



Advocates for Children of New York
Protecting every child's right to learn



The ABCs of Preschool Special Education



September 2025



Agenda

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Introduction

Special Education
Law

Preschool Special
Education
Process

IEP

Know Your
Rights

Transition to
Kindergarten

Resources

We'll
share
the
slides



Advocates
for Children
(AFC) is an
independent
agency that
protects the
rights of all
NYC
students.



Helpline: **1-866-427-6033**
(Mon-Thurs, 10am – 4pm)



Free legal services to low-income
families



Guides and resources:
www.advocatesforchildren.org



Workshops and trainings



Policy Advocacy and Impact
Litigation

What is Together Growing Strong?



Together Growing Strong
Juntos Florecemos
茁壮成长

Together Growing Strong is a community partnership
dedicated to supporting Sunset Park families,
from pregnancy through the age of seven.

TOGETHER GROWING STRONG CARE PROGRAMMING

COMMUNITY-BASED
ACTIVITIES
RESOURCES
EDUCTION

SIGN UP WITH TGS CARE PROGRAMS TO RECEIVE THE FOLLOWING SERVICES:

- › Playgroups
- › Read Alouds
- › Holiday Toy Drive
- › Ready for K workshop series
- › Virtual and in-person workshops
- › Weekly parenting tips
- › Community swap events
- › Food pantry

JOIN OUR NEW FACEBOOK PRIVATE GROUP

where you can meet other caregivers and receive program updates!



Scan this code or
Text "TGS" to
(646) 530-5488 or
(646) 530-5461
to sign up!

Together Growing Strong is a partnership among the Family Health Centers at NYU Langone,
NYU Grossman School of Medicine and NYU Langone Hospital-Brooklyn.



Together Growing Strong
Juntos Florecemos
茁壮成长

The Law for Students with Disabilities

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Individuals with Disabilities Education Act

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IDEA: All children (ages 3-21*) with a disability...

Have the right to a

Free

Appropriate

Public

Education

FAPE

In the

Least

Restrictive

Environment

LRE



Preschool Special Education

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For children ages 3-5

Department of Education (DOE)

II Regional Committee on Special Education (CSE) Offices

Committee on Preschool Special Education (CPSE)

CPSE Administrators



When Can Services Begin?

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If eligible:

January 2nd

- If child turns 3 from Jan 1st - June 30th

July 1st

- If child turns 3 from July 1st - December 31st

Trivia

Families have to wait until their child starts 3-K to request preschool special education services.



True or False





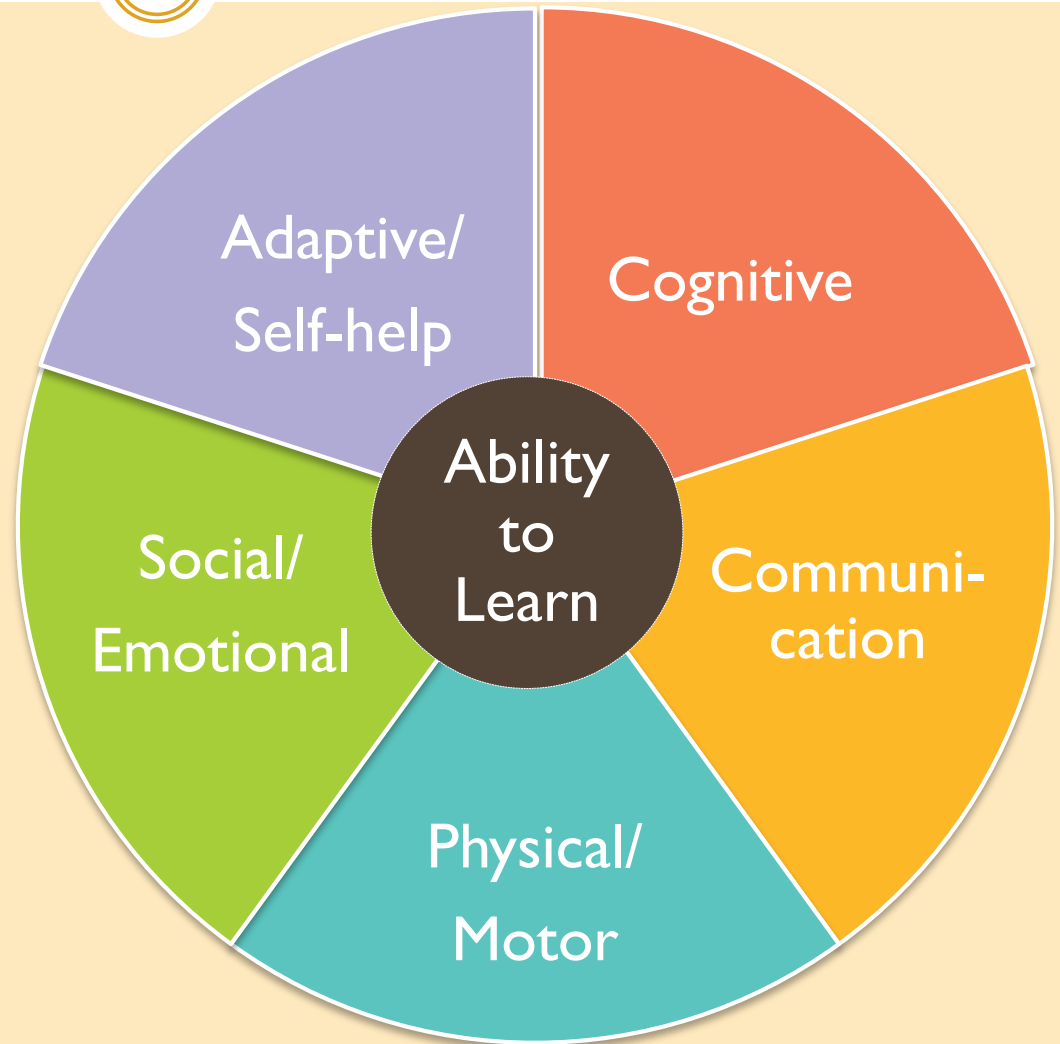
Eligibility

10

Delay in 1 or more
area:

12 months or
33% in 1

25% in 2





Eligibility



Has disability that affects child's educational performance

- autism
- deafness
- deaf-blindness
- hearing impairment
- orthopedic impairment
- other health impairment
- traumatic brain injury
- or visual impairment





El Transition Eligibility

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Refer

Evaluate

By 3rd
Birthday

Individualized
Education Program
(IEP)

Eligible



El Transition Dates

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If eligible, you can extend EI services until:

August 31st

- If child turns 3 from Jan 1st - August 31st

December 31st

- If child turns 3 from September 1st - December 31st

Trivia

Dillon turns three on February 21st.



If found eligible, how early can Dillon start Preschool Special Education?

- a. January 2nd
- b. February 21st
- c. February 22nd
- d. July 1st



Trivia

Dillon turns three on February 21st.

The DOE created his preschool IEP on February 5th.



How long can Dillon remain in EI if the family decides to extend?

- a. Until February 21st
- b. June 30th
- c. August 31st
- d. December 31st



Trivia

Dillon turns three on February 21st.



If Dillon is not found eligible for Preschool Special Education, when will his EI services end?

- a. February 20th
- b. February 28th
- c. March 1st
- d. June 30th



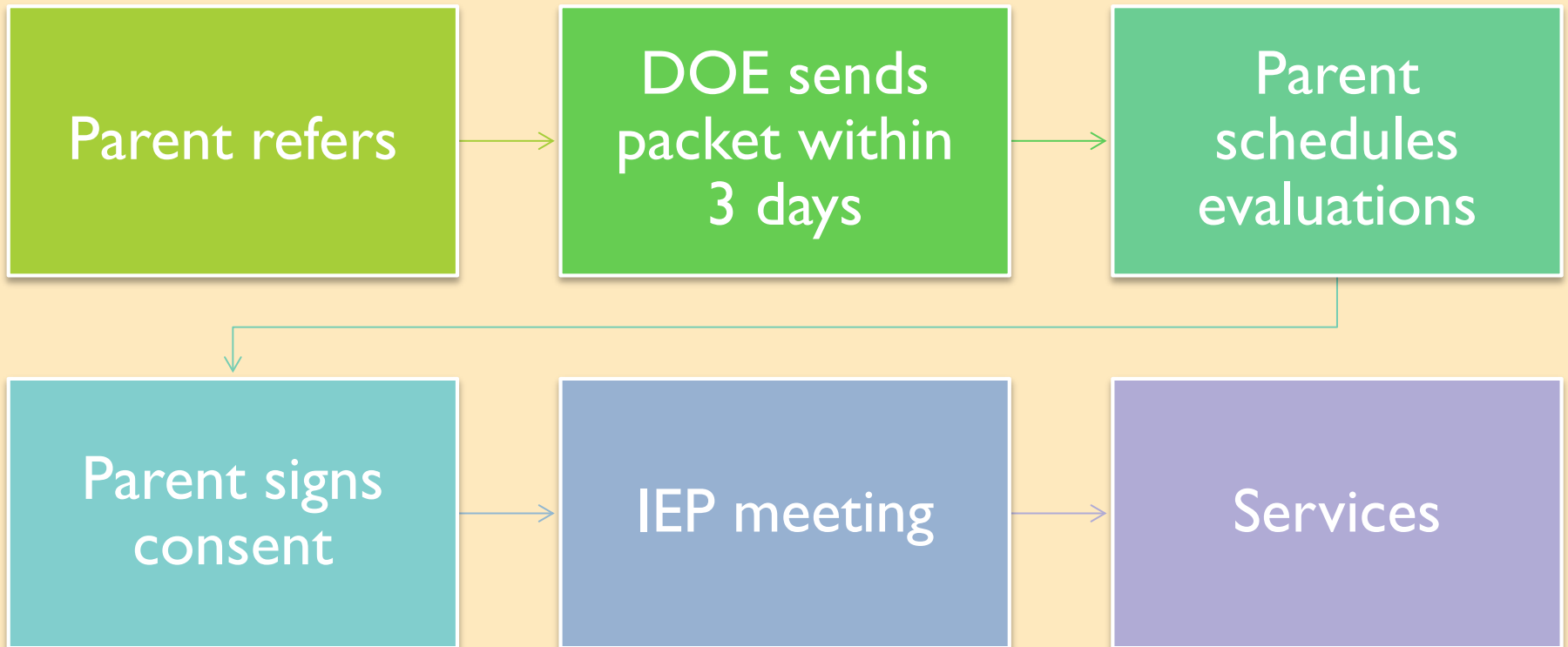


Questions?



Evaluation Process Overview

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Step 1: Referral

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Find

- Home district



Write

- Referral letter



Send

- Email, in person, fax, certified mail

Trivia

What information should you include in the referral?

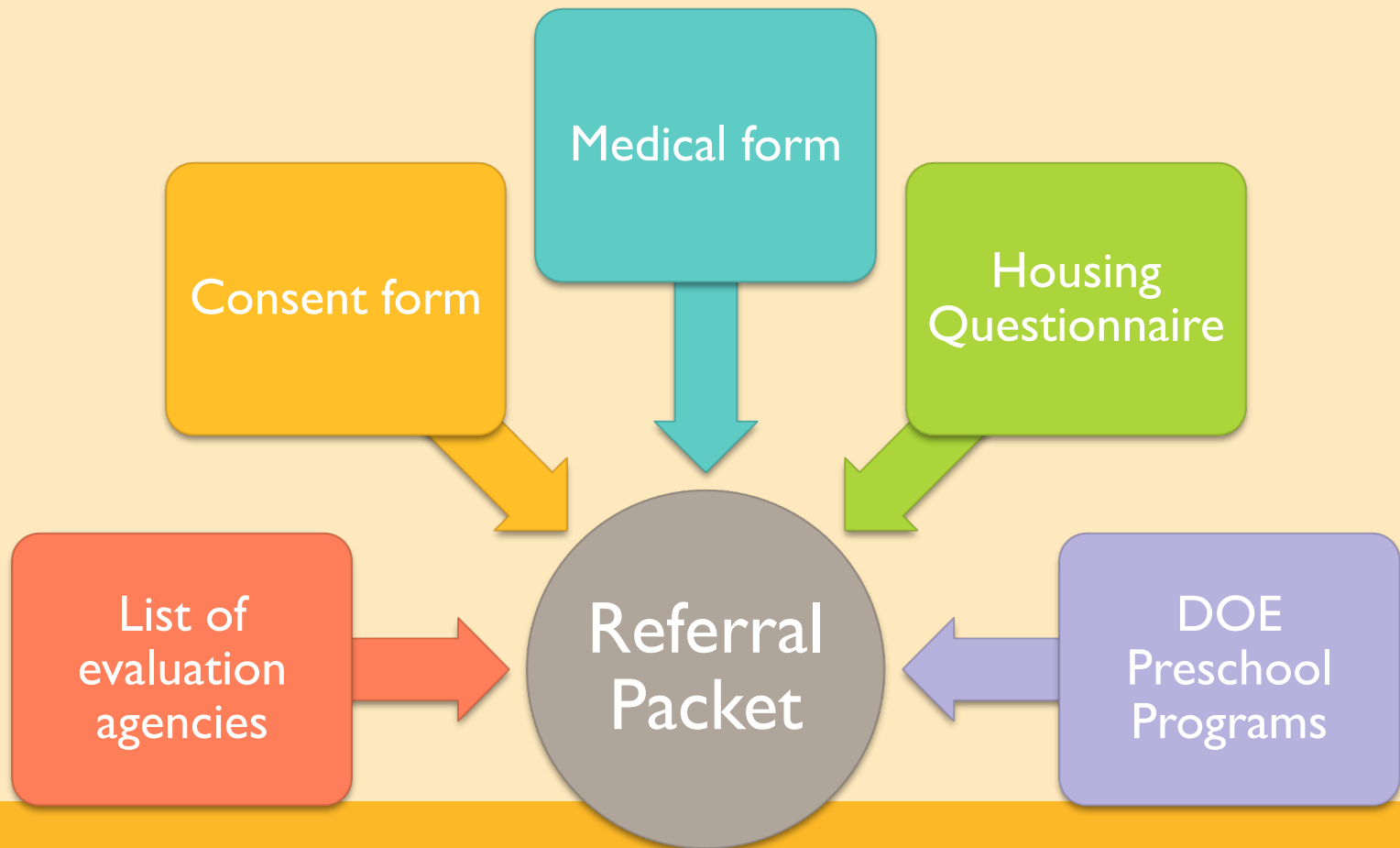




Step 1: Referral

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DOE should send you the referral packet within 3 school days.





Step 2: Evaluations

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Physical

Social
History

Psychological
Evaluation

Observation

Speech, OT,
PT

Other



Step 3: Development of the IEP

IEP Meeting Timeline

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- IEP meeting must occur within 60 calendar days of signing consent form
- Services must start within 60 school days of signing consent form

Trivia

The parent signs the consent form on October 15th on the first day of evaluations.



The IEP meeting should be held by:

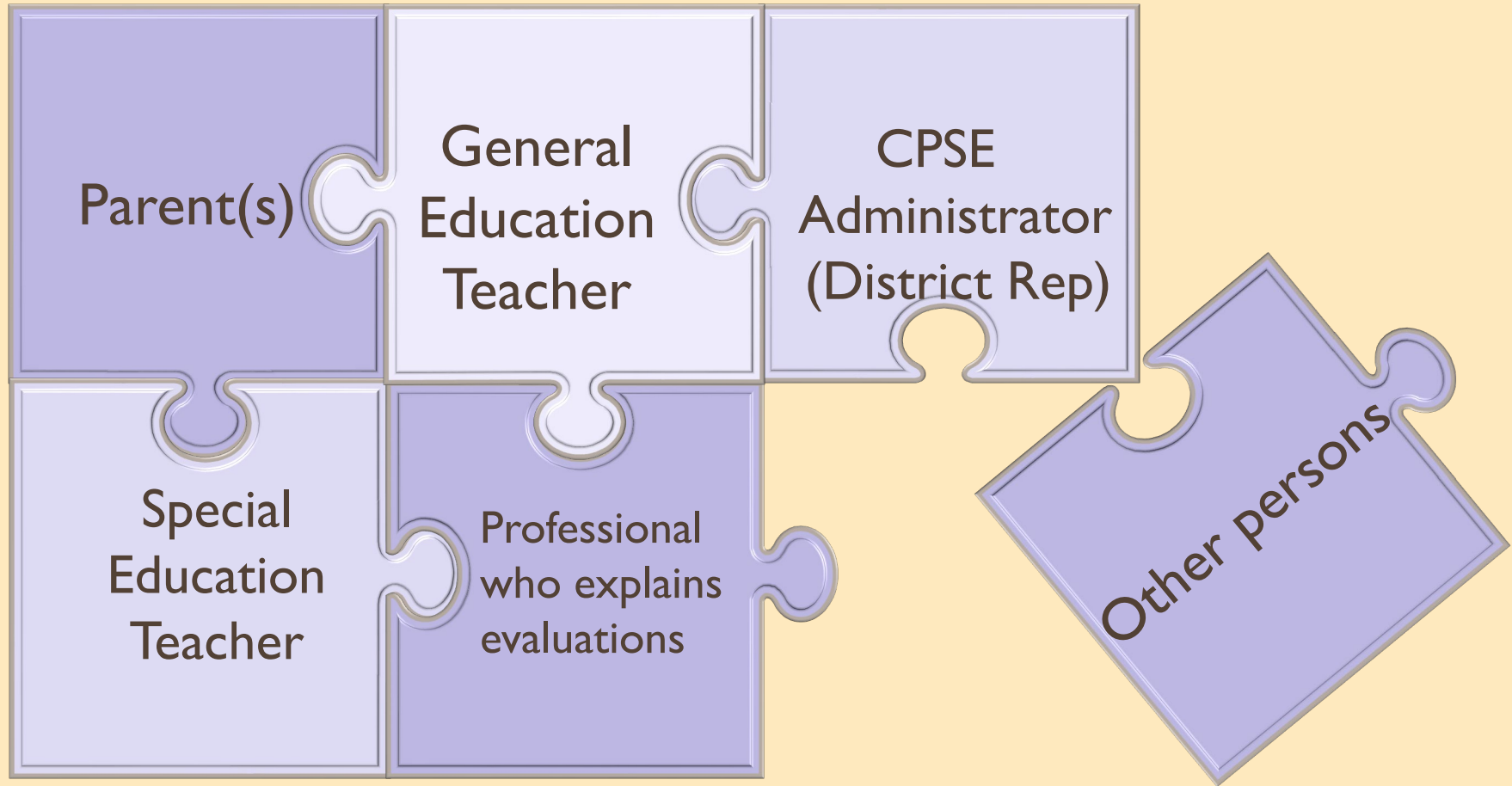
- a. October 31st
- b. November 15th
- c. December 15th
- d. January 1st





Step 3: Development of the IEP Meeting Participants

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Step 3: Development of the IEP

Sections of the IEP

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Classification

Child's
Strengths

Child's
Needs

Goals &
Objectives



Program and
Service



Step 3: Development of the IEP Program Recommendations

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Least
Restrictive

- Special Education Itinerant Teacher (SEIT)

- Special Class in an Integrated Setting (SCIS)
 - May also include Related Services

More
Restrictive

- Special Class (ex. 6:1:2, 8:1:2, 12:1:2)
 - May also include Related Services

*Programs can be for 10 or 12 months.



Step 3: Development of the IEP Supports & Related Services

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Occupational
Therapy (OT)

Physical Therapy
(PT)

Speech Therapy
(ST)

Paraprofessionals

Assistive
Technology (AT)

Counseling

Nursing

Behavioral
Intervention Plan
(BIP)

Bilingual Services

Transportation

Services for
12 months

*This is a partial list.



Questions?

The IEP

School District Identifying Information

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME:		DISABILITY CLASSIFICATION:	Classification
DATE OF BIRTH:	LOCAL ID #:		
PROJECTED DATE IEP IS TO BE IMPLEMENTED:		PROJECTED DATE OF ANNUAL REVIEW:	Date of next IEP Meeting: No more than a year after date of current IEP
IEP 'Start' Date			
PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS			
DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS			
EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)			
ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS			
LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:			
STUDENT STRENGTHS, PREFERENCES, INTERESTS:		"Snap Shot" of Student's Skills & Needs	
ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:			
SOCIAL DEVELOPMENT			
THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:			
STUDENT STRENGTHS:			
SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:			
PHYSICAL DEVELOPMENT			
THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:			
STUDENT STRENGTHS:			
PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:			

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES

STUDENT NEEDS RELATING TO SPECIAL FACTORS

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED.

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? ☐ Yes ☐ No

← Behavior Supports?

Does the student need a behavioral intervention plan? ☐ No ☐ Yes

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

☐ Yes ☐ No ☐ Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? ☐ Yes ☐ No ☐ Not Applicable

← Language Supports

Does the student need a particular device or service to address his/her communication needs? ☐ Yes ☐ No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

☐ Yes ☐ No ☐ Not Applicable

Does the student need an assistive technology device and/or service? ☐ Yes ☐ No

← Assistive Technology

If yes, does the Committee recommend that the device(s) be used in the student's home? ☐ Yes ☐ No

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

Short + Long Term Goals

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

ANNUAL GOAL WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	CRITERIA MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	METHOD HOW PROGRESS WILL BE MEASURED	SCHEDULE WHEN PROGRESS WILL BE MEASURED

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):



Benchmarks for Pre-K students



ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

ANNUAL GOAL	CRITERIA	METHOD	SCHEDULE

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

(DUPLICATE TABLE/ROWS AS NEEDED)

Progress reports: When & how many?



REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents:

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES					
SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
SPECIAL EDUCATION PROGRAM: <div>Program description (e.g., SEIT or special class)</div>					
RELATED SERVICES: <div>OT, PT, Counseling...</div>					
SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:					
ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT:					

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.



Step 4: Starting IEP Services

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The CPSE administrator should set up all services on the child's IEP

Services Must Start...

As soon as possible after the IEP meeting

No later than 60 school days after parent signs consent

Start date listed on the IEP

Trivia

The parent signs the consent form on October 15th on the first day of evaluations.



Services should be provided by:

- a. October 31st
- b. December 15th
- c. January 1st
- d. January 15th





Know Your Rights: Problem with Related Services?

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Services are
not in place

Services
offered outside
of child's
preschool

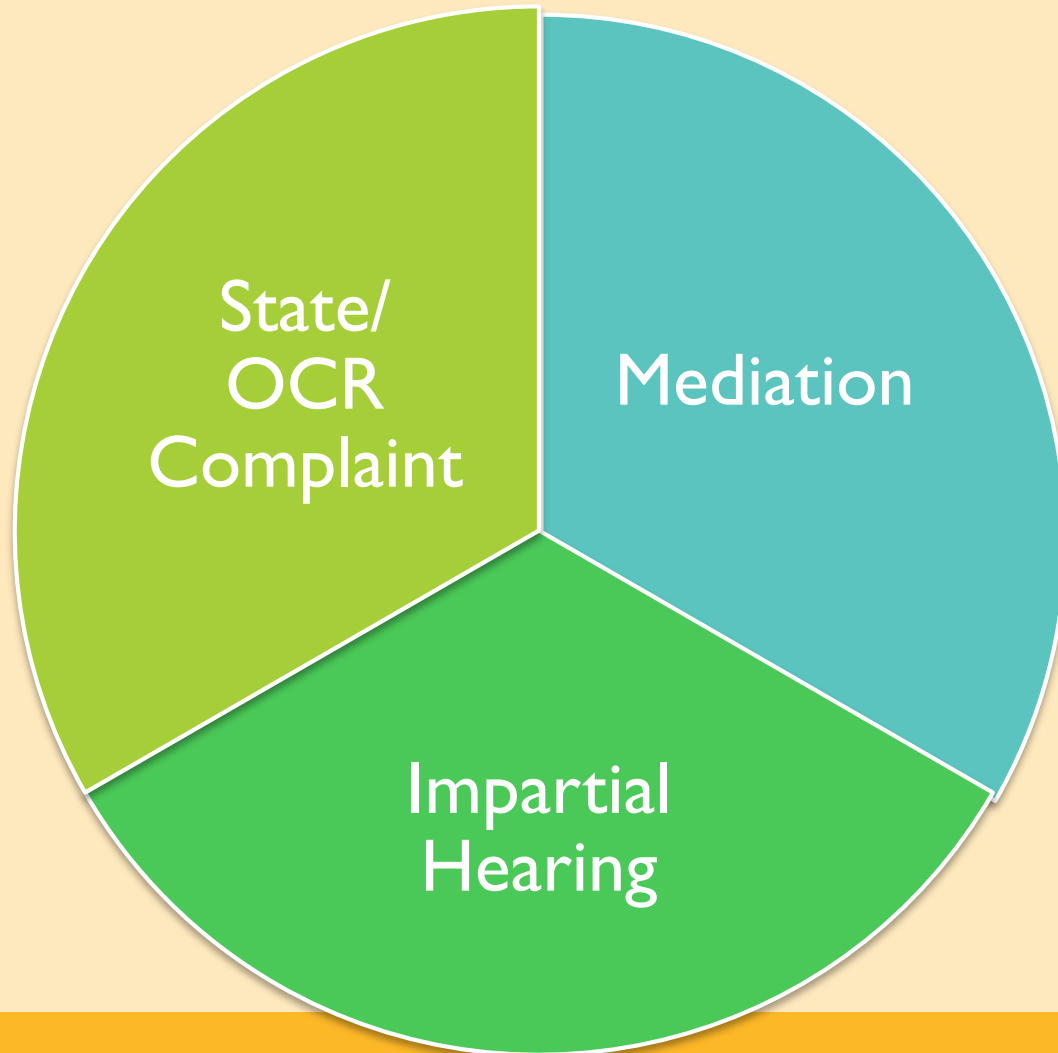
Child needs
transportation
to services

- (1) Contact CPSE administrator
- (2) Contact DOE Special Education Office at **relatedservices@schools.nyc.gov** and copy AFC at **preschool@afcnyc.org**



Due Process Rights

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Language Access Rights: Translation & Interpretation

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Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, Urdu

Translation:

- letters
- forms
- meeting notices
- special education documents

Interpretation:

- parent-teacher conferences
- parent association meetings
- meetings with school staff
- special education meetings

Request translation and interpretation at the child's school, or by completing the [Translation & Interpretation Request Form](#), by contacting the [Office of Language Access](#) or calling 311.



Transition to Kindergarten

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- All children, born in 2021 have the right to a public school kindergarten seat in September 2026

Applying to Kindergarten

All students should apply

For District 1-32 schools

December 9, 2025 – January 23, 2026

Kindergarten IEP

Students with disabilities

In all school settings

Create IEP in the Winter and Spring 2026



AFC Resources

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Developmental
Milestones

Guide to Early
Intervention

Guide to
Preschool Special
Education Services

Transition to
Kindergarten

Applying to 3-K &
Pre-K

Preschool Related
Services

Visit Our Website!





DOE Contacts

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The transition from
Early Intervention

eitopreschool@schools.nyc.gov

Preschool related
services

relatedservices@schools.nyc.gov

The transition to
kindergarten

kindergarteniepprocess@schools.nyc.gov

Enrollment in 3-K, Pre-
K, Infant & Toddler

718-935-2009
esenrollment@schools.nyc.gov



DOE Resources

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[EI to Pre-K Transition Guide](#)

[Family Guide to PSSE](#)

[Moving to Preschool](#)

[3-K \(nyc.gov/3k\)](https://nyc.gov/3k)

[Pre-K \(nyc.gov/PreK\)](https://nyc.gov/PreK)



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Protecting every child's right to learn

Call us with questions!



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