

## **Best Practices for Collaborating with Preschool Special Education Providers (New York Exceptional Education DOE document)**

### **General Guidelines**

- Establish a system for ongoing communication between teachers and providers to create a schedule for services and avoid any scheduling conflicts;
- Collect and share data to measure student progress toward IEP goals and inform planning and implement strategies as needed;
- Work with special education providers to discuss ways to integrate services into the classroom setting to increase effectiveness and decrease disruptiveness; and
- Connect with families regarding student progress and ways to support learning and development at home.

### **Co-Planning and Check-In Meetings**

Teachers and providers should routinely co-plan and check in to effectively implement IEPs and integrate services. This protected time allows for adults to plan instruction and supports, ensure the delivery of service, share data and information, and monitor student progress. Co-planning and check-in meetings might include:

- Collaborating on development of daily lesson plans that consider differentiation, accommodations and modifications, and integrating IEP goals and services into lessons;
- Providing a daily sign-in sheets for related service providers
- Sharing and analyzing student data to measure progress toward IEP goals
- Regular meetings with team members
- Time at the beginning and end of each day for team members to discuss plans for the day and for individual students;
- A conversation with related service providers who provide services to children whose IEPs recommend one-on-one services in a separate location; and
- Developing communication plans to connect with families on student progress and ways to support learning and development at home.

### **Scheduling**

It is important for programs and special education providers to collaborate to create a schedule that works for everyone. Scheduling involves several moving parts such as:

- Considering what time of day work best for the child to receive services, by considering, e.g., a student's attention, physical stamina, classroom activities, and behavior;
- Examining the provider's schedule, which may include seeing other children in different locations;
- Carving out protected time for co-planning and check-ins that considers everyone's schedules and promotes effective outcomes for students; and