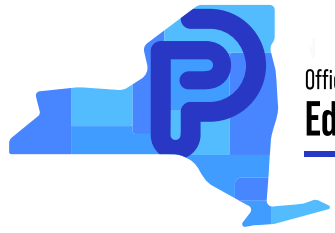




New York State Education Department
Office of Special Education
Educational Partnership





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Office of Special Education
Educational Partnership

Transition from Early Intervention to Preschool Special Education

Early Childhood Family and Community
Engagement Center

Produced by the Technical Assistance Partnership for Behavior



New York State Education Department
Office of Special Education
Educational Partnership

Disclaimer

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Today's Facilitators

Name

Goals for Today

Learn about the role of Early Intervention Program (EIP) and Committee on Preschool Special Education (CPSE) as it relates to the transition process

Learn about timelines and vocabulary

Learn about the role of the family/guardian, the provider, the county and the CPSE



Planning for Transition

Three Options:

Transition to Preschool Special Education

Not eligible for Preschool Special Education services

Connection to community programs or resources

A transition plan is developed for all children exiting Early Intervention Program prior to their 3rd birthday.

If a child is potentially eligible for preschool special education programs and services

The Early Intervention (EI) Service Coordinator will notify the school district no fewer than 90 days before the child's potential eligibility for Preschool Special Education services.

Transition Conference held at least 90 days before the child's eligibility for CPSE services, or no fewer than 90 days before the child's third birthday or no more than nine months before the child's 3rd birthday



Purpose of the Transition Conference

- Develop a transition plan
- Decide whether the child should be referred to preschool special education
- Learn the differences/similarities between the EI and CPSE systems
 - Evaluation process
 - Eligibility
 - Program options
 - Transportation
- Make the CPSE meeting more efficient
- Begin relationship with the district



Parents may choose not to participate in the conference, but the conference will still be held

Service Coordinator should notify the parent in writing about the information that was discussed at the conference

Decisions, Decisions

If parents prefer, their child can continue to receive EI services beyond third birthday, provided:

1. the child is referred to the CPSE
2. an evaluation or review of records is conducted
3. the child is found eligible for preschool special education prior to their 3rd birthday
4. AND an IEP is developed



When do children transition?

If child's birthday is between January 1 and August 31, can remain in EI until September 1 (e.g., through August 31st) of the year he/she turns three.

If child's birthday is between September 1 and December 31, can remain in EI until January 2 (e.g., through January 1st) of the next year.

If eligibility for CPSE is not determined prior to the child's 3rd birthday, EI services cease the day before their birthday.



When Can Preschool Special Education Begin?

If a child is determined eligible, the start of services will be discussed at the CPSE meeting and on the IEP.

In general:

If child's birthday is between January 1 and June 30, services can begin on January 2 of the year he/she turns three years old.

If child's birthday is between July 1 and December 31, services can begin on July 1 of the year he/she turns three years old.



Transition Calculator

Example:

Date of Birth	March 1, 2018
1. Date Child First Potentially Eligible for CPSE Services	January 2, 2021
2. Notice to CPSE of Potential Eligibility by:	October 4, 2020
3. Transition Conference Convened by:	October 4, 2020
4. Transition Conference Convened no earlier than:	June 1, 2020
5. Last Date for Referral to CPSE to Ensure Eligibility Determination Before Age Three	December 1, 2020
6. Last Date for a Child Found Eligible for CPSE Services to Receive EIP Services	August 31, 2021

EI AND PRESCHOOL SAME VERSUS DIFFERENT

SAME

Parents are involved with the process of developing their child's plan.

Parents can make a referral

Parents can say "no" to a referral and services

No cost to parents for the evaluation and services

Parents select a State Education Department (SED) approved Multidisciplinary Evaluation (MDE) provider

conduct evaluation

DIFFERENT

No appointed service coordinator, but a service provider is designated to coordinate the provision of services.

EIP Provides family centered services to meet the developmental needs of eligible children; CPSE provides special education and related services to meet the educational needs of identified preschool students with disabilities

Under EIP services provided in natural environments where children under three years of age are typically found such as the child's home, day care or family day care settings; Under CPSE services provided in a least restrictive environment where age appropriate peers without disabilities are typically found in a setting as close as possible to the student's home.

IFSP reviewed every 6 months, IEP reviewed annually

Under CPSE, children are identified as Preschoolers with a Disability

CPSE Meetings are typically held at school and not in the home, but exceptions may be made

Under EIP services must be available during calendar year; Under CPSE Services must be available 180 days during the ten-month school year and at least 30 school days during July and August (when 12-month extended school year services are recommended for eligible children by the CPSE).

Questions



Preschool Special Education

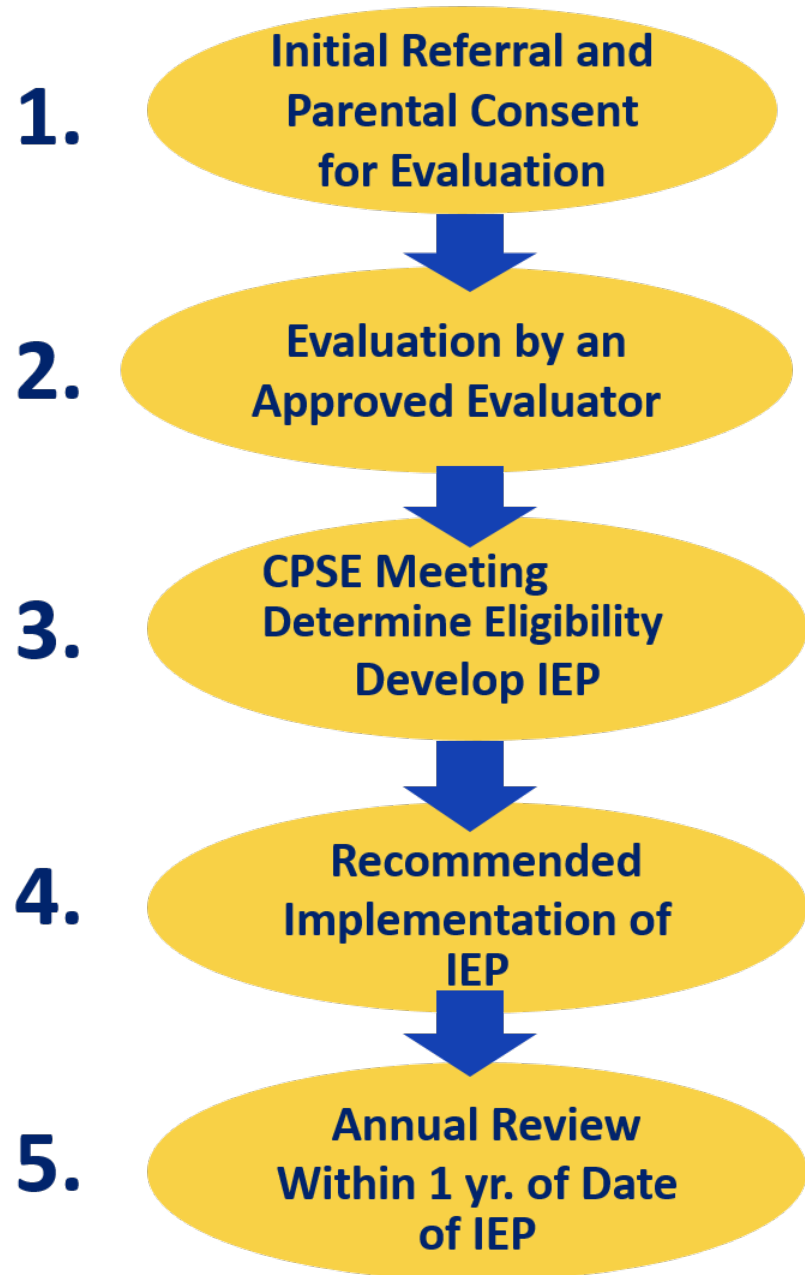
Each school district has a CPSE

- Receive initial referral and obtain parental consent for evaluation
- Arrange for evaluations
- Meeting is held to review and discuss to determine eligibility
- If eligible, develop Individualized Education Program (IEP)

Children must meet eligibility requirements to qualify for services



Transition to the CPSE



Within 60 calendar days of receipt of consent

As soon as possible following development of the IEP, but no later than 30 school days from the recommendation of the CPSE and within 60 school days from receipt of consent to evaluate

Evaluation Process

1. Prior written notice (PWN) is sent to parents for consent for evaluation
2. Parent provides consent for evaluation
3. Parent selects an SED approved MDE
4. CPSE provides MDE with information regarding the specific evaluations for which consent was provided
5. CPSE notifies the MDE of their due date for the evaluation reports and potential date for CPSE meeting
6. MDE conducts evaluation
7. Within 60 calendar days of receipt of consent the evaluation occurs and CPSE meeting to review evaluations and determine eligibility

Evaluator's Responsibility

The approved MDE provider:

- Completes all components of the evaluations as authorized by the CPSE
- Submits the evaluation reports to the CPSE
- Completes the Preschool Student Evaluation Summary Report and submits to the CPSE

The Initial Evaluation Includes:

Physical exam to assess health, vision, hearing and immunization record

Social History including your child's developmental history and family information

Psychological evaluation to test learning potential, abilities and educational strengths and needs

Observation of child

Other appropriate assessments or evaluations in your child's area of concern, which may include a **Functional Behavior Assessment**

Evaluation

Areas of concern that may be evaluated as determined by the CPSE:

Motor

Cognitive

Language and Communication

Adaptive

Social Emotional/Behavioral

Physical



Evaluations

Use of formal and informal evaluations to determine the necessary programs and services to address the child's needs

- Evaluators should obtain relevant information from parents and observation of a child.
- Administered in student's native language or preferred mode of communication
- Full evaluation report must be provided to the CPSE (including the parents) prior to the child's scheduled CPSE meeting

Evaluation Continued

Approved evaluator sends a copy of evaluation reports, including the Preschool Student Evaluation Summary Report to:

- the parents
- each member of the CPSE, including the municipal representative, and
- the appropriate professional designated by the EI programs, if parents request this person attend the CPSE meeting for the child transitioning from an EI program.

Criteria to be Determined Eligible as a Preschool Student with a Disability

To be identified with a disability a preschool child will have either:



A 12-month delay in one or more areas

A 33% delay in one area or 25% delay in two areas

A score of 2.0 standard deviations below the mean in one area or 1.5 SD below in two areas

OR

Preschool Student with a Disability

Meet criteria for student with a disability who because of mental, physical, or emotional reasons is identified as having one of the following disabilities as defined in section 200.1(zz):

Autism

Deafness

Deaf-Blindness

Hearing Impairment

Orthopedic Impairment

Other Health Impairment

Traumatic Brain Injury

Visual Impairment including Blindness

The Preschool Process CPSE Meeting

The purpose of a CPSE meeting is to:

Discuss evaluation results

Determine the child's eligibility for special education programs and services; and if appropriate

Develop an IEP to meet the needs of the child.



Who are the members of the CPSE?



Parent of the child

General education teacher

(at least one)

Special education teacher/provider

(at least one)

Chairperson of the CPSE

Parent member (upon request)

Evaluator of the child

Representative from EI (invited)

County Representative (invited, if they cannot attend, the meeting can proceed)

Others who have knowledge and expertise at the request of the district or parents

Role of the Committee

To send prior written notice and obtain parental consent

Arrange for evaluations

Review & discuss information and evaluations to identify the child's needs

Determine eligibility at the CPSE meeting

Develop IEP

Recommend and review programs options and services and determine placement developed in conformity with in least restrictive environment (LRE) provisions

Forward recommendations to Board of Education



The IEP

Present Level of Performance:

- Describe the child's current abilities and where the child is functioning (baseline)
- Identify student's needs and skill delays

Develop measurable annual goals and short-term objectives

Recommend special education programs and related services

Recommend program accommodations or modifications

Consideration of Least Restrictive Environment

Special Transportation

Start and end dates of recommended programs and services

Placement and location

Provide a statement of how the child's parents will be informed of their child's progress toward the annual goals

Continuum of Services



Related Services: Speech, OT, PT and more

Special Education Itinerant Services (SEIS)

SEIS and Related Services

Special Class in an Integrated Setting (SCIS)

Special Class

Delivery of Services



Home

Workplace of Provider

Child Care

Head Start

Nursery School

Pre-K

Center-Based Program

SPP Indicator 7 – Preschool Outcomes

Entry Assessment – Preschool Outcomes Summary Form

Must include assessments to determine entry levels of functioning in:

- **positive social-emotional skills** (including social relationships),
- **acquisition and use of knowledge and skills** (including early language/communication and early literacy) and,
- **use of appropriate behaviors to meet their needs**

Required for ALL preschool children who were initially evaluated and found eligible for preschool special education programs and/or services on or after March 6, 2006

Annual Review

At least once per year, the committee will review the child's IEP determine if the annual goals for the student are being achieved and make recommendations for the next school year based on:

- Progress
- Reevaluation and any new information about the student's educational needs

Reviews can occur more frequently and are done to discuss changes to the child's current program



CPSE Meeting Adjourned!

Parents should be able to answer:

Do you understand your child's strengths and areas of need?

Do you know and understand what goals and objectives will be addressed during the upcoming year?

Do you understand the type, frequency and duration of services your child will receive?

Do you understand how often and when you will receive progress updates from professionals working with your child?

Does the IEP address your child's needs?

Parent Rights

To be fully informed

To be notified about all meetings at least five school days before

To request a meeting at a mutually agreed upon time and place if parent can't attend scheduled meeting.

To participate in decision making

To have all information explained

To have confidentiality maintained

To be able to review records if requested

To have consent sought for evaluations and services

To be provided a procedural safeguard notice

To request mediation and/or an impartial due process hearing if they disagree with the CPSE's recommendations



Concluding Questions



Resources

Early Childhood Family and Community Engagement Center
(website coming soon)

School Age Family and Community Engagement Centers:
(website coming soon)

New York State Education Department:
<http://www.p12.nysed.gov/specialed/>

Parent to Parent of NYS: <http://parenttoparentnys.org/>

SED and DOH joint memo on Transition from EI to CPSE:
<http://www.p12.nysed.gov/specialed/publications/preschool/transitionguide/cover.html>

Contact Us



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