THE CPSE TO CSE TRANSITION PROCESS

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1. Provide an overview of the preschool to Kindergarten transition process as it relates to the CPSE to CSE process.

2. To assure that all members of the committee, administrators, and parents feel informed and comfortable about the transition process.
Transition Pathway

CPSE → CSE

CSE → Eligible

Eligible → Special Education Services

CSE → Ineligible

Ineligible → Building Based Support through General Education

Building Based Support through General Education → Declassification
Some children currently receiving Preschool Special Education Services will:

- Move to Special Education services under the Committee on Special Education (CSE).
- Others may not meet CSE criteria for one of the 13 educational disabling conditions.
- Regardless of what decisions are made, transition planning will be part of the child’s final annual review under CPSE.

Transition planning will include:

- A review of your child’s progress
- Identification of community resources needed by and available to the parent and child
- A determination whether the child will be referred to Committee on Special Education (CSE)
- Timelines to ensure continuity of services
- Clarification about how information will be passed from CPSE to CSE
- Steps to help your child adjust to a new setting
WHO IS AT THE TRANSITION CPSE/CSE MEETING?

Required members of the CPSE/CSE transition meeting include:

- Parent/Legal Guardian
- School district representative (CPSE/CSE chairperson)
- Psychologist
- Special education teacher
- General education teacher (if child is in general education)
- Others (translator, speech therapist, etc.)

Parents must put a request in writing if they would like to invite an additional person to the meeting (parent member, medical director, private evaluator, etc.)
<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
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<tbody>
<tr>
<td>Give</td>
<td>The district must give ample notice about <strong>where and when</strong> the meeting will be held.</td>
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<tr>
<td>Include</td>
<td>The invitation will include the names of the individuals attending the meeting.</td>
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<tr>
<td>Provide</td>
<td>The evaluators/therapists will provide copies of reports.</td>
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WHAT IS REVIEWED THE MEETING?

- An evaluation/report is a careful examination of a child’s skills, strengths and weaknesses to determine:
  - Current levels of functioning
  - progress towards IEP goals
  - Medical records if available
    - What can he/she do?
    - What does she/he like to do?
    - What kinds of things should he/she be encouraged to do next?
The student’s Present Level of Performance and Progress of IEP goals will be reviewed by current providers/teacher.

CPSE will review evaluation findings, progress reports, and determine:

- Student does not meet CSE criteria for one of the 13 educational disabling conditions
- Student is eligible for Special Education services and referred to a Committee on Special Education
- Exit at CPSE Meeting
Some children may not meet CSE criteria for one of the 13 educational disabling conditions. Others who qualified might meet criteria for declassification at some point during their school time.

Questions that are often asked when the child approaches the end of Preschool Special Education:

- What is declassification?
- How does declassification happen?
- Who decides if the child will be declassified?
- What should be done if the child begins to struggle once he/she is in school?
Declassification can be a wonderful opportunity for the child. It indicates that the child has made progress and he/she not meet CSE criteria for one of the 13 educational disabling conditions.

If a child is recommended for declassification, a process MUST be followed. This process includes the following components:

- The CPSE reviews existing evaluation data as part of the reevaluation process and identified what if any additional data is needed.
- The CPSE has the responsibility to arrange for additional assessments by an approved evaluator.
- The results must be provided to the CPSE, the parents and the municipality
- The CPSE must review the reevaluation and assessment results and determine the child's progress rating in each of the three outcome areas

Most children who are declassified do extremely well in kindergarten.
DECLASSIFICATION

When?
Before the end of the school year or at the end of the school year

Why?
Under CPSE- No longer exhibits a 33% delay in one area of development or a 25% delay in two areas of development as evidenced by updated evaluations and progress reports.
Under CSE-Student does not meet CSE criteria for one of the 13 educational disabling conditions.
As defined by NYSED Part 200 of the Regulations of the Commissioner of Education

New York State Education Department has established 13 disability classifications for students who are eligible to receive special education support.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Classification</th>
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<tbody>
<tr>
<td>Autism</td>
<td>Multiple Disability</td>
</tr>
<tr>
<td>Deafness</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Deaf Blindness</td>
<td>Other Health Impairment</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Speech and Language Impairment</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>Visual Impairment, including blindness</td>
</tr>
<tr>
<td>Learning Disability</td>
<td></td>
</tr>
</tbody>
</table>
Understanding Your Child’s Scores
Percentile Ranks and Standard Scores

<table>
<thead>
<tr>
<th>Standard Scores</th>
<th>Percentile Ranks</th>
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<tbody>
<tr>
<td>55</td>
<td>&lt;0.1</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>16</td>
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<tr>
<td>100</td>
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<td>115</td>
<td>84</td>
</tr>
<tr>
<td>130</td>
<td>98</td>
</tr>
<tr>
<td>145</td>
<td>&gt;99.9</td>
</tr>
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Within the average range
Below the average range
Significantly below the average range
Above the average range
Significantly above the average range
WHAT IF THE CHILD STILL NEEDS SOME HELP BUT IS NOT CSE ELIGIBLE?

Students who may need extra support in Kindergarten are identified through screenings and progress monitoring.

Building Level Supports:

- Academic Intervention Services (AIS)
- Response to Intervention (RTI) / Multi-Tiered System of Support (MTSS)
- Speech and Language Improvement
- Counseling
- Other

English as a New Language (ENL) or other Part 154 Services are Required Services for English Language Learners (ELLs) inclusive for students with IEPs.
STRENGTHS AND NEEDS

• Adaptive—self-help in areas, ex. dressing and eating, toileting
• Cognitive—thinking, figuring things out, problem solving
• Motor—moving fine muscles development like grasping, or/and gross motor as navigating the school environment safely.
• Speech and Language—talking, understanding and communicating, making their needs known.
• Social Emotional—getting along with others, coping, behaviors
WHAT ELSE MAY BE REQUESTED

- If additional information is needed, the CSE may ask for the following information to help determine CSE eligibility and for developing the most appropriate IEP (Individualized Education Program).

- You with the other members of the CPSE may determine that all evaluations do not always need to be completed for children who are moving from CPSE to CSE if a review of current information is appropriate and reflective of your child’s strengths and needs. Further assessments can be recommended to be completed upon transitioning to Kindergarten and as part of the student’s reevaluation (3 year review) through CSE.

- Physical or medical report
- Individual psychological evaluation
- Updated Social history
- Observation of your child in the student’s learning environment
- Possible assessments for: Speech, OT, PT
- Other appropriate assessments, such as a Functional Behavioral Assessment (FBA). This is a mandated evaluation component for a child whose behavior impedes or affects his/her learning or that of others.
The Committee on Special Education will:

- Determine eligibility for CSE services and discuss Classification
- If eligibility is met develop and Individualized Education Plan (IEP)
- Arrange for delivery of programs/services
  - Type
  - Duration
  - Frequency
  - Location
- Identify the Least Restrictive Environment for your child (LRE)
- Discuss month programming to prevent substantial regression if appropriate
- Discuss a Functional Behavioral Assessment if needed.

Discussion of Free Appropriate Public Education (FAPE)

CSE TRANSITION TO KINDERGARTEN
IEP Development

Guiding Principles for IEP Development

- Tool to Guide Instruction and Measure Progress
- Child Centered
- Includes Positive Behavior Supports
- Planning for Adult Outcomes
- Based on Individual Strengths & Needs
- Shared Responsibility Parental Participation
- Special Education is a Service, Not a Place
- LRE
- General Education Curriculum, Standards and Assessments
What happens next?

Once eligibility is determined the CSE will develop an Individualized Education Program (IEP)

- Present Levels of Performance
- Special factors (Behavior Supports, Assistive Technology, etc.)
- Goals
- Programs and Related Services (Least Restrictive Environment)
- Modifications and Accommodations
- Supports for Staff (consultations with specialists)
- Special Transportation Determination
- New York State Alternate Assessment (NYSAA) Determination
Placement as per Least Restrictive Environment

The Continuum of Programs/Services may include:

• Related Services only; i.e. Speech and Language
• Consultant Teacher Services
• Resource Room
• Special class
• Other placements outside of the district
Special education programs are designed to meet the individual needs of the student. All programs are in accordance with New York State Education Department Part 200 of the Regulations of the Commissioner of Education.

**Related Services**

- Speech or Counseling may be provided in small groups
- OT and PT as per IEP mandate

**Programs**

- Consultant Teacher – Special Education Teacher pushes into the classroom provide direct or indirect support – minimum of 2 hours weekly.
- Resource Room - Up to 5 students supported by a Special Education teacher minimum of 3 hours weekly.
- 12:1:2 Special Class (K-2) – Up to 12 students who could be integrated into general classrooms as appropriate.
- 8:1:1 Special Class (K-2) - Up to 8 students who could be integrated into general classrooms as appropriate.
We are so excited that your child will be attending one of our elementary schools. However, some students will be recommended a program that may not be available at their current home school.

An IEP recommendation is not a place, but services to support your child’s learning.

ALL students entering Kindergarten will have to be registered, regardless of IEP recommendation.

If you are planning to retain your child in preschool, and your child is eligible for IEP services, your child will need to transition to CSE.

If your child is eligible for IEP service and you are planning on registering your child in a private school, you shall inform the CSE as well as your home school.
RETAINING A CHILD IN PRESCHOOL: IS MY CHILD READY?

- All 5-year olds who are found eligible for IEP services must transition to the CSE, regardless of whether a parent intends to retain them in preschool for an additional year.
- Related Services are provided at all of our elementary schools during school hours.
- Programs, such as special classes, are accessible to all student who are recommended for it on their IEPs and attend kindergarten.
We are here for you!

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Thank you!