

September 2015

TO: Pre-Kindergarten Program Leaders

FROM: Division of Specialized Instruction and Student Support

RE: Pre-Kindergarten IEP Distribution and Best Practices

The New York City Department of Education is committed to creating inclusive pre-Kindergarten classrooms that enable all four year olds to enter Kindergarten with a solid foundation for future success. Inclusive pre-Kindergarten classrooms offer the opportunity for special education students to learn and socialize with typically developing peers in their least restrictive environment.

An important component of creating an inclusive pre-Kindergarten classroom is the ability of teachers to review their students' Individualized Education Programs (IEPs) in order to gain information on present levels of performance and established educational goals. Below you will find information regarding the use of IEPs, including access, storage and best practices. Your school will be receiving a copy of the IEPs for pre-Kindergarten students who are enrolled in your school.

Accessibility and Storage of IEPs

Each student attending your program who has an IEP is entitled to specific assurances and protections per the federal Individuals with Disabilities Education Improvement Act (IDEIA). In New York, compliance with state regulation Chapter 408 is required of all programs serving students ages 3-21. The requirements of this regulation can be found at:

<http://www.p12.nysed.gov/specialed/publications/policy/chap408final.pdf>. Key components of Chapter 408 relating to accessibility and storage of IEPs include:

- Prior to initiation of IEP recommendations, all staff who are responsible for implementing the IEP, either in whole or in part, must be provided with electronic access to or a paper copy of the IEP.
- The pre-Kindergarten program leader (e.g., principal or director) or designee must review the IEP with each classroom teacher, related service provider (e.g., occupational therapist, speech therapist or physical therapist), special education itinerant teacher (SEIT) or other provider as appropriate who is providing individual or group support and explain their responsibilities for implementing the IEP.
- The classroom teacher or other provider as appropriate is responsible for reviewing the IEP with the paraprofessional(s) providing individual or group support to the student. The paraprofessional(s) must be given the opportunity to review the IEP upon request.
- The pre-Kindergarten program leader (e.g., principal or director) or designee, classroom teacher, related service provider, special education itinerant teacher (SEIT) or other provider as appropriate who is providing individual or group support must ensure that all IEPs are maintained in a secure, locked location.
- Confidentiality protections under IDEIA and FERPA require that the contents of all IEPs must be kept confidential and should not be disclosed to any person not identified per the requirements herein.

Best Practices for IEP Implementation

- Create and implement program-wide expectations regarding lesson planning and progress monitoring that support IEP implementation.
- Support teachers in the development of daily lesson plans and strategies to address student IEP goals.
- Ongoing assessment data is used to measure student progress toward IEP goals and inform planning and implement strategies as needed.
- Ongoing communication between teachers and providers, including both related services and special education itinerant services (SEIS) to create a schedule for services and avoid any scheduling conflicts
- Provide daily sign in sheets for providers to ensure that students with IEPs are receiving their services as outlined on their IEPs, including frequency, e.g., 2x/week and duration, e.g., 45 minutes
- Schedule regular meetings for teachers and providers to discuss and plan for support of students' progress and ongoing needs.
- Provide time for classroom teacher(s) and paraprofessionals to discuss plans for the day and for individual students

Pre-Kindergarten Special Education Contact Information

The Committee on Preschool Special Education (CPSE) is responsible for coordinating special education evaluations and services for children age 3 to 5. Regional CPSE offices serve families in their **home** school districts.

CPSE contact information can be found on the NYCDOE website at this link:

<http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/cpse.htm>

Topic	Contact Information
Evaluations and Services	<p><i>If a school or family has questions or concerns regarding preschool special education evaluations and services:</i></p> <p>① Contact the CPSE affiliated with the child’s home district.</p>
IEP Delivery	<p><i>If a school has not received an IEP for a pre-Kindergarten student enrolled in the program :</i></p> <p>① Email specialedprek@schools.nyc.gov and provide the student’s name, student’s date of birth, school’s name, school’s address and name of the school’s director or principal.</p> <p><i>If a parent requests a copy of their child’s IEP:</i></p> <p>① Direct the parent to the CPSE affiliated with the child’s home district.</p>
Related Services	<p><i>For more information on pre-Kindergarten related services:</i></p> <p>① Visit our website http://schools.nyc.gov/Academics/SpecialEducation/tellmore/information-parents-preschoolers.htm.</p> <p>② See the DOE’s parent letter with FAQs http://schools.nyc.gov/NR/ronlyres/74136F59-B8AF-4F16-AFFD-EC2DDAD2C8A9/0/Prekservices10moparentinfoletter072214_English.pdf.</p> <p><i>If related services are not arranged or a provider stops seeing a child:</i></p> <p>① Email relatedservices@schools.nyc.gov and provide the student’s name, student’s date of birth, school’s name, and school’s address.</p> <p><i>If you have questions or concerns about the delivery of related services:</i></p> <p>① Email relatedservices@schools.nyc.gov.</p>
Transition to Kindergarten	<p><i>For more information on the Transition to Kindergarten:</i></p> <p>① Visit our website for parent letters, important forms and memos, and information on Kindergarten admissions, specialized programs, and parents’ rights. http://schools.nyc.gov/Academics/SpecialEducation/tellmore/transitioning_to_kindergarten.htm</p> <p>② Email Turning5@schools.nyc.gov.</p>

For additional information and resources, please visit the NYC DOE special education webpage at:

<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>