



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Training

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## Module 1: The Foundations

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University in conjunction with the TAPs for Academics and Behavior at University at Albany and TAP for Equity at Bank Street College.

*Last updated on March 1, 2023*



# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

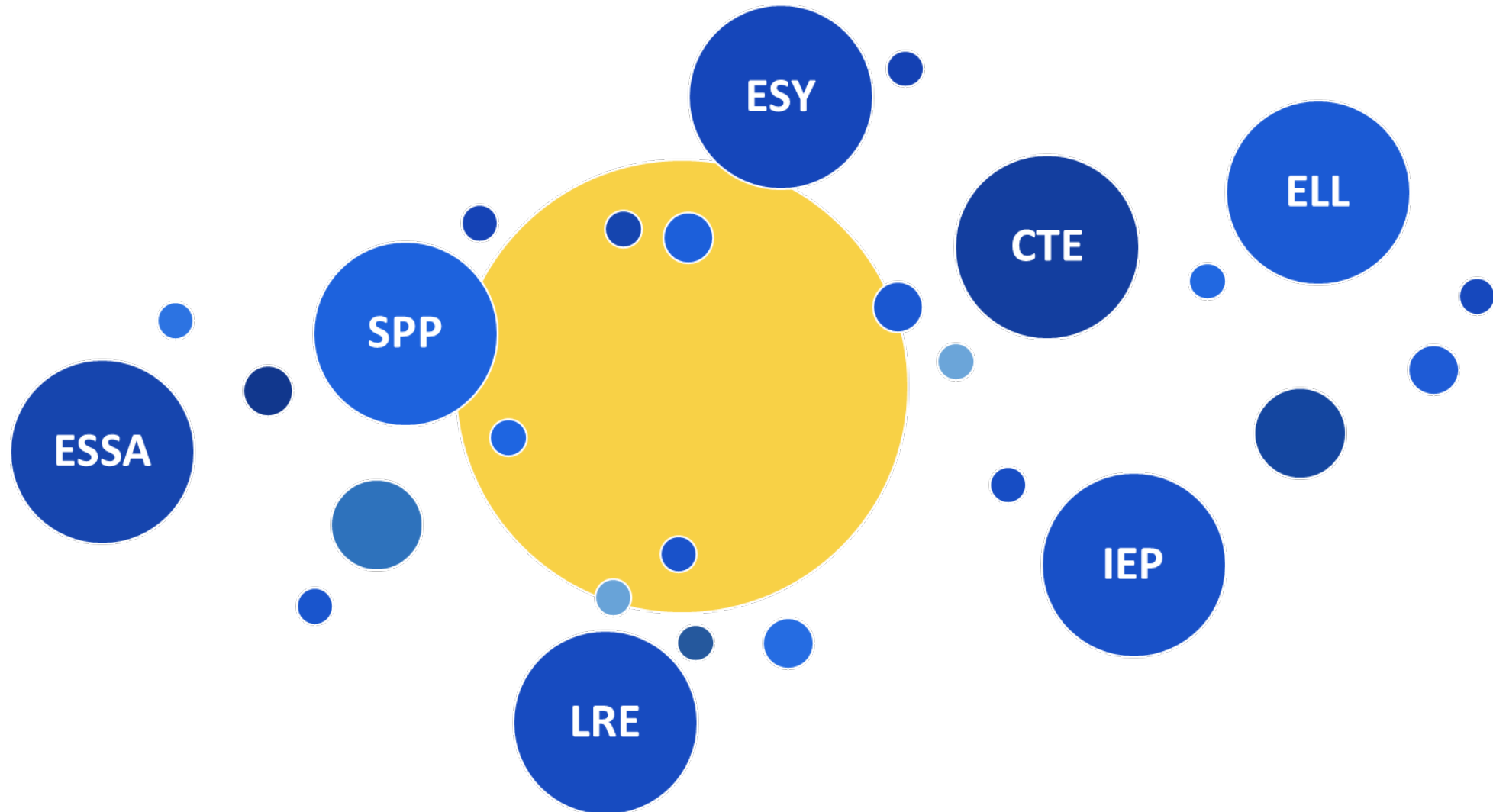
Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# “Do Now” Activity: Acronyms



# Agenda and Materials



- Welcome, purpose and objectives
- Introductions
- Committee on Preschool Special Education (CPSE)/Committee on Special Education (CSE) Chairpersons Training overview and orientation
- Regulatory content
- Wrap up




# CPSE/CSE Training Series Learning Objectives

## Participants will:

- Understand the special education process (from referral to reevaluation) as delineated in education laws and regulations.
- Know the role of the Chairperson and the Committee.
- Develop practices that encourage parental involvement and cultivate home-school partnerships.
- Identify strategies for leading the Committee in making high-quality decisions that will result in an individualized education program (IEP) that meets State requirements and will result in educational benefit to the student.

# Overview of Series

-  **Module 1: The Foundations**
  - Module 2: Referral
  - Module 3: Evaluation
  - Module 4: Eligibility
  - Module 5: Recommendations/IEP Development
  - Module 6: Implementing and Amending the IEP
  - Module 7: Review/Annual Review
  - Module 8: Reevaluation
  - Module 9: Effective CPSE/CSE Meetings
  - Module 10: CPSE

# Participants will:

- Become familiar with commonly used special education acronyms
- Learn the structure of the Office of Special Education (OSE) Educational Partnership
- Become familiar with Federal and State laws, regulations, and policies establishing the special education process
- Begin to understand the role/responsibilities of CPSE/CSE Chairperson
- Learn the requirements for Committee membership, as established in law and regulations

## Module 1: Learning Objectives

# The Structure Within Which You Work

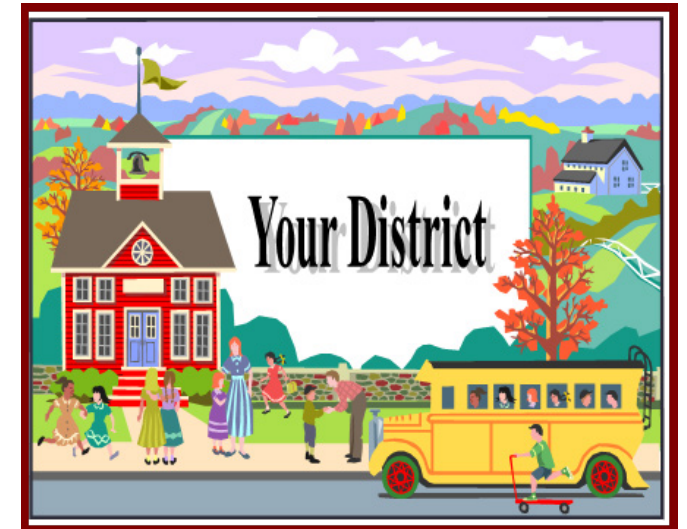
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Structure of the Special Education Legal System

Structure of the OSE Partnership



# Know the Structure Within Which You Work



Or... where it all comes from and why  
we do what we do!

# Structure of the Special Education Legal System



# OSE Educational Partnership

**The Partnership's mission is to support and empower educational organizations (EOs), families, and communities to improve equity, access, opportunities, and outcomes for all students with disabilities in New York State (NYS).**

**The Educational Partnership** is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities.

# Structure of the OSE Partnership

A Special Education TAP is a funded contract located within an institution of higher education that serves two primary purposes: provide tools and resources for families and professionals, as well as provide direct support to the specialists within the Educational Partnership.

**Regional Teams** are comprised of centers that provide direct training and support to families, approved preschool and school-age programs, public schools and districts, boards of cooperative educational services (BOCES), and community partners.



# Statutory and Regulatory Foundations

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ESSA

IDEA

FAPE

Additional Federal Laws

SPP/Annual Performance Plan (APR)

NYS Laws and Commissioner's Regulations, Part 200

Additional NYS Policy and Guidance

Blueprint for Improved Results for Students with Disabilities



# ESSA (Federal Law—P.L. 114-95)



*"The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."*

- Advanced Equity
- Requires all student be taught to high academic standards to prepare them to succeed in college and careers
- Statewide assessments measure student progress towards high standards and is shared with stakeholders
- Helps to support and grow local innovations
- Sustains and expands access to high-quality preschool
- Holds districts/schools accountable for results

# IDEA 2004 (Federal Law)



## Goals of IDEA 2004:

- Aligned with No Child Left Behind (NCLB)
- Provides timely, high-quality evaluations and services
- Stresses scientific, research-based instruction
- Gives schools and parents expanded positive opportunities to settle disputes
- Provides procedural relief
- Streamlines discipline procedures

*Also establishes State Performance Plan (SPP) requirements*

# FAPE



Per Federal Regulations Part 300.17, **FAPE** means special education and related services that:

- a) Are provided at public expense, under public supervision and direction, and without charge;
- b) Meet the standards of the State Education Agency (SEA), including the requirements of this part;
- c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.324.

# Additional Federal Laws and Regulations

- Part 300 Federal Regulations
- FERPA
- Section 504
- ADA



# The SPP/APR



- Establishes accountability for Special Education
- Three priority areas
  - FAPE in Least Restrictive Environment (LRE)
  - Disproportionality in identification or placement
  - General supervision (compliance issues)
- 17 “Indicators” are divided into two types: compliance indicators and results indicators
- States must report annually on their progress against the targets in their SPP/APR
- Sets rigorous targets for improvement

# SPP Indicators

- Website demonstration:
  - [NYSED Special Education SPP/APR](#)
- Indicators activity:
  1. Review the indicators.
  2. Which indicators are impacted by decisions made at CPSE/CSE meetings?
  3. How?



# NYS Laws



- **Article 89 of NYS Education Law**

- Reflects IDEA and any additional NYS requirements and procedures for the education of students with disabilities
- Section 4410—services and programs for preschool children with a handicapping condition

- **Article 81 of NYS Education Law**

- Children Residing in Child Care Institutions

- **Article 73, Section 3602-c of NYS Education Law**

- Parentally Placed Nonpublic and Home-Instructed Students



# NYS Regulations of the Commissioner of Education



- **Part 100**

- General education school requirements, including diploma and assessment requirements

- **Part 117**

- Screening of all new school enrollees for disability, giftedness, and English proficiency
- Diagnostic screening of students with low performance on State assessments

# NYS Regulations of the Commissioner of Education (continued)



- **Part 154**

- Identification and services for English Language Learner/Multilingual Learner (ELL/MLL)

- **Part 200**

- Establishes special education process and procedures

- **Part 201**

- Discipline of students with disabilities

# Additional Policy and Guidance Documents



There are numerous additional guidance documents, including Field Advisories, which provide further detail on topics in NYS Regulations, **for example:**

- Use of Standardized Scores in Individual Evaluations of Culturally and Linguistically Diverse ELLs Ages 3 through 21 (December 2014)
- Test Access and Accommodations for Students with Disabilities—Policy and Tools to Guide Decision-Making and Implementation—(Feb. 2018) (Updated Sept. 2019)



# Blueprint for Improved Results for Students with Disabilities (revisited)



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# Blueprint and Guiding Principles Activity



- **Step 1:**
  - Individually, read over your table's assigned guiding principle.
- **Step 2:**
  - Review the related practices and record evidence on chart paper, as observed in your districts.
  - Identify an area of improvement and recommendations to address current needs.
- **Step 3:**
  - Be prepared to share out to larger group.

# Role of the CPSE/CSE Chairperson

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Qualifications

Role

Additional Responsibilities



# Qualifications of a Chairperson



## Qualifications of a Chairperson Learning to find information in the regulations

The regulations are divided by sections which are listed on the first page. Within each section a numbering system is used to show subcategories of a topic. It is a form of an outline system. It is important to make note of which section you are in as you go through it (e.g. – are you in (a), (b), (c), etc.). **The "§" denotes the word section.**

- 1. Find Commissioner's Regulations §200.3 (a)(1)(v), copy and paste or write it into the area below.**



# Role of the Chairperson

## 1. Preside over Committee meetings

### Meetings:

- Should be focused on the individual needs of the child, in order to provide a FAPE.
- Must conform to the regulatory requirements, including those related to meaningful parental participation.
- Use a consensus model.



# Role of the Chairperson (continued)



## 2. Carry out the functions of a Chairperson per Commissioner's Regulations, Part 200 and NYS Education Law, including but not limited to:

- Designate employees who will inform each teacher, service provider, and supplementary school personnel of their responsibility to implement each student's IEP.
- Carry out responsibilities related to referrals and requests for referrals, including ensuring timely evaluations, and
  - for CPSE, notifying the multidisciplinary team of the parent's choice of evaluator.
- Determine the location of any CPSE/CSE meeting held to review an evaluation of a child, and/or the development of an IEP.
- Participate (or designate an individual to participate) in a transition planning conference for a child transitioning from early intervention (EI) services to preschool special education to review the child's program options and establish a transition plan.

# Other Responsibilities

Depending upon your district job title, you may have responsibilities that extend beyond being the Chairperson of the CPSE/CSE.

- For example, a “Director of Special Education” may have additional responsibilities for staff supervision, budgeting, data, grants, and funding.
- Chairpersons are sometimes employed in dual roles, such as Chairperson and Building Administrator, or Chairperson and Teacher of Special Education.
- While we recognize that some of you may have additional responsibilities or roles, the focus of this training is on the Chairperson’s role and how you can do that role well.

# Role of the Chairperson Discussion

## Preparing for the Committee Meeting



### Consider the following:

What are some ways you can facilitate a meeting to ensure that all members, especially families, feel welcomed and encouraged to participate?

Preparing for the following elements:

- Language
- Families' prior positive or negative experiences with the educational system
- Student and family's cultural norms regarding disability, school authority, public discussions

**Think of 2–3 concrete actions you could take.**

# Activity—What's Your Style?



- How will your style help or hinder you?
- How will you function as a team member?
- Which other style may conflict with yours?



# The Committee

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Committee Responsibilities

Team Structures

Membership





# Committee Responsibilities



- Ensure timely evaluations
- Review and discuss information and evaluations to identify the child's needs
- Determine eligibility and classification
- Recommend programs and services
- Review programs and services

**Every Committee member is responsible for this charge.**

# Team Structures for CPSE/CSE



## CSE

Committee on Special Education  
Ages 5–21

## CPSE

Committee on Preschool Special Education  
Ages 3–5

## Subcommittee

Subcommittees may perform all the duties of the CSE except for when considering initial placement in a:

- Special class
- Special class outside the normal school of attendance
- School primarily serving students with disabilities, or outside the district

A parent who disagrees with the recommendation of a subcommittee may request (in writing) a full committee meeting.

# CSE and CPSE Membership in NYS

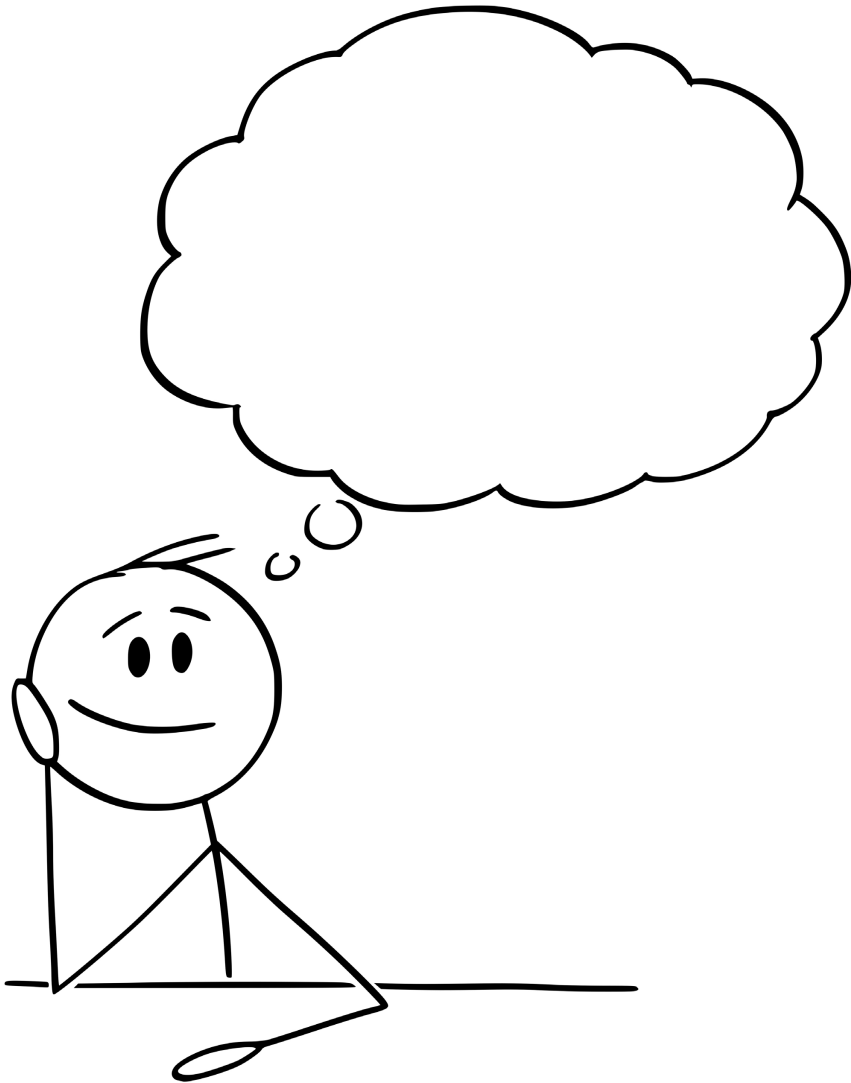


| Member Title  | CSE                    | Subcommittee   | CPSE                                     |
|---|------------------------|--|--|
| Parents of the Student  | ✓                      | ✓  | ✓  |
| Not < 1 General Ed. Teacher (If child is <u>or may be</u> in general ed.)   | ✓                      | ✓  | ✓  |
| Not < 1 Special Ed. Teacher/Provider  | ✓                      | ✓  | ✓  |
| School Psychologist   | ✓                      | For new psych eval. or to change to more intensive staff ratio |  |
| District Representative (Chairperson)   | ✓                      | ✓  | ✓  |
| Others with knowledge/expertise   | ✓                      | ✓  | ✓  |
| Ind. to interpret evaluations (may serve dual role with any of the professional roles listed above, but not the parent) | ✓                      | ✓  | ✓  |
| School Physician  | If requested (72 hrs.) |  |  |
| Additional Parent Member  | If requested (72 hrs.) |  | If requested (72 hrs.)                   |
| Student, if appropriate   | ✓                      | ✓  |  |
| Representative from Municipality  |                        |  | Invited                                  |
| Representative from Early Intervention  |                        |  | By parent request for transition to CPSE |





# Activity: Picture Yourself



- Picture yourself at an event that is very important to you.
- Pick a card.

# Wrap Up

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# What's Going on Your "To-Do" List?

- "I" time—reflect on the regulatory foundation topics we covered.
- Note any specific "to-dos" on your follow-up plan.



# Questions and Answers



# Exit Ticket



What is one takeaway from Module 1?

# Resources

- [New York State Laws and Regulations Related to Special Education and Students with Disabilities](#)
- [Special Education SPP/APR](#)
- [OSE Educational Partnership](#)
- [US Department of Education \(2023\). Every Student Succeeds Act \(ESSA\)](#)

# References

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Krownapple, J. (2017). *Guiding teams to excellence with equity: Culturally proficient facilitation*. Thousand Oaks, CA: Corwin, a SAGE Publishing Company.

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Singleton, G., & Hays, C. (2008). Beginning courageous conversations about race. In M. Pollock (Author), *Everyday Antiracism: Getting Real about Race in School*. New York: New Press.

Singleton, G. E. (2015). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA, CA: Corwin.

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New York State  
EDUCATION DEPARTMENT

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New York State Education Department  
Office of Special Education

**Educational Partnership**

Technical Assistance Partnership  
for Transition

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