



Standard Operating
Procedures Manual
For The Committees
on Preschool Special
Education
June 2001

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REFERRAL

I. INITIAL REFERRALS

An initial referral is submitted when a child is suspected of having a disability. A referral is a written request for an evaluation of a child and determination of eligibility for special education programs and services. It is sent to the Committee on Preschool Special Education (CPSE) with jurisdiction for the referred child.

NOTE:

See Chapter Five for referral procedures appropriate for deaf, blind and severely orthopedically impaired students referred to state supported 4201 preschools.

No child should be referred solely because of (a) cultural, linguistic or ethnic factors; (b) lack of exposure to early childhood programs or services; and/or (c) emotional factors of short term duration which, when changed, would alleviate the educational disability. For information about pre-referral and referral considerations for culturally and linguistically diverse preschool children, refer to the State Education Department's (SED), *"Guidelines for Services for Culturally and Linguistically Diverse Preschool Students with Disabilities."*

A. CONTENT OF AN INITIAL REFERRAL

The Referral to the Committee on Preschool Special Education (RF) form (see Appendix A#1) is recommended for initial referrals and should be completed by the referral source to the greatest extent possible.

The written referral should include the following information:

1. The child's:
 - a. Legal name
 - b. Date of birth (a photocopy of a birth certificate should be attached, if available)
 - c. Address
 - d. Telephone #
 - e. Parent/legal guardian's name
 - f. Foster parent/foster agency
2. A statement indicating the reason for referral.

3. A statement specifying if the child has attended any early childhood program and the extent to which the child has received any therapeutic or special education services prior to referral.
4. A description of the language(s) spoken in the child's home and understood/spoken by the child.
5. The language or other mode of communication preferred by the parent/guardian.

B. PERSONS WHO MAY INITIATE A REFERRAL

The CPSE will accept a referral submitted by any of the following:

1. A parent/legal guardian or person in parental relationship.
2. A licensed physician or other health professional.
3. The commissioner or designee of a public agency with responsibility for welfare, health or education of children.
4. A judicial officer.
5. A professional staff member of:
 - a. A school district
 - b. An Early Childhood Direction Center (ECDC)
 - c. A preschool program
 - d. A program providing early intervention services to children birth to three years of age.

C. ELIGIBILITY CRITERIA FOR AN INITIAL REFERRAL

A child will be determined as eligible for referral to a CPSE in New York City if the following criteria are met:

1. RESIDENCY ELIGIBILITY

- a. A child must reside **within** the five (5) boroughs of the City of New York.

NOTE:

A child who resides in New York City may be evaluated at any New York State Education Department (SED) approved evaluation site located within or outside New York City.

- b. A child who resides **outside** the five (5) boroughs should not be referred to a New York City CPSE. Rather, the referral must be submitted to the CPSE of the child's district of residence. The fiscal and administrative responsibility remains with the county in which s/he resides.

2. AGE ELIGIBILITY

- a. Any child may be referred to the CPSE prior to becoming age eligible to receive preschool special education services. (See Chapter Three for information regarding age eligibility for services.) It is recommended that a referral is submitted to a CPSE approximately ninety (90) days prior to the student obtaining age eligibility for services. This will ensure the completion of the evaluation, review and placement process prior to his or her eligibility to receive services yet allow the IEP to be reflective of the child's current functioning level when services begin.
- b. When a child receiving services from a New York City Department of (DMH), Early Intervention (EI) provider, becomes age eligible for a referral to a CPSE, such a referral is considered by the New York City Department of Education (DOE) as an initial referral. EI Service Coordinators are required to notify the CPSE of children who potentially will transition from EI to CPSE within the next 120 calendar days (see Appendix B for transition timelines from EI to CPSE.)
- c. A child eligible for school-age services may no longer be referred to the CPSE. Children are eligible to receive school-age services the first day of school in September of the year in which they become five (5) years old. CPSEs receiving a referral for such a child should direct the referral to the Committee on Special Education (CSE) for appropriate follow-up.

D. DETERMINATION OF CPSE JURISDICTION

The DOE operates a CPSE in each of the thirty-two (32) Community School Districts (CSDs) of New York City (see Appendix C for locations and phone numbers.) In New York City the Chairperson of the Committee on Special Education (CSE) is also the Chairperson of the CPSE. The DOE Preschool Administrators serve as the designee of the CPSE Chairperson on many preschool issues.

1. DISTRICT OF RESIDENCY MODEL

The referred child's residence determines the CPSE of responsibility. The child's CPSE will remain the same regardless of the location where preschool services may be provided.

2. OTHER CONSIDERATIONS

In certain circumstances, other information may have to be considered to determine the appropriate CPSE responsible for the initial referral.

- a. **Children in Foster Placement** - A child placed in foster care by a social services agency, regardless of whether or not the parent retains legal guardianship for evaluation and placement procedures, is the responsibility of the CPSE where the child resides. The *DOE CSE Guidelines and Procedures for the Assignment of Surrogate Parents* contains additional information regarding the rights of children in foster placement.

- b. **Children in Temporary Housing** - A child living in a motel, hotel, shelter or other temporary housing arrangement by a social services agency is the responsibility of the CPSE where the child resides at the time of referral for evaluation and placement procedures. If a change in location within New York City occurs, parents must be given the option to continue the CPSE process in the original district or in the child's new home district. If the parent chooses the latter, all records and information must be immediately transferred to the new CPSE. The new CPSE must conduct the IEP Meeting within mandated time lines.
- c. **Children in Hospital or Residential Settings** - A child residing in a hospital or residential setting is the responsibility of the CPSE where the hospital setting is located unless a discharge plan has been developed for that child. In such cases, the CPSE of responsibility would be determined by the child's address to where s/he will be discharged.
- d. **Children with Dual Residency** - A child who resides at more than one location (e.g., with one parent part of the time and the other parent the balance of time) is the responsibility of the CPSE where the child resides the majority of the time that school is in session.

3. **CHILDREN TRANSFERRING FROM ONE DISTRICT OF RESIDENCE TO ANOTHER WITHIN NEW YORK CITY**

If at any time during the CPSE process the child moves to another school district within New York City, the responsibility to respond to the referral, complete the IEP Meeting and data enter first attend information remains with the original district. If parents request that all records and information are transferred to the CPSE responsible for the child at his/her new address prior to receipt of the first attend date, the case must be closed in the original district and reopened in the new district. The new CPSE needs to complete the case within existing compliance timelines.

Subsequent referrals for review of that student's IEP must be submitted to the new district.

4. **CHILDREN TRANSFERRING OUT OF NEW YORK CITY**

If, at any time during the referral process, CPSE is notified that the child has moved to a school district **outside** of New York City, the case must be closed in the Child Assistance Program (CAP.) Upon receipt of a written request from the parent or new school district (with signed release from parent), the CPSE should forward any available assessment reports/documentation to the new school district.

E. **PROCESSING THE REFERRAL**

1. **CPSE RESPONSIBILITY**

Upon receipt of a written initial referral, the CPSE Chairperson must:

- a. Issue **immediately** to the parents the following documentation:
- i. Notice that the CPSE has received a Referral (R-1P) form (see Appendix A#2.)
 - ii. Notice of Parental Due Process Rights and the Free/Low Cost Legal Services (see Appendix A#3) listing.
 - iii. Consent for Initial Preschool Evaluation (C-1P) letter (see Appendix A#4.) **ONLY THE CPSE MAY ISSUE THE C-1P.**
 - iv. Listing of SED approved evaluation sites in New York City and contiguous counties

NOTE:

Any notices, forms or information issued to parents/guardians need to be provided in their preferred language, to the greatest extent possible. If not available in that language, attach a statement in the parents' preferred language to the English version of the form, advising the parents that the information is important and should be translated for them.

- b. Ensure:

- i. Parents receive and understand their Due Process Rights.

NOTE:

If appropriate, explain to parents the DOE procedures for determining CPSE jurisdiction when students move prior to completion of the CPSE process.

- ii. A student confidential file is created or the student's file from the previous CPSE is received.

NOTE:

See Chancellor's Regulations A820 for additional information governing student education records.

- iii. A NYC Identification Number is assigned.

- iv. A CAP record is created.

NOTE:

Refer to the Child Assistance Program (CAP), "CPSE Data Entry Procedures" and "Student Inquiry User Guide" for information regarding CAP data entry.

- v. A signed C-1P is obtained within fifteen (15) days of receipt of referral.

NOTE:

If the CPSE does not receive a signed C-1P within fifteen (15) days from the date of receipt of the referral, the CPSE must contact the parent to determine whether or not an evaluation site has been secured.

- If an evaluation site has **not** been selected and the parents intend to continue the process, provide assistance to the parents to select an appropriate site.
 - If the parents want to meet with the CPSE Chairperson, schedule a meeting to discuss Due Process rights, assist in the evaluation site selection and secure consent on the C-1P.
 - If the evaluation site of parents' choice cannot complete the evaluation within mandated timelines, secure written notification from the evaluation site to ensure that parents have been advised of their rights to select a different evaluation site or the projected date when the evaluation process will be completed. (See Chapter Two for evaluation site responsibilities.)
- c. To facilitate the Medicaid reimbursement procedures for speech/language evaluations:
- I. For all initial referrals for special education, parents will have the Request for Physical Examination Form (see Appendix A#5) completed by the family physician who will be asked to complete a referral for a Speech/ Language Evaluation on the form, if such an evaluation is deemed necessary.
 - II. For those students for whom a referral for a Speech/ Language Evaluation is not obtained via the Physical Examination Form, the referral will be facilitated by the DOE's Speech Services Administration.

NOTE:

Refer to the, "DOE Medicaid Reimbursement Procedures for the Referral for Evaluation and Provision of Speech Therapy" for information regarding medicaid reimbursement.

2. WITHDRAWAL OF AN INITIAL REFERRAL

Preschool services are an entitlement for eligible students but are not compulsory. The CPSE should close the case of any preschool-age child whose parent does not wish to participate in the evaluation, review or placement process.

- a. The CPSE Chairperson is responsible to conduct outreach to determine the parents' decision. Outreach should be attempted at least on two occasions and in a variety of manners using different approaches. The CPSE must retain written documentation of all outreach efforts in the student's folder.

- b. If parental consent **is not obtained** on the C-1P letter within fifteen (15) days from the date of issuance and the CPSE determines, in consultation with the parents (if possible), and/or the evaluation site (if known), that the parents are not interested in continuing the CPSE evaluation process, the CPSE Chairperson must ensure that the case is closed in CAP and issue the Withdrawal Notification (WN-1P) form (see Appendix A#6.)

Referrals are never withdrawn if the parents want the evaluation/placement process to continue.

3. REOPENING A CLOSED CASE AFTER WITHDRAWAL OF AN INITIAL REFERRAL

If a new written referral is received after CPSE has closed the case, the CPSE Chairperson must reissue a new C-1P letter and Due Process Notices. If a signed parent consent (C-1P) is received after the CPSE has closed the case, the CPSE will reopen the case as an initial referral as of the date of receipt of the consent form.

4. REFERRAL OF A STUDENT DECERTIFIED FROM SPECIAL EDUCATION

After having been decertified by a CPSE, if a student is referred back to the CPSE, the case is considered as an initial referral.

II. REFERRALS FOR REQUESTED REVIEWS

If the parents or service provider believes the current IEP is no longer appropriate for the student a written referral must be submitted to the CPSE to request a review of the IEP. The CPSE chairperson may also request a review of the IEP. Only the CPSE may amend an IEP.

- A. When the CPSE receives a referral for a requested review, the CPSE Chairperson must notify the parents of the receipt of the referral by issuing the Notification of Request for a Review of an IEP and Consent for Reevaluation (C-2P) form (see Appendix A #7.)
- B. When the CPSE receives a request for additional evaluations (EV1-P) form (see Appendix A #8) for a student approved to receive special education services, the receipt of such a request by the CPSE is considered a referral to conduct a review of the student's IEP. The review of the student's current IEP must occur within thirty (30) days from receipt of the referral.

III. ANNUAL REVIEWS

Each student's IEP must be reviewed at least annually. The conference date on the student's IEP determines the anniversary date for the next review. A written referral is not required to initiate an Annual Review. The CPSE must notify the parents of the pending Annual Review by issuing the Notification of Request for a Review of an IEP and Consent for Reevaluation (C-2P) form.

IV. REFERRALS TO CSE FOR “TURNING-FIVE” STUDENTS

All preschool-age students known to the CPSE as having, or suspected of having, an educational disability will be referred to the CSE prior to the student’s attainment of school-age eligibility. At the IEP Meeting parents must be advised that a preschool student withdrawn from a special education program or services by the parent will be referred to the CSE unless the CPSE has conducted a Review and decertified the student. The CSE will be responsible for the determination of eligibility for school-age programs and/or services.

EVALUATION

I. INITIAL EVALUATIONS

The CPSE Chairperson must ensure that a child suspected of having a disability receives timely evaluations at a parent selected SED approved evaluation site at no cost to the parent. Evaluations are required to establish the child's functional levels, determine eligibility for services (including the need for any bilingual services) and are used to develop an Individualized Education Program (IEP) for a student in need of special education programs and/or services.

Initial evaluations must include a psychological evaluation, physical evaluation and a social history/parent interview. Initial evaluations must also include an assessment of the area(s) related to the child's suspected disability. A Home Language Survey (HLS) form (see Appendix A #9), or equivalent document, must be completed to determine the language of assessment for children who may be English Language Learners (ELL) and/or from a home where a language, other than English, is spoken. An observation of the child is a required component of the initial evaluation.

The CPSE evaluation process requires the efforts of parents, clinicians and educators. It is based upon a multi-disciplinary team approach. The evaluation reports must describe the language(s) of assessment, including the child's proficiency in both the child's native language and English, the present levels of performance and learning characteristics of the child. They must also identify levels of cognition, language and communication, social/emotional development, self-help skills, motor development and management needs which may affect the preschool student's ability to learn.

When assessing children and interviewing families from multicultural/multilingual backgrounds, social/cultural determinants may impact upon behavioral responses and reactions to learning situations. In this regard, the child's environment and cultural norms are of particular importance as part of the process to determine the need for a special education program and/or services. All available information about the student, from documented sources, must be reviewed and considered in comparison to age appropriate milestones of child development. No single source of information should be relied upon.

The SED's, *"Guidelines for Services for Culturally and Linguistically Diverse*

Preschool Students with Disabilities”, provides evaluation sites with additional information that needs to be carefully reviewed prior to initiating the evaluation process.

A. PARENT SELECTION OF THE EVALUATION SITE

CPSEs must provide parents with a list of SED approved evaluation sites located within the five boroughs of New York City and contiguous counties. Parents may select any SED approved evaluation site to have their child evaluated.

B. INITIATING THE EVALUATION PROCESS

1. EVALUATION SITE RESPONSIBILITIES

NOTE:

Prior to administering an evaluation, SED approved evaluation providers must sign a Requirements Agreement with the DOE. See Chapter Four for additional information regarding the Requirements Agreement and payments for services.

- a. Upon contact by the parents, the evaluation site of parental choice will:
 - i. Confirm that a written referral has been submitted to the CPSE and that the parents have received a copy of their Due Process Rights and Consent for Initial Evaluation (C-1P) form. If it is determined that a referral has not been previously submitted, staff from an evaluation site may assist the parents prepare and submit the referral.
 - ii. Identify the parents’ preferred language or other mode of communication.
 - iii. Schedule a meeting with the parents and issue the Notice of Parent Meeting (M-1P) letter (see Appendix A#10.) The meeting should be at the earliest possible date, but no later than seven (7) school days from the date the M-1P letter is mailed, or five (5) school days, if hand delivered.

NOTE:

A copy of the M-1P must be sent to the CPSE.

- b. At the initial meeting with parents, the evaluation site representative will:
 - i. Explain/Review:
 - The Due Process Rights of parents.
 - The CPSE evaluation, recommendation, placement and authorization process.

NOTE:

The evaluation site must ensure that someone is present at the meeting who can communicate in the parents’ preferred language or other mode of communication.

ii. Obtain:

- The signature of a parent/legal guardian on the completed, CPSE issued, Consent (C-1P) form.
- Any evaluations or materials the parents choose to provide (ie. health records.) These may be used as part of the multi-disciplinary assessment as determined by the evaluation site.
- The Request for Physical Examination form, if completed and signed by a physician.
- Progress reports and evaluations from the child's current EI service provider, if applicable. A parent's consent is required to release this information to the CPSE.

c. The evaluation site must:

- i. Immediately forward the signed C-1P form to the appropriate CPSE.

NOTE:

If the C-1P is faxed to the CPSE, the evaluation site must follow-up by transmitting the original C-1P document as well.

- ii. Conduct or obtain the medical, psychological, social history intake, observations and any additional evaluations relating to the suspected disability of the child. Evaluation sites should not re-evaluate students when appropriate evaluations have been provided to them.
- iii. Submit all documents to the CPSE within twenty days of receipt of consent on the C-1P.

If, however, the evaluation site determines that it cannot complete the evaluation process within the twenty-day time frame, it must issue the Evaluation Site Notification to Parent (ENP) form (see Appendix A#11.)

The ENP form advises parents of their right to select another site or, if parents wish to wait, provides them with a written statement identifying the date by when the evaluation should be completed.

2. **CPSE RESPONSIBILITIES UPON RECEIPT OF PARENTAL CONSENT FOR EVALUATION FROM THE SED APPROVED EVALUATION SITE**

- a. Confirm that the C-1P form originated from the CPSE.
- b. Enter all appropriate consent information into the CAP system.
- c. Review appropriate compliance timelines.

3. EVALUATION SITE AND CPSE RESPONSIBILITIES WHEN A CASE NEEDS TO BE CLOSED

- a. If the parents fail to select an evaluation site or refuse to sign the C-1P form, CPSE staff must conduct outreach to confirm that the parents are not interested in preschool special education services. The case may be closed by the CPSE **only if parents refuse to respond to outreach efforts, cannot be found or advise the CPSE to close the case.**
- b. If the parents have selected an evaluation site but do not attend the scheduled evaluation site intake meeting without reasonable explanation:
 - i. Evaluation site issues to the parents the Notice of Failure to Attend Evaluation Site Meeting (WN-2P) letter (see Appendix A#12) and forwards a photocopy to the CPSE.
 - ii. Upon receipt of a photocopy of the WN-2P letter by the CPSE, and after conducting appropriate outreach, the CPSE Chairperson must issue the Withdrawal Notification (WN-1P) letter.
- c. If parental consent has been obtained on the Consent for Evaluation (C-1P) form and a written request from the parents is received by the evaluation site to withdraw consent prior to the completion of the evaluation process:
 - i. Evaluation site issues to the parents the Notice of Failure to Attend Evaluation Site Meeting (WN-2P) letter and forwards a photocopy to the CPSE.
 - ii. Upon receipt of a photocopy of the WN-2P letter by the CPSE and after conducting appropriate outreach, the CPSE Chairperson must issue the WN-1P letter, as appropriate.

NOTE:

If the parents later want to reopen the case, the CPSE should consider the case as an initial referral. A new C-1P form must be signed by the parent.

C. CONDUCTING THE INDIVIDUAL EVALUATION

1. Within **TWENTY (20) DAYS** from the receipt of the parental consent on the C-1P form, the evaluation site needs to conclude the multi-disciplinary assessment, complete the SED's Evaluation Summary (E-1P) report (see Appendix A#13) and forward all documentation to the CPSE.
2. If parents miss an appointment, the evaluation site must attempt to reschedule the appointment to remain within the above timeline. The evaluation site must maintain a record of all canceled and or missed appointments.
3. The initial individual evaluation process needs to address the student's

suspected disability including, but not limited to, health, vision, hearing, social and emotional level, general intelligence, academic performance, self-help skills, communication skills (receptive and expressive), fine and gross motor abilities. It must include, **at no cost to the parents:**

- A physical examination.
 - A social history/parent interview (conducted by an appropriately licensed or certified staff member in the parent's preferred language or other mode of communication.)
 - A Home Language Survey (HLS) or equivalent documentation
 - An individual psychological evaluation.
 - A structured observation of the student.
 - Any other needed assessments to evaluate the student's suspected disability (e.g., psychiatric, neurological, speech/language, occupational therapy, physical therapy, audiological, ophthalmological, etc..)
4. The evaluation site must provide a copy of the evaluation reports to the parents. The evaluation site must also provide the parents with a copy of the summary report (E-IP) which is to be transmitted in English and, as appropriate, in the preferred language or other mode of communication of the parent, unless it is clearly not feasible to do so.
 5. The evaluation site must transmit all documentation to the CPSE.
 6. If the evaluation site wishes to receive reimbursement from DOE for more than four (4) evaluation components, in addition to the medical, psychological and the social history, it must submit the Request for Authorization to Administer Evaluation (EV-1P) form. The CPSE must advise the evaluation site within five (5) days of receipt of the EV-1P of its determination of need to conduct the identified additional assessment(s.)
 - Under no circumstances may the date on an initial evaluation for which the provider is seeking reimbursement be prior to the date that consent for evaluation was signed by the parent on the C-1P.
 - Evaluators may seek reimbursement only once for each of the initial evaluation components, regardless of the number of sessions needed to complete the particular evaluation.
 7. An original STAC-5 Evaluation (see Appendix A#14) form identifying only those components of the multi-disciplinary evaluation for which reimbursement is sought must be completed by the evaluation site. The completed STAC-5 form should be submitted to the CPSE along with all assessment reports and the E-1P form.

NOTE:

Evaluation sites are entitled to receive payments only for assessments they administer. Assessment reports that are provided by parents, previous evaluators and/or service providers, etc., and are reviewed by the evaluation site are not reimbursable. Reimbursement for evaluations will be at the rates established by SED.

8. OTHER CONSIDERATIONS:

- a. Parents may submit evaluation reports or other documentation conducted by outside professionals or agencies for review by the evaluation site assessment team. If the evaluation site and CPSE deem them appropriate, those reports may be considered as a part of the multi-disciplinary evaluation submitted by the SED approved evaluation site to the CPSE for consideration at the IEP Meeting.
- b. Programs providing early intervention services may, for transitioning children, provide the parent selected evaluation site with reports and documentation previously used to determine eligibility or continued eligibility for services. This information may only be provided with parental consent. The evaluation site assessment team should review the continued validity of the information that has been provided. If the evaluation site and CPSE deem them appropriate, those reports may be considered as a part of the multi-disciplinary evaluation submitted by the SED approved evaluation site to the CPSE for consideration at the IEP Meeting.
- c. The Home Language Survey (HLS) should be used in conjunction with other indicators to determine the need for evaluation(s) in a language other than English. If a need for a bilingual assessment is determined then payment requests for monolingual (English) evaluations for these students cannot be approved.
- d. When a bilingual assessment is required, the evaluation site must ensure that appropriately certified/licensed bilingual clinicians conduct each evaluation. The use of an interpreter is permitted only in extenuating circumstances when licensed/certified bilingual professionals cannot be obtained. Interpreters may not be used for children requiring speech and language assessments or any evaluations conducted in Spanish. Interpreters may not participate in evaluations in languages other than Spanish without documentation of efforts by the evaluation site to first identify appropriate bilingual evaluators. Additional information regarding assessment criteria for culturally and linguistically diverse (CLD) preschool students may be found in the New York City DOE, Test Resource Guide Volume II.

- e. All evaluation reports must state the language(s) of assessment and provide the name, signature and title of the evaluator and, when applicable, the interpreter. For Medicaid purposes, speech and language pathologists must include their New York State speech-language pathologist license number.
- f. If the parent disagrees with the evaluation results, the evaluation site should review with the parent his/ her Due Process Rights, including the right to request an independent evaluation. The evaluation site must notify the CPSE of such instances.
- g. The need to conduct an assistive technology component of an evaluation must be considered on a case-by-case basis. For additional information, refer to the DOE "*Guidelines for Determining Need and Ordering Procedures for Assistive Technology Devices and Services for Special Education Students*".

D. CPSE REVIEW OF EVALUATION REPORTS

The CPSE Chairperson must:

1. Review all documentation submitted by the evaluation site and/or received from the parent.
2. Confirm that all assessment reports are complete and appropriate in accordance with Education Law, Commissioner's Regulations and this manual.
3. Confirm that parents have received a copy of all evaluation reports. Also, confirm that parents have received the evaluation summary in their preferred language, if feasible.
4. Ensure that members of the Committee receive all documentation that will be considered in advance of the meeting.
5. Review, sign and return the evaluation site copy of the STAC-5 form to the evaluation site. The school district copy must be placed into the student's CPSE folder.
6. Ensure that evaluation data information is entered into CAP in a timely manner. Information regarding payments for evaluations will be electronically transmitted by DOE to the SED, STAC Processing Unit.

E. CLOSING A CASE

If parents want to close the case during or upon completion of the evaluation process but prior to the CPSE Review, they must write to the evaluation site.

1. The evaluation site must immediately issue the WN-2P letter and send all completed evaluations, original STAC-5 form and the letter from the parents to the CPSE. If the parents subsequently reopen the case, the evaluations forwarded to the CPSE may be considered as part of the multi-disciplinary evaluation required for the initial IEP conference. CPSE must forward copies of the evaluations it received to the new evaluation site, if a different evaluator has been selected.
2. The CPSE Chairperson, upon receipt of the evaluation reports and parents' request, must issue the WN-1P letter to the parents notifying them that the case has been closed.
3. The CPSE Chairperson must review, sign (as appropriate) and forward the original STAC-5 form in accordance with procedures previously described.

II. RE-EVALUATIONS

A. Rationale for Re-evaluations

If providers request payment for any assessments for students receiving an Annual or Requested Review of their IEP, they must complete the EV-1P form identifying the type of evaluation and provide a rationale for the request. Reimbursement will not be provided without approval by the CPSE Chairperson prior to the administration of such evaluations.

NOTE:

The review and updating of reports including observations by teachers and/or related service providers after the initial evaluation is not considered a reevaluation and, therefore, not reimbursable. A social history is a mandated component of an initial evaluation only and may be updated as needed by the appropriate professional if there is a change in a child's family structure or environment. Social history updates are not required as part of the Requested or Annual Review.

The CPSE Chairperson must advise the evaluation site within five (5) days of receipt of the EV-1P of his/her determination. A copy of this determination must also be shared with the parent.

B. Processing Requests for Re-evaluations

Written consent from the parents on the Notification of Review of the IEP and the Consent for Re-evaluation (C-2P) form are required prior to conducting any additional assessments.

1. The evaluation site must obtain parental consent for re-evaluations on the C-

2P form. The evaluation site must provide the signed C-2P to the CPSE or notify the CPSE if it is unable to obtain written consent. It may conduct new assessments of the student without receiving written consent from the parent on the C-2P form after providing documentation of its outreach efforts to the CPSE unless it is notified by the CPSE Chairperson that it may not do so.

- 2.** An original STAC-5 evaluation form identifying those components of the multi-disciplinary evaluation for which reimbursement is sought must be completed by the evaluation site and submitted with the evaluation(s) to the CPSE. Reimbursement for evaluations will be at the rates established by SED. Appropriately completed STAC-5 forms received by a CPSE for reevaluations will be processed in accordance with the process for initial STAC-5 forms.

IEP MEETINGS

I. INITIAL MEETINGS

The CPSE Initial Meeting is conducted to determine eligibility for preschool special education programs and/or services and develop an Individualized Education Program (IEP.) For information about the IEP Review and the IEP form used for NY City students refer to the N.Y. City Department of Education's, "Creating a Quality IEP-Individualized Education Program Manual." The CPSE should consider special education programs/services that will enable the child to engage in age appropriate activities. The Initial Meeting must be held within forty-five (45) days from the receipt of referral by the CPSE or thirty (30) days from the receipt of parental consent on the Consent for Evaluation (C-1P) form, **whichever date is earlier**. For additional information about IEP development for CLD preschool children, refer to the SED "*Guidelines for Services for CLD Preschool Students with Disabilities.*"

A. Participants at the Initial CPSE Meeting/Review

A team of qualified professionals, the parents and other individuals knowledgeable about the child and general/special education services comprise the CPSE. The Chairperson of the CPSE is responsible to ensure that all CPSE members receive documentation to be reviewed at the meeting and that members have an opportunity to participate at the Review. Following are the required initial CPSE Review participants:

NOTE:

If no CPSE member speaks the preferred language of the parents of the referred child, the CPSE Chairperson is responsible for arranging for an interpreter.

1. **The Parents of the Child.** Parents of the child suspected of having an educational disability must be afforded the right to:
 - a. Participate in all meetings about the child;
 - b. Receive a copy of the Evaluation Summary Report and all evaluations of their child.
 - c. Have their concerns and the information they provide regarding their child considered at the review;
 - d. Receive information about any determinations made by the CPSE.

2. **A School District Representative.** The school district representative, in New York City, is the Chairperson of the CPSE or designee. The CPSE Chairperson must:
- a. Be qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of preschool age children with disabilities;
 - b. Be knowledgeable about the early childhood curriculum;
 - c. Be knowledgeable about the pre-K resources of the district.

NOTE:

In New York City, the school district representative also serves as the municipality representative.

3. **A General Education Teacher.** A general education teacher of the child (if the child is, or may be, participating in the general education environment.) The role of the general education teacher is to:
- a. Assist in the determination of appropriate positive behavioral interventions and strategies;
 - b. Assist in the determination of supplementary aids and services, program modifications and supports for preschool personnel;
 - c. Clarify how the child will participate with non-disabled peers.
4. **An Individual Who Can Interpret the Instructional Implications of the Evaluation Results.** If invited by the CPSE Chairperson or the parent, this may be a representative of the SED approved evaluation site who participated in the evaluation of the child. This responsibility may be assumed by a professional member of the CPSE who is also fulfilling the role of #2, #3, #5 or #7 at the review.
- a. When a bilingual evaluation was required, a person familiar with assessment and programming for culturally and linguistically diverse preschool children must participate in the meeting;
5. **A Special Education Teacher.** At least one special education teacher or, if appropriate, one special education service provider must participate at the meeting.
6. **A Parent of a Child with an Educational Disability (Parent Member)**

NOTE:

The parent member is not a required member if the parents request that the parent member not participate.

7. **Persons at the Discretion of the Parent or CPSE.** Individuals who have knowledge or special expertise regarding the child, including related service providers may be invited to attend and participate at the meeting.
8. **Appropriately Licensed or Certified Professional From the Early Intervention Agency.** If the student is transitioning from a program serving children with disabilities 0-2 years old, the EI representative must attend the meeting.
9. **The Preschool Child (as appropriate.)**

B. SCHEDULING THE INITIAL CPSE MEETING/REVIEW

1. Upon receipt of the multi-disciplinary assessment reports and after consultation with the Committee members and the student's parents, the CPSE Chairperson/designee will issue the Notice of CPSE Initial Review Meeting (M-2P) letter (see Appendix A#15) to the individuals expected to attend the Review. The CPSE meeting must be held within compliance timelines at a site and time mutually convenient to the members of the Committee and the parent.

NOTE:

Participation in Committee meetings through teleconferencing is a permissible alternative to having all members convene at a "face-to-face" meeting.

2. The Committee members must receive the M-2P letter at least five (5) school days in advance of the CPSE Review meeting.
3. If the parents request a postponement prior to the scheduled meeting, every effort should be made to reschedule the meeting, in a timely manner, on a date agreeable to all participants.

NOTE:

It is permissible to hold an IEP meeting without the parents being present but only after diligent efforts are made to attempt to secure the parent's attendance. Records of issuance of the Notice of CPSE Initial Review Meeting (M-2P) letter and other outreach efforts to secure parental participation must be documented and maintained in the student's file.

4. If the parents are unable to attend the scheduled Review meeting and indicate that they cannot or do not wish to reschedule the Review, Committee members will arrange a follow-up conference to discuss the CPSE recommendation and provide the parents with a copy of the IEP.

C. CONDUCTING THE MEETING/REVIEW

The CPSE Chairperson must ensure that **all** mandated individuals participate at the Review. If the student's parents are present, their knowledge and understanding of their Due Process Rights should be confirmed at the beginning of the IEP meeting.

1. Determining Eligibility for Special Education Services

a. Age Eligibility

- i.** Age eligibility for the provision of preschool special education service(s) is determined as follows:
 - A child who attains three (3) years of age between January 1st - June 30th of any calendar year is eligible for preschool services(s) beginning on January 2nd of the calendar year in which s/he becomes three (3.)
 - A child who attains three (3) years of age between July 1st - December 31st of any calendar year is eligible for preschool service(s) beginning on July 1st (12 month eligible) or September 1st (10 month eligible.)
 - A child remains eligible for preschool service(s) through August 31st (12 month eligible) or June 30th (10 month eligible) of the calendar year in which the student is entitled to attend a school age program.
- ii.** Age-eligibility options for children transitioning out of Early Intervention (EI) services (see Appendix B for additional information) are:
 - A child born between January 1 and August 31 enrolled in an EI Program may remain in that program until August 31 of the year in which s/he turns three, should the parents so choose. However, if parents no longer desire EI services for their child and the CPSE determines preschool service(s) eligibility the child may receive services through the CPSE process as of January 2 in the year in which s/he turns three if the child was born January 1 - June 30, or as of July 1 (if a twelve month program is recommended), or September 1 (if a ten month program is recommended) and the child was born July 1 - August 31.
 - A child born between September 1 **and** December 31 may remain in the EI program until January 1 of the year after s/he turns three, should the parent so choose.

b. Educational Eligibility

The CPSE must consider all the evaluation components. To be classified as a preschool student with a disability, an age eligible child **must**:

- i. Exhibit a twelve (12) month delay in one or more functional area(s);

OR

- ii. Exhibit a 33% delay in one functional area or a 25% delay in each of two functional areas;

NOTE:

Receptive and expressive language skills are considered one functional area.

OR

- iii. If appropriate, when standardized instruments are individually administered, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas;

OR

- iv. Meet the SED criteria of:

- autistic
- deaf
- deaf-blind
- hard of hearing
- orthopedically impaired
- other health impaired
- traumatic brain injured
- visually impaired

2. Determining Goals and Objectives

The student's IEP must identify the results of the evaluation to reflect present levels of performance, management needs, as well as annual goals and short-term objectives in all areas in which special education services will be provided. It is important to establish the student's management needs **prior** to determining the least restrictive environment where programs/services will be provided.

3. Determining the Least Restrictive Environment (LRE)

- a. Each student's LRE shall:

- i. Provide the special education needed by the student;

- ii. Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and

NOTE:

For a preschool age student with a disability, prior to recommending the provision of special education half-day or full day services in a setting which includes only children with disabilities, the Committee must first consider providing special education services in a setting which includes age appropriate peers without disabilities. **The provision of special education services in a setting with no regular contact with such age appropriate peers shall be considered only when the nature and severity of the child's disability is such that education in a less restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily.**

- iii. Provide the special education services as close as possible to student's home or childcare location.
- b. The Committee's responsibility is to identify an approved special education program and/or service which has the appropriate staff and capability to address **all** the student's special education needs in the least restrictive environment.

NOTE:

Prior to referring a student for special education services by an SED approved provider, the CPSE chairperson must ensure that the provider has been assigned a NYCDOE school/program code. Contact CBST for additional information, if necessary. Also, prior to recommending an English Language Learner (ELL) preschool student for an interim alternate (IA) setting, the CPSE must first consider all appropriate SED approved bilingual programs.

- c. If the CPSE develops a recommendation for services but is unable to identify a service provider, it must:
 - i. Issue an Awaiting Placement Notification (PN) letter (see Appendix #16) and enter information regarding the student's recommendation into CAP.
 - ii. Initiate partial services to preschool students in those circumstances where the primary program recommended on the IEP is Special Class or Special Class in an integrated setting or SEIT services and this program or service is not available.

The chart below identifies the preschool special education service options that may be recommended on a student's IEP and the partial service options a CPSE can offer until the recommended service becomes available:

Special class/full day may receive:
> Special class/half day with related services as part of that program.
OR
> Related services as recommended on the IEP and/or SEIT services as described in the Note: below.

Special class in an Integrated Setting (SCIS) /full day may receive:
> SCIS/half day with related services as part of that program.
OR
> Related services as recommended on the IEP and/or SEIT services as described in the Note: below.

Special class/half day may receive:
> Related services as recommended on the IEP and/or SEIT services as described in the Note: below.

Special class in an Integrated Setting/half day may receive:
> Related services as recommended on the IEP and/or SEIT services as described in the Note: below.

Special Education Itinerant Teacher (SEIT) and related services may receive:
> Related services as recommended on the IEP.

NOTE:
Students offered SEIT services as a partial service will first be offered SEIT services in a group setting of three or more children (with no more than 8 students participating in any such group setting) for no more than two hours a day, five days a week. If that option is unavailable the student will then be offered SEIT services, individually for no more than one hour a day no more than five times a week and no less than twice per week. All children receiving SEIT services should be grouped together according to similarity of individual needs for the purpose of special education and the curriculum and instruction provided to these students shall comply with the requirements of Section 200.1 (ww)(3)(ii) of the Part 200 Regulations.

- iii. For delivery of partial services written parental consent is required. The CPSE must give parents a copy of the Partial Services Notice (See Appendix #16A.)
- iv. After the parent provides written consent on the Partial Service Notice the CPSE must complete the appropriate authorization letter and enter the Partial Services into CAP.

NOTE:

Receipt of Parental Consent on the Partial Service Notice fulfills CPSE's requirement to receive Parental Consent to the recommendation for services.

- v. All students to whom partial services are offered and/or provided shall remain on the PN list until the primary service recommended on the student's IEP is offered and/or provided to the student. The CPSE must review the status of the student (at least) on a monthly basis.
- iv. Upon identification of a provider who is capable of serving the student as recommended on the IEP, CPSE must reconvene, complete the original IEP, enter the new provider information into CAP, issue the appropriate authorization letter and notify the partial service provider of termination of services.

NOTE:

The partial services that are being provided do not constitute a pendency placement within the meaning of the IDEA. If members of the CPSE believe the special education services that are being provided as partial services are now appropriate for the student, the CPSE may conduct a Review of the IEP to revise the recommendation.

4. Continuum of Preschool Special Education Services

- a. If the CPSE determines that the child has a disability, the Committee shall recommend appropriate approved services or special programs and the frequency, duration and intensity of such services, including but not limited to the appropriateness of single services or half-day programs based on the individual

needs of the preschool child. The Committee shall first consider the appropriateness of providing:

- i. Related services only
- ii. Special education itinerant services only
- iii. Related services in combination with special education itinerant services.
- iv. A half-day program
- v. A full day program

b. Description of the Continuum of Services

i. Related Services Only

- Those services defined in Section 4401 of Education Law, (i.e. speech, occupational therapy, physical therapy, etc.)
- Services are provided at a site identified by the parent including, but not limited to:
 - An approved or licensed pre-kindergarten
 - A child care location
 - A Head Start program
 - The child's home
 - A hospital
 - A state facility
 - The work site of the provider
- The initial location for the delivery of related services must be stated on the IEP. The service provider must inform the CPSE of any changes to the service location.
- If two or more related services are indicated, one of the related service providers must be selected as the coordinator.

ii. Special Education Itinerant Services (SEIS) Only

SEIS, also referred to as special education itinerant teacher (SEIT) services, are provided on an itinerant basis by a certified special education teacher working under the auspices of an SED approved program. SEIT may be provided at, but is not limited to, one of the following settings:

- An approved or licensed pre-kindergarten
- A Head Start program
- A child care location
- The child's home
- A hospital
- A state facility
- The work site of the provider

SEIT may not be recommended less than two (2) hours per week. Recommendations of more than five (5) hours for SEIT should be considered unusual and based upon unique educational needs of the student.

SEIT services must be provided in accordance with the frequency and duration as specified on the IEP. Providers determine whether the services offered are direct or indirect or a combination thereof.

- **Direct Service** means specially designed individualized or group instruction to a preschool child to help the child benefit from the early childhood program.
- **Indirect Services** are consultations provided by a special education teacher to assist the child's early childhood teacher in adjusting the learning environment or modifying instructional methods.

NOTE:

A SEIT session in CAP is equal to one half hour.

iii. Related Services in Combination with Special Education Itinerant Services

When related services are provided in combination with special education itinerant services, the Special Education Itinerant Services Teacher must serve as the coordinator of the services.

iv. Half-day Programs (Special Class in an Integrated Setting [SCIS] and Special Class [SC].) The chronological age range of students within integrated and special classes shall not exceed 36 months. A half-day program provides services not more than 2.5 hours per day, not less than two days per week.

- Maximum class size in an integrated setting which includes students with and without disabilities (one teacher model) may not exceed twelve (12) preschool students without an SED approved innovative program waiver.

NOTE:

Program providers may request an Innovative Waiver from the SED to increase the class size for a special class in an integrated setting. A letter of support from the DOE is required for each application.

- Maximum class size in a setting which includes students with and without disabilities (two teacher model) may not exceed twenty-four students.

NOTE:

In some circumstances both SED and New York City Bureau of Day Care approval may be required to operate the two teacher model of a special class in an integrated setting.

- Maximum class size in a SC setting which includes only students with disabilities shall not exceed twelve (12) preschool students with one teacher and at least one paraprofessional.

v. Full Day Programs (Special Class in an Integrated Setting [SCIS] and Special Class [SC])

Chronological age range within integrated and special classes shall not exceed thirty-six (36) months.

A full-day program provides services at least three (3.0) hours per day, not less than two days per week.

- Maximum class size in an integrated setting which includes students with and without disabilities (one teacher model) may not exceed twelve (12) preschool students without an SED approved innovative program waiver.

NOTE:

Program providers may request an Innovative Waiver from the SED to increase class size for a special class in an integrated setting. A letter of support from the DOE is required for each application.

- Maximum class size in a setting which includes students with and without disabilities (two teacher model) may not exceed twenty-four students.

NOTE:

In some circumstances, both SED and New York City Bureau of Day Care approval may be required to operate the two teacher SCIS classroom.

- Maximum class size in a SC setting which includes only students with disabilities shall not exceed twelve (12) preschool students with one teacher and at least one paraprofessional.

5. Developing a Twelve Month Recommendation

Special education services or programs are provided between the months of September and June of each year, except for those students whose disabilities are so severe that they require a structured learning environment of twelve months duration to prevent substantial regression. If the CPSE determines that twelve month services are required it must develop a statement, on the IEP, providing reasons for such recommendation. The CPSE may recommend a special education service or program, which is different in type, intensity, or frequency from the service(s) or program provided to the student between September and June.

NOTE:

It is typical that there will be some regression for a student over the summer. Substantial regression would be indicated only if the review and re-teaching period needed in the fall is approximately eight weeks or more.

The term “substantial regression” is defined in State regulation as:
“Student’s inability to maintain development levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to re-establish and maintain IEP goals and objectives mastered at the end of the previous school year.”(8NYCRR 200.1 [nn])

When the CPSE initially determines a student requires twelve month services, the parent will be asked to give his/her consent to the 12 month recommendation.

6. Developing Transportation Recommendations

A student determined to require special education programs and/or service(s) may also be eligible for transportation services. The selection of an appropriate service provider must consider the proximity of the site to the child care location and the transportation needs of the student.

- a. A student requiring transportation will be transported by a vendor selected by the New York City Department of Transportation (DOT.)
 - i. The CPSE must indicate the recommendation for transportation services on the student’s IEP.

NOTE:

When entering recommendation for transportation into CAP, CSPEs must be careful to enter the correct transportation code (see CPSE CAP Data Entry Manual.)

II. For students requiring specialized transportation:

- The recommendation for specialized transportation must be clearly specified on the student’s IEP. The CPSE is responsible to ensure the transportation, to and from a preschool, is appropriate to the student’s physical and/or mental well being.
- All specialized transportation service(s) recommendations must be thoroughly documented and supported by appropriate medical personnel. A written medical doctor’s order must detail the type(s) of specialized transportation requirements and the specific reasons for each.

- b. If the CPSE determines that the student must receive his/her related service at a therapist's office (e.g., to enable the student to use equipment that cannot be transported from a physical therapist's office), transportation to receive related services may be recommended on the IEP. Transportation will only be provided on those dates when the student is transported to the therapist's office to receive the special education related services recommended on the IEP.

7. Limitations to the CPSE Recommendation

- a. The CPSE may recommend special education programs or service(s) only to students meeting age and educational eligibility criteria.
- b. The CPSE may not recommend the use of public special education funding for the provision of regular preschool education, day care or other child care services.
- c. The CPSE may only recommend related service providers who have been awarded contracts or whose names appear on the DOE's municipality list as an independent/agency provider or, SEIT, SCIS or SC providers who have been approved by the SED and have been assigned NYCDOE code numbers.
- d. The CPSE may recommend transportation service only to allow a student with disability to receive his/her special education services.
- e. The CPSE should not recommend any particular methodology or type of instruction on the IEP.
- f. Prior to making any recommendation that would place a child in an approved program owned or operated by the same agency which conducted the initial evaluation of the child, the CPSE may exercise its discretion to obtain another evaluation of the child from a different, SED approved, evaluation site.

D. COMPLETING THE IEP

The CPSE must complete an IEP for each student for whom it conducts a Review.

- 1. For students determined **ineligible** for preschool special education programs or services, the CPSE must:
 - i. Complete pages one and two of the IEP.
 - ii. Complete the Final Notice of Recommendation - No Services (C-4P) letter (See Appendix A #17.)
 - iii. Review all Due Process Notices with the parent.
 - iv. Provide copies of all the above to the parent.

2. For students determined **eligible** for preschool special education programs or service(s), the CPSE must develop and provide to the parent and service provider(s) a copy of all appropriate pages of the IEP which includes statements clarifying how the disability affects the child's participation in appropriate activities and provides an explanation of the extent, if any, to which the child will **not** participate with non-disabled students and:

For students recommended to receive one or more related service(s) only

- i. DOE related service providers may be assigned to preschool students attending programs at Public School settings whenever possible. However, for students attending all other early childhood settings the CPSEs will attempt to have the related service provider assigned from the contract agency. CPSEs must continue to refer students through CAP to the agencies awarded contracts until otherwise directed in writing by the Office of Related and Contractual Services.
- ii. Only in those circumstances where no contract has been awarded, or when a related service cannot be provided by the contract agency, may the CPSE identify a provider from the, "New York City Department of Education, Municipality List, Independent Providers of Related Services for Preschool Students with Disabilities."

NOTE:

The Municipality List is developed by the Central Based Support Team (CBST) and is maintained by that office. Any independent provider whose name is not on the list and would like to have their name included should be referred to CBST.

- iii. CPSEs may only use independent related service providers whose names are eligible to appear on the Municipality List. When using the Municipality List selections **must** be made in rotation order. CPSEs must document efforts to contact providers. Once contacted, the provider must be rotated to the bottom of the list and the next provider selected unless one of the extenuating circumstances below applies to a particular student:
 - The IEP entitles the student to receive a related service and SEIT and the SED approved SEIT provider's name appears on the municipality list of related service providers.
 - Services are to be provided at a location identified by the parent (e.g. Headstart Program) where:
 - the related service provider can group the student with other students already receiving related services at that site.
 - the related service provider is from the same agency that operates the early childhood setting.

(The DOE believes these exceptions will promote the coordination of the child's early childhood services.)

- iv If a provider on the Municipality List states, when contacted by a CPSE, that she/he is no longer willing (or is now unable) to provide related services to preschool students

such statement should be maintained with the Municipality List. The DOE Preschool Administrator must advise CBST of the provider's decision. The provider need not be contacted again.

- v. When an independent provider agrees to provide related services to a preschool student, the CPSE must obtain the appropriate signature(s) on the Independent Provider Agreement or Independent Agency Provider Agreement for the Provision of Related Services to Preschool Students. A new Agreement is required each new school year and whenever the service provider changes. The signed Agreement must be retained at CPSE.
- vi. On page one of the IEP complete the Program Recommendation line with, "Related Services only". For the provider's name indicate: "DOE staff/Agency/Independent Provider".

Do not write the name of the specific related service provider on the IEP. If, during the school year, the provider changes a new Review will not be required.

- vii. Select one related service provider to coordinate the provision of the student's related service(s.)
- viii. Review all Due Process Notices with the parents.
- ix. Complete the final Notice of Recommendation Initial (C-7P) form (See Appendix A # 18.)
- x. Issue the Authorization to Receive Preschool Special Education (A-1P) letter (see Appendix A # 19.)

For Students Recommended to Receive SEIT

- i. Select an SED approved provider agency, which is able to implement the student's IEP.
- ii. Selected providers will be requested to complete a Preschool SEIT Acceptance (PSAL) letter (see Appendix A # 20.)
- iii. **Complete the IEP.**

NOTE:

The group size should not be written on the IEP but the actual group size must be entered into CAP.

- iv. Review all Due Process Notices with the parents.
- v. Complete the C-7P form.
- vi. Issue the A-1P, as appropriate.

For Students Recommended To Receive Seit And One Or More Related Services

- i. Follow all steps under “For students recommended to receive one or more related services only”, and “For students recommended to receive SEIT”.

NOTE:

Only one C-7P letter is required.

- ii. The coordination of the provision of the related service(s) and SEIT services is the responsibility of the SEIT provider.
- iii. Issue the A-1P.

For Students Recommended To Receive Special Class Programs And/Or Services In Half-Day Or Full Day Settings

- i. Select a half-day or full-day program appropriate for the student.

NOTE:

The program selected must be an SED approved provider in contractual agreement with New York City. Programs are identified on a listing maintained by CBST and provided to the CPSEs. The listing also indicates if the SED has approved the program to provide bilingual and/or bilingual Interim Alternate Placements. Bilingual providers must always be considered prior to recommending an Interim Alternate Placement.

- ii. Recommendations must consider the student’s special education needs and his/her ability to participate with age equivalent peers without disabilities. Determining the student’s LRE was discussed previously in this Chapter.
- iii. Providers who have been selected will be requested to complete a Preschool Acceptance (PAL) letter (see Appendix A #21.)
- iv. Complete the IEP. The CPSE must indicate on the IEP why Related and/or SEIT services were not considered appropriate.
- v. Review all Due Process Notices with the parents.
- vi. Complete the C-7P.
- vii. Issue an application letter (A-1P) for SCIS or SC recommendations.

E. PROCESSING RECOMMENDATIONS DEVELOPED AT THE IEP MEETING/REVIEW

For All CPSE Recommendations the CPSE Chairperson Must:

1. Ensure that all data regarding the IEP recommendation has been entered into CAP.
2. Obtain parental consent to the CPSE recommendation prior to implementing the IEP. If the parent did not attend the IEP meeting or did not sign the C-7P at the time of the initial meeting, the CPSE must obtain their consent on the C-7P. The case may be closed if, after reasonable efforts, the CPSE is unable to obtain written consent on the C-7P form.

NOTE:

If a member of the CPSE wishes for the CBST to review the recommendation developed by the Committee, the case may be submitted to CBST. Please be sure to include the following:

1. Due Process Notice signed by a parent.
 2. All evaluations considered to develop the IEP.
 3. The E-1P form.
 4. The IEP
 5. Copies of Independent Related Service Provider Agreements, as appropriate.
 6. The completed PAL.
 7. Any other appropriate supporting statements identifying how the CPSE developed its recommendations.
 8. Any statements from the parent or other IEP conference participants in disagreement with the recommendation developed on the IEP.
 9. The Placement Determination cover (T-1P) letter (see Appendix A #22.)
3. Contact the service provider to determine an appropriate date for services to begin. Service(s) should commence with the starting date for the program, unless such services are recommended by the CPSE less than thirty (30) days prior to, or after, the starting date for such program. In these cases, such services shall be provided no later than thirty (30) days from the IEP Meeting date or sixty (60) days from Consent for Evaluations (C-1P), whichever is earlier.

When a student is age ineligible to receive services at the time of approval, services will be deferred until the student becomes age eligible to receive the services.

A student's approved "authorized to attend" date, as indicated on the A-1P letter, is the first eligible date to receive services.

4. When it is initially suspected that a preschool student may require a specialized transportation vehicle/equipment (e.g., air conditioned mini van, oxygen, etc.), a specialized transportation device (e.g., car seat), and/or a specialized transportation professional (e.g., health aide, nurse, etc.) the CPSE, should as soon as possible, contact the DOT Preschool Transportation Unit to alert them to the possibility of such a recommendation. The student's IEP must state whether or not the student is non-ambulatory, and whether or not that determination requires a wheelchair lift bus be provided for service to that student.
5. Forward a copy of the CPSE generated Authorization letter to DOT to initiate any transportation service(s) recommended on the student's IEP.

II. REQUESTED AND/OR ANNUAL REVIEWS OF THE IEP

A REQUESTED REVIEWS

A review of a student's IEP may be necessary when the student's teacher/related service provider, parent or the CPSE chairperson believes that the recommendations, annual goals and/or short-term objectives on the current IEP are no longer appropriate. A Request for a review of the IEP must be submitted to CPSE chairperson in writing (see Chapter One.)

A request for additional evaluations or new assessments of a student after a CPSE's development of the initial IEP will be considered as a referral for a request to review the student's IEP.

When developing a new IEP at a Requested Review the CPSE must note the new anniversary date for the Annual Review of the IEP. Goals must be developed that are commensurate with that date.

B. ANNUAL REVIEWS

The IEP of a preschool student with a disability must be reviewed at least annually. The CPSE must maintain a record of the student's most recent IEP meeting and must schedule a review of the IEP prior to one year from the latest conference date entered on the IEP.

For Requested or Annual Reviews the CPSE chairperson must:

1. Review existing evaluation data on the student, including teacher and/or related service provider progress reports, current observations, etc.
2. Based upon that review the CPSE Chairperson must determine if new assessments are required.
 - a. If new assessments are not required to conduct the IEP Review the CPSE Chairperson will issue the M-2P Notice.

- b. If new assessments are required to conduct the IEP Review the CPSE Chairperson will issue the C-2P form. Parents will be asked to provide their written consent for any re-evaluations. Upon receipt of the new assessments required to conduct the IEP Review, the Chairperson will issue the M-2P Notice.

NOTE:

If the parent's written consent cannot be obtained on the C-2P form the evaluation site must provide the CPSE with a written statement that documents that reasonable efforts to obtain the parent's consent had failed. The evaluation site may conduct the re-evaluation without receiving written parental consent unless notified by the CPSE that it may not do so.

C. PARTICIPANTS AT A REQUESTED OR ANNUAL REVIEW

1. The Parents of the Child:

NOTE:

Parents **must** be invited to participate in any CPSE meetings convened to discuss their child. If the parents decline to participate at the Review, the CPSE may conduct the Review without them but must provide the parents with a copy of the IEP and all applicable Due Process Notices. Where the CPSE determines that no additional data are needed to determine continuing eligibility, parents must receive notice of that determination with a statement of the reasons for that decision.

2. A School District Representative

3. **A General Education Teacher.** A general education teacher of the child (if the child is, or may be, participating in the regular education environment.)

4. **The Student's Teacher or Service Provider.** At least one of the student's current special education teachers or related service providers must attend the Requested or Annual Review.

5. A Parent of a Child with an Educational Disability (Parent Member.)

NOTE:

The parent member is not a required member if the parents request that the parent member not participate.

6. **An Individual Who Can Interpret the Instructional Implications of any Re-evaluations.** This may be a professional member of the CPSE who is also fulfilling the role of #2, #3, #4, or #7 at the review.

7. **Persons at the Discretion of the Parent or CPSE.** Individuals who have knowledge or special expertise regarding the child, including related service providers may be invited to attend and participate at the Requested or Annual Review.

D. CONDUCTING THE REQUESTED OR ANNUAL REVIEW OF AN IEP AND COMPLETING A NEW IEP

The procedures, as previously described for the initial meeting, must also be followed for Requested or Annual Reviews.

When a CPSE develops a new IEP it must complete the Notice of Recommendation (C-8P) form (see Appendix A #23) and provide it to the parents. Reasonable efforts need to be made to obtain the parent's signature. However, receipt of parental consent is **not** required to implement the new IEP, unless twelve (12) month services are recommended for the first time.

E. PENDENCY

If parents disagree with the new recommendation they may, in writing, request Mediation or an Impartial Hearing. Until the disagreement is resolved the student may continue to receive his/her current services in accordance with the Notice of Parental Due Process Rights. Cap must indicate the pendency placement.

NOTE:

A student no longer has pendency for the previous IEP if the new IEP services have been provided.

F. PROCESSING REQUESTED OR ANNUAL REVIEWS FOR APPROVAL/ AUTHORIZATION

1. The CPSE Chairperson will issue either the DOE Approval/Authorization- No Change (AR-1P) letter (see Appendix A #24) or DOE Approval/Authorization of IEP - Change (AR-2P) letter (see Appendix A #25.)

NOTE:

If a member of the CPSE wishes for the CBST to review the recommendation developed by the Committee, the case may be submitted to CBST. Refer to the section for Initial Reviews for the package of materials required by CBST.

2. DOT must receive copies of any CPSE issued Authorization letters if bus services are modified or initiated.

III. REPORTING PLACEMENT RECOMMENDATIONS FOR ALL INITIAL, REQUESTED AND ANNUAL REVIEWS

The CPSE must report placement information for all preschool students with disabilities in CAP. CAP data entry for placements must be completed in accordance with SED definitions, (see Appendix D.)

PROVIDING SERVICES FOR APPROVED/AUTHORIZED RECOMMENDATIONS

I. INITIAL RECOMMENDATIONS

- A. Service providers must provide all services in accordance with the student's approved IEP. Under no circumstances may a provider offer Related, SEIT, SCIS or SC services prior to receiving notification from the CPSE to do so. All service providers must receive, from the CPSE Chairperson, as soon as possible but prior to the initiation of service, a copy of the student's complete evaluation package, signed Due Process Notices, and IEP.

NOTE:

Prior to receiving payments for any special education services provided to preschool students, SED approved evaluation, SEIT, SCIS or SC providers must sign a Requirements Agreement with DOE. Contact the CBST for additional information.

- B. Upon receipt of written notification of the approval to initiate services listed on the IEP, the special education service provider must:
1. Ensure that an individual student file has been created.
 2. Maintain records of student attendance including the provision of related services (as appropriate.)
 3. Complete first attend information on the Authorization to Receive Services letter and immediately forward it to the appropriate CPSE for data entry.

NOTE:

Notification of approval/authorization of services to providers may initially be made via telephone contact. Providers should note the date of the call and name of the caller. Written confirmation of the approval/authorization will subsequently be issued. Correct payment to providers is ultimately contingent upon the timely receipt and accurate data entry of first attend information.

4. Contact the Department of Transportation (DOT) to confirm its receipt of the Authorization Letter **if, within five (5) days of the date of issuance of the “DOE Approval and Authorization to receive Preschool Special Education Program Services”, or the date the student is first eligible to receive services, whichever is later, the student has not received IEP recommended transportation services.**
- C. If, at any time after the student has been authorized to receive services, the service provider becomes unable to continue the provision of any or all services recommended on the IEP, the program/service provider must contact the parent and CPSE.

NOTE:

The CPSE may need to reconvene to determine whether or not a new recommendation needs to be developed.

II. REQUESTED OR ANNUAL REVIEWS

- A. SED approved service providers must allow a student’s teacher/service provider to participate at IEP Meetings. Teacher and related service provider progress reports must be provided to the CPSE in advance of the Review.
- B. If the CPSE develops a new IEP at the Review, the service provider(s) must receive a copy of the IEP (as well as any new forms and documents that have been issued) from the CPSE Chairperson.
- C. Recommendations that result in a change in services may be authorized to become effective immediately or may be deferred to a date agreed upon at the CPSE Review as specified on the IEP.
- D. Providers must continue to offer services in accordance with the previous IEP until notified by CPSE. Providers may receive a telephone call and will subsequently receive written confirmation of the new recommendation.
- E. If a parent disagrees with the new CPSE recommendation and submits written notification for either Mediation and/or an Impartial Hearing:
 1. The student will continue to be eligible to receive the special education services recommended on his/her previously approved IEP until the disagreement is resolved unless the parent and CPSE agree, in writing, to other arrangements. (See Due Process Notice regarding pendency.)
 2. The current service provider must be notified by the CPSE Chairperson that the parent has filed for Mediation and/or an Impartial Hearing. If the parent wishes to have the student continue receiving his/her services per the previously approved IEP, the provider must continue to offer services in accordance with that IEP until the Due Process proceedings (mediation or impartial hearing) are concluded.

3. The **newly recommended provider must** also be informed by the CPSE Chairperson of the parent's claim for pendency. The provider may choose to keep the seat/service available for that student (without entitlement to reimbursement) or notify the CPSE that they do not intend to retain the seat/service that was available for the student.

NOTE:

The Bureau of Contract Aid (BCA) will be notified by the Office of Legal Services (OLS) to continue payments to any service provider who must continue to provide services as a result of parent's seeking pendency for services during the impartial hearing process. The CPSE Chairperson must inform BCA of any pendency placement during mediation.

- F. Upon receipt of written notification of the approval to initiate services listed on the new IEP, the special education service provider must:
 1. Ensure that an individual student file has been updated.
 2. Maintain records of student attendance including the provision of related services (as appropriate.)
 3. Complete first attend information on the Authorization to Receive Services letter and forward it to the appropriate CPSE for data entry.

NOTE:

Notification of approval/authorization of services to providers may initially be made via telephone contact. Providers should note the date of the call and name of the caller. Written confirmation of the approval/authorization will subsequently be issued. Correct payment to providers is ultimately contingent upon the timely receipt and accurate data entry of first attend information.

4. Contact the Department of Transportation (DOT) to confirm its receipt of the Authorization Letter **if, within five (5) days of the date of issuance of the "DOE Approval and Authorization to receive Preschool Special Education Program Services", or the date the student is first eligible to receive services, whichever is later, the student has not received IEP recommended transportation services.**
5. For Medicaid reimbursement purposes, if a student has been recommended to receive speech therapy services and will continue to receive that service in a new school year, an Authorization for Speech Therapy form must be signed by the speech language pathologist providing services to the student.

NOTE:

If the speech provider is not a NY State licensed speech language pathologist, arrangement must be made to have an SLP licensed speech supervisor, physician or nurse practitioner sign an authorization form.

- G.** If, at any time after the student has been authorized to receive services, the service provider becomes unable to continue the provision of any or all services recommended on the IEP, the program/service provider must contact the parent and CPSE.

NOTE:

The CPSE may need to reconvene to determine whether or not a new recommendation needs to be developed.

III. NOTIFICATION OF CHANGE IN STUDENT INFORMATION

- A.** If the preschool provider is notified or becomes aware of a change in the student's name, address, etc., or if the provider is made aware of the parent/guardian's intent to withdraw the student from the CPSE recommended program or services; the CPSE must be immediately notified. The provider must complete the Student Information (T-2P) Notice and submit it to the student's current CPSE. (See Appendix A #26.)
- B.** If an approved student (who has been referred to a provider and who has not yet established an enrollment at the Provider) fails to attend within five (5) days from the student's anticipated first attend date, the provider shall contact the parent to ascertain the reason for the absence. If the provider is unable to ascertain the reason for the absence, the provider must promptly complete and forward the T-2P Notice to the CPSE.
- C.** If a student who has already established a period of enrollment is absent, at any time during the course of the year, for a period of five (5) consecutive days (for SEIT, five (5) consecutive sessions), the provider shall contact the parent to ascertain the reason for the absence. If the provider is unable to ascertain the reason for the absence, the provider must promptly complete and forward a T-2P Notice to the CPSE.
- D.** Where the student's period of enrollment is established by reason of a legal excuse and the student does not actually attend at any time within twenty (20) days of the authorization date for the commencement of services, the provider shall contact the student's parents to ascertain the reason for the absence. The provider must complete and forward a T-2P Notice to the CPSE indicating its ability to verify or not verify the continued existence of the legal excuse.
- E.** Within ten (10) days of receipt of the T-2P Notice, the CPSE must advise the Provider if it has been able to determine a legal absence or indicate the discharge date for termination of services.

4201 PROCEDURES

I. INITIAL 4201 CASES

The referral of a deaf, blind, or severely orthopedically impaired preschool age student to a state supported 4201 school is made through the application to the “Commissioner of Education for Approval to attend a School for the Blind, Deaf or Severely Physically Disabled” (PHC-10) process. To be considered for placement into a 4201 funded school for the deaf, a student must meet eligibility criteria including having an unaided hearing loss of 80 decibels or higher in the better ear or be considered functionally deaf. For placement into a 4201 funded school for the blind, a student must meet eligibility requirements including having a vision loss of 20/200 **after correction**. Placement into the Henry Viscardi School requires the student to be severely orthopedically impaired.

NOTE:

PHC-10 forms are available at state supported 4201 schools or CPSEs (see Appendix A #27.)

Preschool age children who meet the criteria above may be referred by the parent, guardian or other appropriate individuals either directly to SED, to a 4201 school suitable to the identified disability, or to the home district CPSE. (See Chapter One.)

A. REFERRALS

1. SED Referral

- a. Parents may complete the PHC-10 (Application for a Commissioner’s Approval) and submit it to the New York State Education Department, Office of Special Education Services, One Commerce Plaza, Room 1624 Albany, New York 12234. SED is responsible for 4201 placements when provided with adequate written evidence of deafness, blindness, or severe physical disability.
- b. After review of the information, SED will issue a referral to the parent, referring the student to the 4201 school closest to the student’s home for a multi-disciplinary evaluation. Simultaneously, SED will send a copy of the referral to the home district CPSE of the child.

NOTE:

This referral must be received by CPSE prior to evaluation.

2. CPSE Referral

- a. If the parent makes initial contact with the CPSE, the CPSE may assist the parent in filling out the PHC-10, ensuring that the parent has appropriate evidence of child's deafness, blindness or severe physical disability. The completed PHC-10 should be forwarded to the SED's office in Albany.
- b. After review of the information, SED will issue a written referral to the parent, referring the student to the 4201 school closest to the student's home for a multi-disciplinary evaluation. Simultaneously, SED will send a copy of the referral to the home district CPSE of the child.

NOTE:

This referral must be received by CPSE prior to evaluation.

3. 4201 School Referral

If initial contact is made with the school, the school may help the parent fill out the PHC-10. The PHC-10 should then be forwarded to the SED and procedures would follow as above.

B. EVALUATIONS

Upon receipt of the referral for evaluation letter from SED and obtaining parent consent for initial evaluation on the CPSE issued C-1P form, the 4201 school will discuss due process rights, forward the original signed consent to the CPSE and proceed with appropriate evaluation of the student.

NOTE:

Reimbursement for evaluations administered by 4201 providers is included with tuition costs. A STAC-5 is not completed.

Evaluations must be submitted to the CPSE within twenty (20) days of obtaining parental consent for the evaluation.

C. INITIAL REVIEW

The IEP Meeting of a student evaluated by a 4201 funded preschool is conducted in accordance with the procedures in Chapter Three and must be completed within thirty (30) days from signed consent.

Parents of students recommended by a CPSE to attend a 4201 school must receive a Notice of Initial Recommendation (C-7P-4201) form (see Appendix A #28.) The representative of the 4201 school must complete the PAL, an

original STAC-1 and the SED **original** “Application for Commissioner’s Approval for a Student to Attend a 4201 State-Supported School” (blue form.)

The form should be signed by the parent, the CPSE Administrator and the 4201 representative.

D. PROCEDURES TO INIATE SERVICE

1. Issue the authorization letter to the parent and 4201 provider.

NOTE:

Authorization requires SED approval.

2. Sign the **original** STAC-1 form and **original** “Application for Commissioner’s Approval For a Student To Attend a 4201 State-Supported School” (blue form.)
3. Forward the **original** STAC-1 form and **original** “Application for Commissioner’s Approval For a Student To Attend a 4201 State-Supported School” (blue form) to New York State Education Department, Office of Special Education Services, One Commerce Plaza, Room 1624 Albany, New York 12234.

E. PROVISION OF SERVICE

SED will sign the “Application for Commissioner’s Approval for a Student to Attend a 4201 State-Supported School” (blue form.) Once signed, the form becomes the SED approval letter. SED will forward the signed form to the parent, 4201 provider and CPSE. It must be retained by the CPSE in the student’s individual file folder.

NOTE:

The 4201 school must arrange for the transportation needs of the student in accordance with the IEP by contacting the **Office of Pupil Transportation (OPT.)**

II. REQUESTED AND/OR ANNUAL REVIEWS

On, or prior to one year after initial recommendation, a 4201 preschool student must have an annual review. The site and time of the review should be agreed upon by the 4201 school and the CPSE and should be convenient for the parent. CPSE must give appropriate notification to the parent of an impending review.

1. When the 4201 school receives notice of an IEP conference, teacher and related service provider progress notes must be submitted to the CPSE in advance of the Review.
2. The case is processed in accordance with procedures in Chapter Three.

3. A new original STAC-1 form is required only if the Annual/Requested Review results in a new program recommendation. STAC forms must be sent to New York State Education Department, Office of Special Education Services, One Commerce Plaza, Room 1624 Albany, New York 12234.
4. If a student currently funded under Section 4410 is recommended to attend a 4201 school, a PHC-10 must be generated and the procedures for initial placement to a 4201 school must be followed.
5. CPSE will issue the appropriate authorization letter.

≈CPSE – SOPM APPENDIX A≈

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REFERRAL TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

This form is to be used by professional staff members to refer a preschool age child (ages three [3] or four [4]) suspected of having an educational disability to the Committee on Preschool Special Education for a multidisciplinary assessment and possible recommendation for special education services.

It is **strongly** advised that this form be completed in its entirety; indicate N/A in those sections not applicable. Be sure to write legibly. Attach to this form any documentation relevant to this referral.

SECTION I: REASON FOR REFERRAL

SECTION II: DEMOGRAPHIC DATA

Home District CPSE# _____ NYC ID # If known: _____

Child's Name _____ Last _____ First _____ M. _____ D.O.B. ____/____/____

Home Address _____ Apt. # _____ Borough _____ Zip Code _____

Name of Parent/Guardian _____

Home Language(s) _____ Child's Language(s) _____ Parent's Preferred Language(s) _____

Home Tel. #/Bus. Tel. # _____ Emergency Contact _____ Emergency Phone # _____

SECTION III: REFERRAL INFORMATION (place an "X" in the appropriate box)

- A parent/legal guardian or person in parental relationship
- A licensed physician or other health professional.
- The Commissioner or designee or a public agency with responsibility for welfare, health or education for children.
- A judicial officer An Early Childhood Direction Center (ECDC)
- Universal Pre-K Program NYC Early Intervention Program (EIP)
- Other please specify: _____

Referral Source Name _____ Telephone # _____

Address _____

Borough _____ Zip Code _____

Foster Care Agency _____ Telephone # _____

Contact Person If Different From Referral Source _____ Telephone # _____

Address _____ Borough _____ Zip Code _____

Is child or family known to any state, city, private agency or clinic? Yes No

If yes, indicate agency/clinic name: _____

Address _____ Borough _____ Zip Code _____

Contact Person _____ Telephone # _____

Reason for agency involvement: _____

If multiple agencies are involved with child/family, indicate other agency affiliations:

SECTION IV: DEVELOPMENTAL HISTORY

Indicate any pre/post natal complications experienced: _____

"X" ALL APPLICABLE CATEGORIES UP TO THE CHILD'S CURRENT AGE

		<u>0 - 6 mos.</u>			<u>7 - 12 mos.</u>
Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	reaches/grasps	<input type="checkbox"/>	<input type="checkbox"/>	sits & pulls to stand
<input type="checkbox"/>	<input type="checkbox"/>	vocalizes	<input type="checkbox"/>	<input type="checkbox"/>	says "Mama-Dada"
<input type="checkbox"/>	<input type="checkbox"/>	smiles	<input type="checkbox"/>	<input type="checkbox"/>	plays patty cake
<input type="checkbox"/>	<input type="checkbox"/>	turns to sound	<input type="checkbox"/>	<input type="checkbox"/>	pincer grasp
		<u>1 -3 years</u>			<u>3 - 5 years</u>
Yes	No		Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	runs well	<input type="checkbox"/>	<input type="checkbox"/>	jumps in place
<input type="checkbox"/>	<input type="checkbox"/>	speaks clearly	<input type="checkbox"/>	<input type="checkbox"/>	tells a story
<input type="checkbox"/>	<input type="checkbox"/>	imitates actions	<input type="checkbox"/>	<input type="checkbox"/>	knows first & last name
<input type="checkbox"/>	<input type="checkbox"/>	uses crayon	<input type="checkbox"/>	<input type="checkbox"/>	plays well with others

Does the child exhibit any of the following behavior(s)?

"X" ALL APPROPRIATE CATEGORIES

<input type="checkbox"/>	Shows initiative	<input type="checkbox"/>	Fearfulness
<input type="checkbox"/>	Persistence on tasks	<input type="checkbox"/>	Destructiveness of property
<input type="checkbox"/>	Cooperative and helpful	<input type="checkbox"/>	Frequent crying
<input type="checkbox"/>	Self-abusive behavior	<input type="checkbox"/>	Physical abusiveness
<input type="checkbox"/>	Resistance to follow directions	<input type="checkbox"/>	Little or no responsiveness to organized activities
<input type="checkbox"/>	Verbal abusiveness		

SECTION V: PHYSICAL DEVELOPMENT/MEDICAL BACKGROUND

Complete the following section(s) based upon personal knowledge, observation, and/or available documentation.

General Health/Vitality _____

Vision (Including screening) _____

Hearing (Including screening) _____

Oromotor _____

Feeding _____

Coordination _____

Mobility _____

Seizures _____

Does the child wear glasses, hearing and/or any other prosthetic device(s)? Describe:

Does the child wear diapers? Yes No

Is the child currently receiving medication? Yes No If yes, indicate its name, dosage and purpose:

Does the child have any allergies? Yes No

If yes, describe: _____

Has the child sustained any injuries, physical trauma? Yes No

If yes, describe: _____

Has the child every been hospitalized? Yes No

If yes, describe: _____

SECTION VI: SOCIAL INTERACTION/SOCIALIZATION

Indicate the child's response(s) to management approaches. "X" all applicable categories:

- | | |
|---|--|
| <p>a) <u>Child works well:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> on one-to-one basis <input type="checkbox"/> in small groups <input type="checkbox"/> in large groups <input type="checkbox"/> independently <input type="checkbox"/> during adult directed activity <input type="checkbox"/> during play/recreational activity <input type="checkbox"/> during quiet time <input type="checkbox"/> during lunch | <p>b) <u>Child interacts well with:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> peers <input type="checkbox"/> younger children <input type="checkbox"/> adults <p>c) <u>Child responds well to:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> praise <input type="checkbox"/> punishment <input type="checkbox"/> positive reinforcement <input type="checkbox"/> parent contact |
|---|--|

SECTION VII: EDUCATIONAL BACKGROUND

Indicate whether the child is demonstrating excellent (E); satisfactory (S); or poor (P) performance in any of the areas listed below:

- READING
- ___ identifying letters of the alphabet
 - ___ identifying shapes
 - ___ keeping place on page
 - ___ sequencing events

- MATHEMATICS
- ___ identifying shapes
 - ___ counting & identifying numerals
 - ___ understanding time concepts
 - ___ understanding concepts such as less than, greater than, etc.
 - ___ remembering signs & symbols

- SELF HELP SKILLS
- ___ toilets him/herself
 - ___ buttons
 - ___ zippers
 - ___ feeds him/herself

Specify any other pertinent areas of performance. For children transitioning from EI please specify current performance levels.

SECTION VIII: SPEECH AND LANGUAGE

"X" area student has significant difficulty with and specify the language in which such difficulty is demonstrated:

- articulation Language: _____
- expressing him/herself orally _____
- using age appropriate language _____
- understanding what is said _____
- speaking whole sentences _____

Specify any other pertinent areas:

Is child's general knowledge appropriate to his/her peer grouping? Yes No

If no, describe:

For the reasons indicated on this referral form, I believe this child requires an evaluation to determine an educational disability and preschool special education service(s).

Print Name of Referring Person

Title/Relationship

Signature of Referring Person

Date