



New York State Education Department
Office of Special Education
Educational Partnership





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CPSE to CSE for Parents for Virtual and Hybrid Settings

Transition Planning from Preschool Special Education to Kindergarten

Developed by the Technical Assistance Partnership for Behavior

4/21/2022



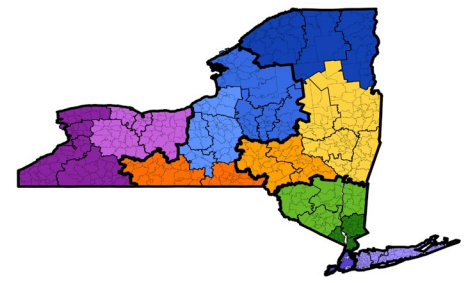
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Disclaimer

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.



Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations (In Person)

BE RESPONSIBLE

Make yourself **comfortable**

Take care of your **needs** (water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Turn cell phones **off or to vibrate**

Listen attentively while others are speaking

Have only the **training materials** up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

Virtual Training Expectations

BE RESPONSIBLE

Take time to **test technology** in advance

Take care of your **needs** (breaks, water, food, restroom, etc.)

Action plan to implement what you are learning

Follow through on your action items

BE RESPECTFUL

Find a **quiet place** to participate

Mute your microphone when not speaking

Listen attentively while others are speaking

Turn **video on** when speaking

Have only the **training materials** up on your computer/table/phone

BE ENGAGED

Ask what you need to know to understand and contribute

Contribute to the group by sharing relevant information and ideas

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

Teacher's 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.

Slide Marker Icons



What to Expect:



To better understand what to expect as your child moves on to Kindergarten by:

- Understanding the differences between Committee for Preschool Special Education (CPSE) and Committee for Special Education (CSE)
- Understanding the transition process from CPSE to CSE
- Learning how to be an active member of the transition team
- Understanding the purpose of an Individualized Education Program (IEP)

When a child has special needs kindergarten planning can be:



- Exciting
- Overwhelming
- Challenging
- Scary
- Fun
- Different

...A time for transition



When Will My Child Go to Kindergarten?



Children who will be *five* years of age on or before *December 1* are eligible to attend Kindergarten starting in September of the school year.

Please note: each district may have their own requirements for age and cut-off dates. Please be sure to contact your district office for their specific district policy.

Preparing for your CPSE/CSE meeting

- Review past reports/IEPs and consult with preschool provider team regarding student progress, strategies, and areas of continued need
- Obtain copies of materials to be discussed at the meeting
- Consider inviting someone to attend who also knows your child who can listen, take notes, and support you
- Consider what you believe will support your child's growth and development
- Write down questions you have and bring them to the meeting

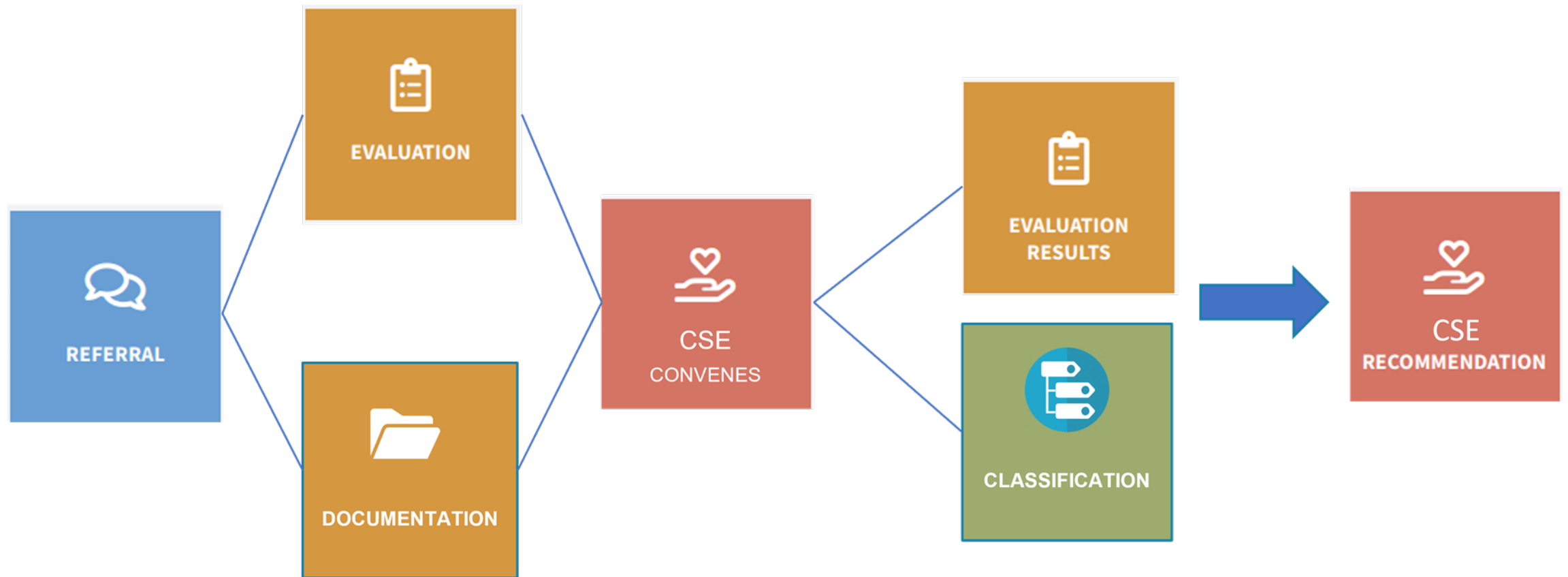
At the last CPSE meeting...

CPSE



- Discuss yearly progress (Annual review);
- Determine Extended School Year services (ESY) (for the current school year, as a preschooler)'
- Determine whether your child will be declassified; OR
- Referred to Committee on Special Education (CSE)

Responsibilities of the CSE at Transition time



CPSE

Team Members



- Parent(s)
- CSE Chairperson
- School Psychologist
- School Social Worker
- Individual who can interpret the evaluations
- Special Education Teacher
- General Education Teacher
- Related Service Providers (Speech/OT/PT)
- Parent Member

Eligibility Determination?

Ineligible

for Special Education Services

- 504 Referral
- Academic Intervention Services (AIS)
- Behavioral support/social skills programs
- School may increase tiered supports to supplement skills (Rtl)
- Reading intervention/ remedial instruction

Eligible

for Special Education Services

- Autism
- Blindness
- Deaf-blindness
- Emotional Disturbance
- Hearing Impairment
- Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health-Impaired
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Why a Classification?

- ❑ Regulations require a specific disability classification for children age(s) 5-21 who receive special education services
- ❑ Classifications are descriptors of child's area of need; not a description of who a child is.
- ❑ Classifications do not determine what services are delivered; the CSE develops the IEP and recommends programs and services based on student's unique needs as a result of the student's disability.

✓ Autism

✓ Blindness

✓ Deaf-blindness

✓ Emotional Disturbance

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The Individualized Education Program (IEP)



- Present Levels of Performance and Individual Needs
- Measurable Annual Goals, Short-Term Objectives and Benchmarks
- Reporting Progress to Parents
- Recommended Special Education Programs and Services
- Coordinated Set of Transition Activities
- Participation in State and District-wide Assessments
- Participation with Students Without Disabilities
- Transportation
- Placement Recommendation
- IEP Implementation

Least Restrictive Environment

LRE means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Section 200.1(cc) of the Regulations of the Commissioner of Education



School-age Programs & Services

Section 200.6

- Consultant Teacher 200.6 (d)
- Resource Room 200.6 (f)
- Integrated Co-teaching 200.6 (g)
- Special Classes 200.6 (h)
- Travel Training 200.1 (ggg)
- Adapted Physical Education 200.1 (b)

Related Services

Section 200.6 (e)

Related services for both school-age and preschool students include, but are not limited to:

- speech/language therapy
- audiology services
- interpreting services
- psychological services
- counseling services
- physical therapy
- occupational therapy
- orientation and mobility services
- parent counseling and training
- medical services
- school health services
- school nurse services
- school social work
- assistive technology services
- other

Your Parent Rights

As your child's parent or guardian, you can expect to:

- be fully informed
- be notified about all meetings at least five school days before the meeting
- participate in decision making
- have all information explained
- request a change in meeting, date, time and location, if needed
- have confidentiality maintained
- be able to review all school records including any data collection records, reports, or evaluations on your child

Making the home-to-school connection

- Attend kindergarten orientation
- Participate in kindergarten screening
- Make an appointment at you school and take a tour
- Request an opportunity to visit in kindergarten classrooms
- Invite school personnel to observe you child in his/her program or community setting
- Inquire about the school procedure regarding meeting with your kindergarten teacher in advance

Thank you!

We are here to help parents by answering questions and providing support and education.

Let us help you.

Questions and Answers



Contact Us



New York State
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Knowledge > Skill > Opportunity



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UNIVERSITY AT ALBANY
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Training Evaluation

Meeting Evaluation Survey