline for Applying to 3-K and Pre-K for Children with Disabilities

Children benefit greatly from learning in the least restrictive environment (LRE) appropriate for their individual needs. LRE means learning in settings where students with disabilities are educated alongside students without disabilities to the greatest extent possible. This often means learning in a 3-K or Pre-K for All class with special education programs or related services.

You can apply to 3-K or pre-K:

	Whether or not you plan to submit a referral to the CPSE;
	If you have already submitted a referral to the DOE;
	If you are in the CPSE process, including if you are waiting for evaluations to be completed or waiting for your IEP meeting to be scheduled; or
	If your child already has an IEP, including if they have an IEP that recommends special class in an integrated setting (SCIS) or special class (see section IV on page 21 for more information about these program types).

Note that applications for 3-K and pre-K are accepted during an annual open application process that occurs in winter-spring (www.schools.nyc.gov/enrollment/enroll-grade-by-grade), but you can request to join a waitlist for 3-K and pre-K once the application has closed. The CPSE process, discussed in more detail in the next section, happens year-round, and you are encouraged to apply to 3-K and pre-K regardless of where you may be in the CPSE process.

We encourage you to apply and enroll your child in a 3-K or pre-K program while you are waiting for your IEP meeting or for the arrangement of special education services. Please note:

- If you apply, get a seat, and choose to attend a 3-K or pre-K program, **and** you have an IEP, the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose. You can always reach out to the CPSE to discuss how special education programs and services can be arranged in the 3-K or pre-K program where you get a seat.
- If you apply and get a 3-K or pre-K seat while attending a different special education program and you want to transfer to a 3-K or pre-K program, the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose. At any point, you or the program staff may request to meet with the CPSE to discuss if your child needs more support than can be provided in the program.

See section IV on page 21 for more information on the benefits of the least restrictive environment and inclusion.

II. Transition from Early Intervention to Preschool Special Education

As your child moves from Early Intervention (EI), it is important to know the following information to ensure a smooth transition.

Transition Meeting

You will begin talking to your Early Intervention (EI) Service Coordinator about your child's transition at the **Individualized Family Service Plan (IFSP)** closest to your child's second birthday. At the meeting, you, your Early Intervention Official Designee, and your Early Intervention Service Coordinator come up with a Transition Plan together for your child. Additionally, you are entitled to have a **Transition Conference**, which can be arranged by your Early Intervention Service Coordinator who would invite a DOE Committee on Preschool Special Education (CPSE) representative. The purpose of this meeting is to learn more about the preschool special education process.

If you decide you would like your child to be evaluated for preschool special education services, you must submit a letter to your child's CPSE. This letter is called an **"initial referral."** Your EI Service Coordinator can help you write the letter, or you can reach out to the CPSE for help in making a referral.



Preschool Special Education Process

The preschool special education process summarized below is described in detail in the [NYCDOE Family Guide to Preschool Special Education Services](http://www.schools.nyc.gov/special-education/preschool-to-age-21/moving-to-preschool) (available at: www.schools.nyc.gov/special-education/preschool-to-age-21/moving-to-preschool).



1 Notification. Your Early Intervention (EI) Service Coordinator will talk with you about notifying the CPSE that your child may continue to need services after leaving EI. **Sending notification to the CPSE does not mean that you are referring your child to the CPSE.** If you decide not to notify the CPSE, you can still decide to refer your child to the CPSE later.

If you consent to notification, your EI Service Coordinator will send the **Notification of Potential Eligibility** form to the CPSE between 120 and 90 days before your child is eligible for referral. If you decide that you do not want the CPSE to be notified, you can check the opt-out option on the notification form.

2 Referral. If you think that your child may be eligible for preschool special education services, submit a **referral letter** to the CPSE as early as 120 days before your child first becomes eligible for preschool special education services (see eligibility timeframes below); **and** no later than 90 days before your child's third birthday.

Birth Date	Earliest Eligibility for CPSE
Turn three between January 1 and June 30	January 2 of the year they turn three
Turn three between July 1 and December 31	July 1 of the year they turn three

The New York State Education Department offers a calculator where you can find your child's earliest eligibility date based on their birthday, linked here: www.p12.nysed.gov/sedcar/ei_to_4410_calculator.html

Your child's EI service plan and evaluations may be very helpful as the CPSE is planning for your child's preschool evaluation. If you consent, your EI Service Coordinator will provide them to the CPSE.

If you do not refer your child to the CPSE, or if your child is not found eligible for CPSE, your child must leave EI on the day before their third birthday.

For children in foster care, the referral should be made by the birth or adoptive parent, unless the parents' rights have been terminated, surrendered or limited; the parents have designated someone else as a "person in parental relation" for education purposes; or the parents' whereabouts are unknown. If the birth or adoptive parents' whereabouts are unknown, the DOE may appoint a surrogate parent (typically the foster parent) to make special education decisions for the child, when necessary. The foster care agency can also make a *request for referral*. When the request for a referral is made, the CPSE will review the request and accept or decline the referral.

Regardless of whether or not you submit a referral, or after you submit a referral, you are encouraged to apply to 3-K for All. If you apply, get a seat, choose to attend the program, **and** you later receive an IEP, the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose. You can always reach out to the CPSE to discuss how special education programs and services can be arranged in the 3-K or pre-K program where you get a seat.

3 Evaluation. After receiving your referral, the CPSE will send you a list of evaluation sites and other important information in the mail. You should review the list of evaluation sites to choose and **schedule an appointment for an evaluation as soon as possible**. Some children require a bilingual evaluation, which is conducted in both English and the child's home or native language. To help determine if your child needs a bilingual evaluation, a home language survey will be conducted to determine the language of assessment. If you would like help with choosing or contacting an evaluation site, contact your CPSE.

These evaluations include exams such as:

- A comprehensive psychological evaluation that looks at what your child knows and at their cognitive abilities;
- A social history interview, which provides background on your child's developmental and family history, often from birth to present;
- A physical evaluation, which is a health examination form often completed by your child's doctor;
- An observation of your child in their current educational setting or childcare location; and
- Other appropriate assessments as necessary to ascertain the physical, mental, behavioral, and emotional factors that contribute to the child's suspected disability.

Before your CPSE meeting, the evaluation site will mail you and your CPSE administrator copies of your child's evaluation reports, including a Preschool Student Evaluation Summary report that you can both review in advance of the CPSE meeting.

4 CPSE Meeting. After the evaluation results are complete, the CPSE will schedule a meeting with you. It is very important that you attend CPSE meetings so you can work together with the CPSE to make decisions about your child. At the meeting, the team will review the evaluation results, share and learn more about your child, and determine if your child is eligible for preschool special education services.

To be found eligible, the CPSE must determine that your child is a “**preschool student with a disability**.” This determination is based on evaluations showing that your child has a significant delay in development or an educational disability, which is a delay or disability that affects learning.

Your child may be eligible for preschool special education programs and services if they are showing substantial delays in one or more of the following areas:

- Cognitive development (thinking and learning);
- Language and communication development (understanding and using language);
- Adaptive development (self-help skills such as toileting, eating, and dressing);
- Social-emotional development (behaviors such as getting along with others and expressing feelings); and/or
- Motor development (physical development, including delays or disorders regarding vision, hearing, and movement).

If your child is found eligible, the CPSE will work with you to develop an **Individualized Education Program (IEP)**. An IEP is a written plan that discusses your child’s abilities and outlines the services that the New York City Department of Education (DOE) will provide free of charge to meet your child’s educational needs. The IEP document includes many sections, including your child’s present level of performance, measurable annual goals, their recommended preschool special education programs and services, and any accommodations and modifications they may need.

The IEP will recommend programs and services in the **least restrictive environment (LRE)** appropriate for your child. Less restrictive environments allow children to receive services alongside general education students without IEPs to the greatest extent appropriate. This could mean receiving services at a 3-K or pre-K program. If you’ve applied and/or received an offer to a 3-K or pre-K program, at the CPSE meeting, tell your CPSE administrator about this and the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose.

If the CPSE holds a meeting before your child’s third birthday and finds your child eligible for services, you can choose either: (a) to end EI services and begin preschool special education services as soon as your child is eligible for preschool special education services; **or** (b) to extend your child’s EI services depending on your child’s birth date.

Birth Date	Last Date for Extended EI Services
Turn three between Jan 1 and Aug 31	Aug 31 of the year they turn three
Turn three between Sept 1 and Dec 31	Dec 31 of the year they turn three

5 Services. The CPSE administrator will arrange for the programs, services, and supports recommended on your child’s IEP. **See page 16 for more information about preschool special education programs and services.**

There is a range of programs and services available to support preschool students with Individualized Education Programs (IEPs). Preschool special education services fall along a continuum from less restrictive to more restrictive.

Less restrictive environments allow children to receive services alongside general education students without IEPs. More restrictive programs and services are available to children who require more specialized supports and services.

The most common programs and services are outlined below.

Programs and Services	Description
Related Services*	Related services include physical therapy, occupational therapy, speech/language therapy, and others.
Special Education Itinerant Teacher (SEIT)*	A SEIT is a special education teacher who works closely with a student on academic, emotional, and social skills. This service can be delivered in small groups or one-on-one at your child’s early childhood program, at another child care location identified by you, or at your family’s home in certain situations.
Special Class in an Integrated Setting (SCIS)	This is a classroom in which students with and without IEPs are educated together.
Special Class	This is a classroom that only serves students with IEPs whose needs cannot be met within the general education setting or SCIS classroom.

***Note:** Your child can also receive related services and/or SEIT at a private preschool or other non-public child care setting where you enroll and pay tuition for your child, or at home in some circumstances.

What is Assistive Technology (AT)?

Assistive Technology (AT) refers to devices and/or services that may be outlined on your child's IFSP between the ages of 0-3, and on your child's IEP by your CPSE team between the ages of 3-5, depending on their needs. AT can be provided through both the Early Intervention Program and through the DOE. But, there may be differences in the AT devices recommended through the EI program and the DOE. The key differences between AT in EI and the DOE are outlined below:

Assistive Technology Devices and/or Services in Early Intervention...	Assistive Technology Devices and/or Services in the DOE...
<ul style="list-style-type: none">■ Are recommended if a therapist determines your child needs a device to support their functional outcomes within their activities of daily living.■ Would be added to your child's IFSP.■ Are typically used in the child's home.■ Include examples such as positioning or supported seating devices, toileting or bathing systems, hearing aids, and walkers or gait trainers.	<ul style="list-style-type: none">■ Can be recommended if an evaluator determines your child needs support from a device in order to access educational benefit while receiving the programs and services recommended on their IEP.■ Would be added under the Recommended Special Education Programs and Services on your child's IEP.■ Can be provided in the school and/or program the child attends. If you already use an AT device at home, you may be asked to bring this device to school.■ Include examples such as a speech generating device.

Medical or therapy equipment not related to the child's disability or developmental status for EI, or learning for the DOE, while they may be helpful, are not specifically provided by either agency. You may need to use your private insurance to access this sort of equipment.

For additional information on AT, refer to the DOE AT website at: www.schools.nyc.gov/learning/special-education/supports-and-services/assistive-technology.

Transferring Assistive Technology from Early Intervention to Preschool

It may be possible to transfer an AT device from Early Intervention to Preschool. If your child receives or received access to an AT device or service while in Early Intervention, it is important to share this information with your CPSE administrator, who will consider this information when developing your child's IEP.

- If you signed a Consent for EI Transmittal of EI Evaluations and Records, request that your EISC share information on the AT devices and services when they send a Referral to the Committee on Preschool Special Education Form to the DOE.
- Whether or not your EISC shares this information when they send a Referral Form, you should also bring your child's EI authorization of services (a form that describes the services, including AT, your child received in EI) to your CPSE meeting.

This information is helpful to the CPSE team when thinking about your child's educational needs. Please note that access to AT services in the DOE may require an additional evaluation through the DOE's Center for Assistive Technology. Please email CATpreschool@schools.nyc.gov if you have any questions about AT in DOE preschool programs.

Arranging Programs & Services

After your child’s IEP is developed, the Committee on Preschool Special Education (CPSE) will ask you, the parent, for written permission to start services. This is called “**informed consent**” for services. After receiving your written consent, the CPSE will arrange for services to be provided. The CPSE is responsible for arranging all programs and services recommended on your child’s IEP. If you do not respond to the request for consent or if you deny consent, the CPSE will not arrange for services to be provided, and no further action will be taken.



SEIT and/or Related Services Only	A “Special Class in an Integrated Setting” or a “Special Class”
<p>These services can be provided:</p> <ul style="list-style-type: none"> ■ At all preschool or child care settings (public and private), or ■ At home under certain circumstances. <p><i>The CPSE does not arrange for placement in early childhood general education programs. If you are interested in applying to DOE early childhood programs, see the previous section on pages 7–9. If your child attends one of these programs, your child’s related services and/or SEIT will be provided at the program.</i></p>	<p>The CPSE will arrange for an appropriate placement in a preschool special education program. These classes are available at Pre-K Centers, district schools, and at community-based special education programs.</p> <p><i>All of your child’s IEP-recommended services will be provided at the preschool special education program.</i></p>

If your child receives an IEP with a recommendation for a special class or SCIS, you are still encouraged to apply for 3-K or Pre-K for All. If you apply, get a seat, and choose to attend a 3-K or pre-K program, the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose. At any point, you or the program staff may request to meet with the CPSE to discuss if your child needs more support than can be provided in the program.

To learn more about the CPSE process, including evaluations, eligibility criteria for preschool special education services, IEPs, and programs and services, refer to the Family Guide to Preschool Special Education Services: www.schools.nyc.gov/docs/default-source/default-document-library/family-guide-to-preschool-special-education-services-english

Due Process

Your participation in the development, review, and revision of your child's Individualized Education Program (IEP) is essential. As a parent, you have the right to make sure you fully understand what is in your child's IEP.

By law, you as the parent have due process rights, which means that if you do not agree with the recommendation at the Committee on Preschool Special Education (CPSE) meeting, you have the right to challenge the decisions about your child's eligibility, evaluation, services, and placement through processes called mediation and/or an impartial hearing.

- **Mediation:** During mediation, you and a member of the CPSE sit down with a neutral third party who assists and encourages you and the DOE to reach an agreement. The mediator does not make a determination or issue an order. Instead, the mediator's job is to help you and the DOE come to an agreeable solution.
 - You can make a request for mediation in writing to your local mediation center. To learn more about mediation, please see: www.schools.nyc.gov/learning/special-education/help/your-rights.
- **Impartial Hearing:** As a parent, you have the right to request an impartial hearing. This is a legal proceeding. During an impartial hearing, you will appear before an Impartial Hearing Officer (not a DOE employee) and present your side of the story. The Hearing Officer will listen to you and the representative from the DOE, take evidence from witnesses and documents, and make a written determination regarding how to resolve the issues that you have raised. Once an impartial hearing is requested, "pendency" (sometimes called "stay-put") may apply. This means that your child could remain in their current placement for the duration of any due process proceedings until the matter is resolved or you have reached an agreement with the DOE. Note that if your child turns 3 and eligibility for CPSE services is not yet established, pendency does not apply.
 - Impartial hearing requests must be made in writing to the Impartial Hearing Office at **Impartial Hearing Office**
131 Livingston Street, Room 201 Brooklyn, New York 11201
Phone: (718) 935-3280, Email: ihoquest@schools.nyc.gov
 - Your request for an impartial hearing must:
 - Be made in writing to the Impartial Hearing Office;
 - State your child's name, address, and student ID number (if your child has one at this time);
 - State the name of the school your child attends (or specify that your child does not yet attend a school);
 - Describe the facts relating to your concerns and your proposed solution; and
 - Include your (the parent's) name and contact information.
 - A recommended request form, which you may use to request an impartial hearing, is available from the CPSE, the Impartial Hearing Office, or online at www.schools.nyc.gov/learning/special-education/help/impartial-hearings.



Support Available in 3-K for All and Pre-K for All

If you choose not to make a referral to the Committee on Preschool Special Education (CPSE), or if you make a referral to the CPSE and your child is found not to be eligible for preschool special education, your child can still access supports in general education such as 3-K and Pre-K for All.

3-K and Pre-K for All offer a variety of supports to all children. These programs have early childhood teachers that focus on developing children’s motor, language and literacy, and social-emotional skills. In a typical day, children learn through large and small group activities, choice time, and play. Teachers adjust these learning experiences throughout the day, observing their children’s development over time. Programs also have access to resources such as early childhood Social Workers and Instructional Coordinators, who are available to assist programs with family engagement, social-emotional learning, and instruction.

- For more information on available general education programs, and to find contact information, you can visit www.MySchools.nyc.
- You can also learn more by calling the DOE Outreach team at **212-637-8000**.
- If you have questions or need support transitioning from EI to preschool, you can contact eitopreschool@schools.nyc.gov.
- For general enrollment support, you can visit a Family Welcome Center (locations available at: www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers).

III. Similarities and Differences between Early Intervention and Preschool Special Education

Moving from Early Intervention (EI) to preschool special education may require an adjustment for you and your child. Preschool special education programs and services are different from EI services.

One major change is that your family will no longer have an Early Intervention Service Coordinator. Instead, you will work with a Committee on Preschool Special Education (CPSE) administrator to develop your child's Individualized Education Program (IEP), and the CPSE administrator will be the primary point of contact through the CPSE process.

Additionally, your child may no longer receive their services in the same location as they did while in EI. Preschool special education services are most commonly provided in early childhood programs. Children with more significant needs may need a preschool special education class.



You can read a summary of the differences in the following table:

	New York City Department of Health and Mental Hygiene (DOHMH) Early Intervention Programs & Services	New York City Department of Education (DOE) Preschool Special Education Programs & Services
Age of children served	Children ages birth to 3 with disabilities or delays in development.	Children ages 3 to 5 with disabilities or delays in development that affect learning.
Location of services	Services are most commonly provided in the natural environment , which can be at home or at your child’s early childhood program.	Services are most commonly center-based , and may be provided at a childcare or preschool program, or at home in certain circumstances. Children with more significant needs may be recommended to be in a preschool special education class.
Evaluation	Eligibility for EI is determined by an evaluation. EI evaluations are focused on child’s development . An Early Intervention Service Coordinator may help your family schedule the evaluation, if needed.	Eligibility for preschool special education is determined by an evaluation. Preschool evaluations are focused on child’s learning and development . Parents must select an approved evaluation site from the list provided in the initial referral packet. Parents must schedule the evaluation with the evaluation site. Upon request, the CPSE will help the family contact evaluation sites.
Service plans	If found eligible, an Individualized Family Service Plan (IFSP) is developed for a child that states the services they will receive. This happens at a meeting led by the Early Intervention Official Designee.	If found eligible, an Individualized Education Program (IEP) is developed at a CPSE meeting, led by the CPSE administrator. The IEP is the plan that discusses the child’s abilities and outlines the services that will be provided to meet the child’s education needs.
Parental Involvement	Parents are actively involved in the process and development of the child’s plan.	Parents are actively involved in the process and development of the child’s plan.
Classification of eligible children	Children are classified as eligible for Early Intervention services . This means they have a medical diagnosis or developmental delay.	Children are classified on their IEPs as a Preschool Student with a Disability . This means they have a delay or disability that affects learning.
Arranging services	The Early Intervention Official Designee (EIOD) and Early Intervention Service Coordinator (EISC) create the IFSP with the family, work with the family throughout EI services, and assist with transition planning.	A CPSE administrator arranges for the programs and services on your child’s IEP.
10 vs. 12 month	EI services are offered throughout the calendar year (12 months) .	Preschool special education services are typically offered throughout the school year (10 months), but may be offered for 12 months if not receiving services in the summer would lead to your child falling behind substantially.
Cost	All Early Intervention services are provided free of charge to eligible children. However, Early Intervention will ask for family insurance and Medicaid information.	All preschool special education services are provided free of charge to eligible children.

IV. Least Restrictive Environment (LRE) and Inclusion

The DOE provides services in the least restrictive environment (LRE) appropriate, which means students with disabilities are educated alongside students without disabilities to the greatest extent possible. Inclusion classes are classes where children with and without disabilities learn together in the same classrooms.

When children are found eligible for preschool special education services, the Committee on Preschool Special Education (CPSE) is required to recommend services to preschoolers in the least restrictive environment appropriate for a child, which for most children should be inclusion settings.

These are examples of inclusion settings:

- A general education classroom, in a program such as 3-K for All, with services like speech or physical therapy;
- A general education classroom, in a program such as 3-K for All, with a Special Education Itinerant Teacher (SEIT);
- A special class in an integrated setting (SCIS), which includes children with and without disabilities; and
- A special class in an integrated setting (SCIS), which includes children with and without disabilities, with additional supports, such as services like speech or physical therapy, or the support of a paraprofessional.

Other recommendations, such as a special class program that only serves students with disabilities, are only offered to your child when their needs cannot be met in a general education or SCIS setting with additional aids and services. If your child receives an IEP with a recommendation for special class or SCIS, you are still encouraged to apply for 3-K or pre-K for All. If you apply, get a seat, and choose to attend a 3-K or pre-K program, the CPSE will work with you to recommend appropriate programs and services on your IEP that can support your child in the program you choose. At any point, you or the program staff may request to meet with the CPSE to discuss if your child needs more support than can be provided in the program.





Benefits of Inclusion

Inclusive settings, such as general education or SCIS classrooms, allow children with and without disabilities to learn alongside one another. Inclusion promotes academic growth, independence, and social-emotional development.

Research on inclusion in early childhood has shown that:

- BOTH children with AND without disabilities benefit from inclusion:
 - Children with disabilities learn from their peers, and develop greater communication, social-emotional, and adaptive behavior skills.
 - Children without disabilities develop a greater acceptance of diversity and more empathetic social behaviors.
- Children with disabilities educated in inclusion classrooms:
 - Develop stronger language and math skills.
 - Are more likely to have social interactions with their peers, which allows them to create larger networks of friends and acquire social skills.
 - Tend to be absent fewer days from school.

As a reminder, 3-K and Pre-K for All offer inclusive settings. Refer to section I on pages 7–9 for more information on those programs and how to apply.

V. Additional Information & Resources

Resources for Applying to 3-K for All and Pre-K for All:

Program information and contacts, and the 3-K and Pre-K for All applications can be found on www.MySchools.nyc.

- For application support, contact the Outreach Team at: **212-637-8000**.
- For general questions about admissions and enrollment, reach out to the Office of Student Enrollment at ESEnrollment@schools.nyc.gov.
- You can also visit a Family Welcome Center (locations available at: www.schools.nyc.gov/enrollment/enrollment-help/family-welcome-centers).

DOE Contacts for Preschool Special Education Support:

Topic	Contact Information
DOE Special Education Hotline	718-935-2007
Early Intervention (EI) Transition	EltoPreschool@schools.nyc.gov
Related Services	RelatedServices@schools.nyc.gov
Special Education	SpecialEducation@schools.nyc.gov
Students in Temporary Housing	STHinfo@schools.nyc.gov
Assistive Technology	CATpreschool@schools.nyc.gov

Resources, including the [NYCDOE Family Guide to Preschool Special Education Services](#), are available on the DOE's preschool special education webpage: www.schools.nyc.gov/learning/special-education/preschool-to-age-21/moving-to-preschool.

For additional information, dial **311** or visit www.schools.nyc.gov/specialeducation.

CPSE Region, Chairperson and Community Coordinator Contact Information

The Committee on Preschool Special Education (CPSE) is responsible for coordinating the special education process for preschool children ages three to kindergarten (the year your child turns five). CPSEs work with families in the district where a family lives, regardless of where children receive services or go to preschool.

There are 10 CPSEs in different areas of the city. Each CPSE is part of a larger Committee on Special Education (CSE) office. A chairperson oversees the office, including the CPSE in it. CPSE Community Coordinators support parents through the CPSE process. After you've made a referral to the CPSE, you can contact the Community Coordinator at the CPSE you referred to for support.

If you do not know what school district you live in, call **311** or use www.MySchools.nyc to look up your district. Each CPSE covers several school districts. You can find the contact information for your district's CPSE in the table below or online at www.schools.nyc.gov/learning/special-education/help/committees-on-special-education.

CPSE	District(s)	Address	CPSE Contacts	Fax
1	7, 9,10	One Fordham Plaza, 7th Floor Bronx, NY 10458	Phone: 718-329-8000 Chairperson: Steven Birkeland – SBirkeland@schools.nyc.gov Community Coordinators: Jamiqua Bennett – JBennett16@schools.nyc.gov Lauren Cross – LCross3@schools.nyc.gov	CPSE 1: 718-326-8138 CSE 1: 718-472-6114
2	8, 11, 12	3450 East Tremont Avenue, 2nd Floor Bronx, NY 10465	Phone: 718-794-7420 Español: 718-794-7490 Chairperson: Tricia DeVito – TDeVito@schools.nyc.gov Community Coordinator: Vern Hill – VHill5@schools.nyc.gov	CPSE 2: 718-472-6116 CSE 2: 718-472-6146
3	25, 26	30-48 Linden Place Flushing, NY 11354	Phone: 718-281-3461 Chairperson: Jennifer Lozano – JLozano@schools.nyc.gov Community Coordinator: Denise Henderson – DHenderson8@schools.nyc.gov	CPSE 3: 718-472-6118 CSE 3: 718-472-6149
3	28, 29	90-27 Sutphin Boulevard Jamaica, NY 11435	Phone: 718-557-2553 Chairperson: Jennifer Lozano – JLozano@schools.nyc.gov Community Coordinator: Deana Kalley (Sutphin) – DKalley@schools.nyc.gov	CPSE 3: 718-472-6118 CSE 3: 718-472-6149
4	24, 30	28-11 Queens Plaza North, 5th Floor Long Island City, NY 11101	Phone: 718-391-8405 Chairperson: Chris Cinicola – CCinicola@schools.nyc.gov Community Coordinator: Loureannie Reynoso – LReynoso4@schools.nyc.gov	CPSE 4: 718-472-6120 CSE 4: 718-472-6155
4	27	82-01 Rockaway Boulevard, 2nd Floor Ozone Park, NY 11416	Phone: 718-642-5715 Chairperson: Chris Cinicola – CCinicola@schools.nyc.gov Community Coordinator: Loureannie Reynoso – LReynoso4@schools.nyc.gov	CPSE 4: 718-472-6120 CSE 4: 718-472-6155

CPSE	District(s)	Address	CPSE Contacts	Fax
5	19, 23, 32	1665 St. Marks Avenue Brooklyn, NY 11233	Phone: 718-240-3557 or 718-240-3558 Chairperson: Geraldine Beauvil – GBeauvil@schools.nyc.gov Community Coordinator: Chemene Ward – CWard11@schools.nyc.gov	CPSE 5: 718-472-6125 CSE 5: 718-472-6159
6	17, 18, 22	5619 Flatlands Avenue Brooklyn, NY 11234	Phone: 718-968-6200 Chairperson: Arlene Rosenstock – ARosens3@schools.nyc.gov Community Coordinator: Dana Malacio – DMalacio2@schools.nyc.gov	CPSE 6: 718-472-6128 CSE 6: 718-472-6164
7	20, 21	415 89th Street Brooklyn, NY 11209	Phone: 718-759-4900 Chairperson: Dina Benanti – DBenanti@schools.nyc.gov Community Coordinator: Nivedita Biswas – NBiswas2@schools.nyc.gov	CPSE 7- BK: 718-472-6131 CSE 7- BK: 718-472-6168
7	31	715 Ocean Terrace, Building A Staten Island, NY 10301	Phone: 718-420-5790 Chairperson: Dina Benanti – DBenanti@schools.nyc.gov Community Coordinator: Doel Santiago (SI) – Dsantiago23@schools.nyc.gov	CPSE 7- SI: 718-472-6139 CSE 7- SI: 718-472-6161
8	13, 14, 15, 16	131 Livingston Street, 4th Floor Brooklyn, NY 11201	Phone: 718-935-4900 Chairperson: Carolyn Danner – CDanner@schools.nyc.gov Community Coordinators: Lisandra Andrade – LAndrade2@schools.nyc.gov Dana Ynesa Reandelar – DReandelar@schools.nyc.gov	CPSE 8: 718-472-6133 CSE 8: 718-472-6179
9	1, 2, 4	333 7th Avenue, 4th Floor New York, NY 10001	Phone: 917-339-1600 Chairperson: Esther Morell – EMorell@schools.nyc.gov Community Coordinator: Vincent Lane – VLane@schools.nyc.gov	CPSE 9: 718-472-6136 CSE 9: 718-472-6181
10	3, 5, 6	388 West 125th Street New York, NY 10027	Phone: 212-342-8300 Chairperson: Fabiana Czemerinski – FCzemerinski@schools.nyc.gov Community Coordinator: Tanya Tirado – TTirado2@schools.nyc.gov	CPSE 10: 718-472-6138 CSE 10: 718-472-6193



Office of School Health

The Office of School Health (OSH) is a joint office of New York City's Department of Health and Department of Education. OSH staff work to improve the health of New York City students. OSH provides health services to all students, including those with special health needs. Some DOE preschool programs have a nurse on site to provide these services.

The Office of School Health supports programs and families by...

Providing health services to children who need them.	Providing information to schools, parents/families and students.
<ul style="list-style-type: none">■ Provide medical care to students who get sick at school or have ongoing health conditions.■ Communicate with you about health concerns identified at school.■ Respond to health emergencies.■ Carry out health screenings.■ Protect students from the spread of infectious diseases.	<ul style="list-style-type: none">■ Provide programs with training on how to handle health emergencies during the school day (allergies, asthma, diabetes, seizures).■ Teach students and parents about health issues and healthy behaviors, such as good nutrition and physical activity.■ Refer families to community health care providers and other community resources.

As a parent or legal guardian:

- Ask your child's primary care provider to complete the mandated Child/Adolescent Health Examination Form (CH-205) if your child is attending a NYC school for the first time. Note that All children attending a NYC school must complete this form.
 - Find the CH-205 form and more information on health requirements to attend school on the DOE website at: www.schools.nyc.gov/school-life/health-and-wellness/health-requirements-to-attend-school.
- Let your child's CPSE team and/or preschool program know if your child has a medical condition and needs health services or accommodations at school/during transportation (such as medications, treatment, medical equipment). You will be given forms for both you and your child's medical providers to complete so that supports can be provided during the school day and/or transportation, if necessary.
 - Forms for health services and accommodations can be found on the DOE website at www.schools.nyc.gov/school-life/health-and-wellness/health-services.
 - These forms must be completed prior to your child's first day of attendance at a preschool program; complete them with your medical provider in advance of your CPSE meeting to share with your CPSE administrator.
- Make sure your child has regular checkups and follow up visits with your child's primary care provider. If your child does not have a primary care provider, check with your child's health insurance plan for provider options.

- If your child does not have health insurance:
 - In New York State, all children under the age of 19 are eligible for Child Health Plus, including undocumented immigrant children. To get more information:
 - Call 311;
 - Check with your school’s enroller; or
 - Check online: www.nystateofhealth.ny.gov.
- Talk to your school nurse or contact the Office of School Health at OSH@health.nyc.gov if you have any questions or concerns.

External Resources

INCLUDEnyc: Family and Community Engagement (FACE) Centers for NYC

INCLUDEnyc is the Early Childhood and School-Age Family and Community Engagement (FACE) Center for the Bronx, Brooklyn, Manhattan, Queens, and Staten Island, funded by the New York State Education Department Office of Special Education (NYSED OSE) to promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth to age 21.

To contact INCLUDEnyc, you can reach out and request support or ask questions in the following ways:

- Visiting their website at: www.includenyc.org / Español: www.incluyenyc.org;
- Calling their helpline at: **212-677-4660** / Español: **212-677-4688**; or
- Emailing them at: info@INCLUDEnyc.org.

These are additional organizations that may be helpful and have additional resources for you.

Organization	Phone	Email	Website
Advocates for Children of New York	866-427-6033 (Mon–Thurs, 10am to 4pm)	info@advocatesforchildren.org	www.advocatesforchildren.org
Office for People with Developmental Disabilities (OPWDD)	866-946-9733	info@opwdd.ny.gov	www.opwdd.ny.gov
Parent to Parent of New York State	518-381-4350 1-800-305-8817	info@ptopnys.org	www.parenttoparentnys.org
Sinergia / Metropolitan Parent Center	212-643-2840 866-867-9665	information@sinergiany.org	www.sinergiany.org
United We Stand of New York	718-302-4313	info@uwsofny.org	www.uwsofny.org



VI. Key Terms

Age Eligibility: Based on the child's birth date, the age in which a child can begin receiving services from the CPSE.

Behavior Intervention Plan (BIP): A plan that is based on the results of an FBA to identify and address challenging behavior.

Committee on Preschool Special Education (CPSE): Coordinates the special education process for children ages 3-5 and arranges services for preschool students with disabilities through the DOE.

Department of Education (DOE): The city agency that oversees public school programs preschool-12, including programs such as 3-K for All and preschool special education services for NYC.

Department of Mental Health and Hygiene (DOHMH): The city agency that oversees the Bureau of Early Intervention in NYC.

Early Intervention (EI): The DOHMH program that helps young children (birth to 3 years) who are not learning, playing, growing, talking or walking like other children their age.

Eligibility for Preschool Special Education Services: The determination that there is a significant delay compared to developmental milestones or if the child has a disability that affects their ability to learn. In New York State, a child ages 3-5, is identified as a "preschool student with a disability" if the CPSE identifies the child as having a disability.

Free and Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.

Functional Behavioral Assessment (FBA): An assessment that seeks to determine why a student engages in behaviors that impede learning and how the student's behavior relates to their environment.

Individuals with Disabilities Education Improvement Act (IDEA): A Federal law that gives students with disabilities the right to receive a FAPE in the least restrictive environment from age 3 to the year the student turns 21 years or graduates with a high school diploma.

Individualized Education Program (IEP): A written plan that discusses a child's abilities and goals, and outlines the services that the DOE will provide free of charge to meet their educational needs.

Individualized Family Service Plan (IFSP): A written plan that will be specially designed for a child and their family that outlines and explains the EI services they will receive.

Least Restrictive Environment (LRE): The setting where a child will be recommended to receive their programs and services, which is a setting with children without IEPs to the greatest extent appropriate.

Notification of Potential Eligibility: A form sent 120 days before a child is eligible for CPSE services that notifies the CPSE that a child may continue to need special services after leaving EI. Families have the right to opt out, if they do not want to notify the CPSE.

Office for People With Developmental Disabilities (OPWDD): A New York state agency that provides services to people of all ages with intellectual and developmental disabilities, based on their level of needs.

Referral: A written request that begins the special education evaluation process to determine whether the student has a disability and requires special education services.

Related Services (RS): Services outlined on a child's IEP to support their academic goals, such as physical therapy, occupational therapy, speech/ language therapy and others.

Special Class (SC): A classroom that only serves students with IEPs whose needs cannot be met within the general education setting or SCIS classroom with additional aids and services.

Special Class in an Integrated Setting (SCIS): A classroom in which students with and without IEPs are educated together.

Special Education Itinerant Teacher (SEIT): A teacher who works closely with a student on academic, emotional, and social skills. This service can be delivered in small groups or one-on-one at a child's early childhood program, at another child care location identified by the family, or at a family's home in certain situations.



**Department of
Education**

Chancellor Richard A. Carranza

DOE GUIDE TO THE
Early Intervention
-to-
Preschool Transition