


Transitioning from  
Preschool Special  
Education(CPSE) to  
Kindergarten



Presented by: Dr. Camille Harrelson

# Important dates

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- Children who will be **five** years of age on or before December 1 are eligible to attend kindergarten starting in September of each school year.
  - Children who meet this criteria must transition to "School Age" to continue to receive their special education services.
  - June 1st, 2021: If you are electing to parentally place your child in either an additional year of preschool or a private school and you would like to request they still receive their special education services, you must alert APCSD and the 'district of location' in writing by June 1st, 2021.

# Transition Process

CPSE Annual Review

Annual review to discuss yearly progress.

Determine whether your child will be: o declassified OR o referred to Committee on Special Education (CSE)

ESY- Preschool

Determine Extended School Year services (ESY) for preschool level.

CPSE to CSE Meeting

Determine Classification, Program, Related Services, and Program Modifications/ Accommodations

Annual Review



Ineligible

Move from CPSE to CSE

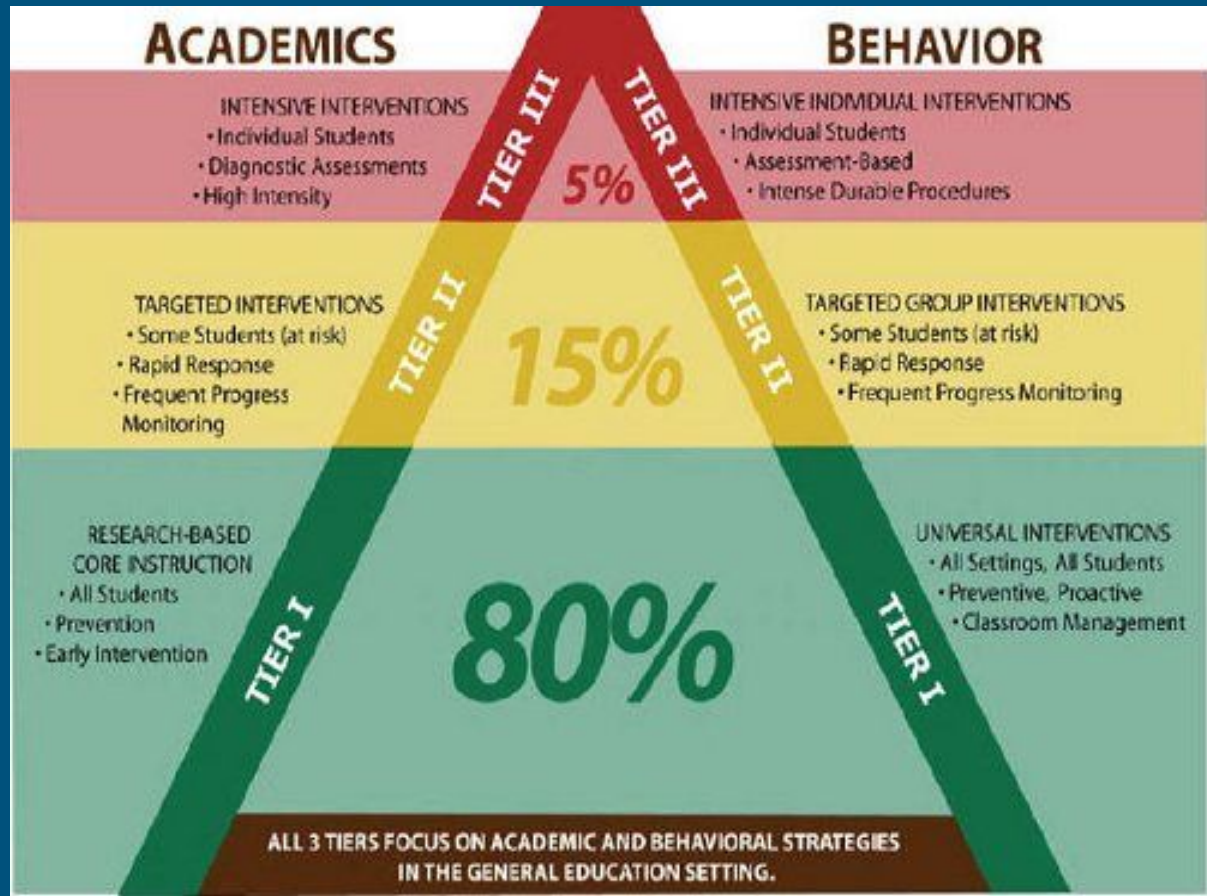
Ineligible	If moving on to CSE Transition Meeting
<p>You will receive a statement of ineligibility for your records</p> <p>Your child will enter kindergarten as a general education student</p> <p>Your child will be entitled to building level supports as determined by the building administration and faculty/staff</p>	<p>If your child is recommended for additional evaluations, after consent is obtained, testing will take place before the CPSE to CSE Transition Meeting</p> <p>The Transition Meeting will be scheduled and the school-age CSE team will be there</p> <p>The CSE will determine eligibility for a disability and recommend classification and Special Education services, supports, and accommodations/modifications; the CSE will create an IEP</p>

# Response to Intervention

Reading

Math

Behavior



# Similarities

FAPE (Free Appropriate Public Education)

Committee consensus

Procedural Safeguards and Due Process Rights

Parent consent required for all evaluations/reevaluations

IEP Goals

- based on student's present levels of performance (PLP)
- measurable
- annual

LRE (Least Restrictive Environment)

Annual review

Parent can request a review of IEP

Multidisciplinary evaluations

# Differences

1 of 13 Classifications on an IEP

Evaluations by school district personnel

District incurs all costs

School district personnel provide services

Services occur in the school building

## What happens before your meetings?

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- Averill Park personnel will visit your child (if they are in a preschool special education program) to observe your child in his or her current educational setting and speak with their current providers.
  - Averill Park personnel will talk to your child's current teacher
  - There may be update testing/evaluations and will use their progress monitoring data to make appropriate recommendations for ESY and Transition to CSE
  - Consent will be requested of the parents by the CSE for new or additional evaluations



# Preparing For Your Meetings

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Be prepared to discuss:

- How you believe your child's year has gone
- Strengths and interests
- Concerns you have as we look ahead to Kindergarten

Registration/K Screening Sign up

# Committee on Special Education (CSE) Mandated Members

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Parent(s) of the student

Chairperson/District Rep

General education teacher

Special education teacher/provider

Individual to Interpret Evaluations

School psychologist

Parent Member (if requested)

Others who have knowledge or special expertise regarding the student (parent or district invite)

School district's physician (if requested)

Student (if appropriate)

# Why classification?

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- Regulations require a specific disability classification for children 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 team developing the IEP determines services

# 13 CLASSIFICATIONS

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

## What is the difference between 'program' and 'placement'?

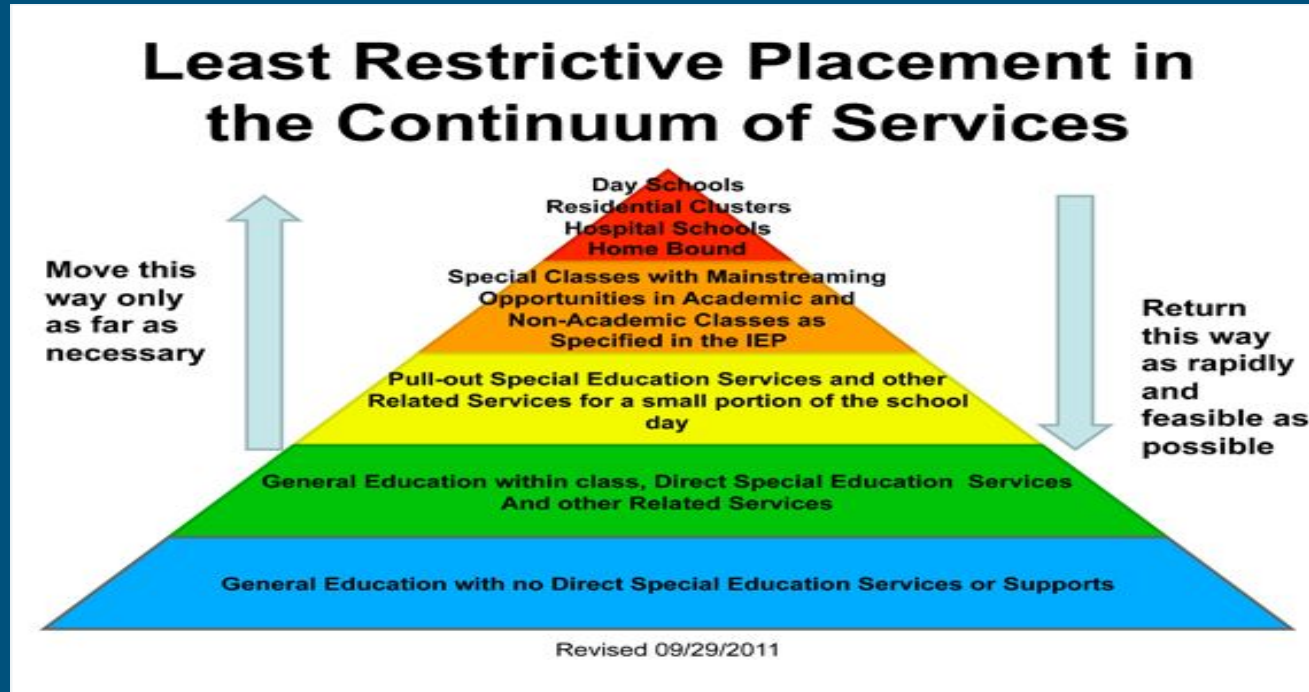
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The program indicates the Special Education program your child requires to access the general education curriculum. The program is recommended by the Committee on Special Education (CSE) with an obligation to consider the Least Restrictive Environment based upon your child's individual needs. The placement is the location of that program; the school your child will attend.

## What is Least Restrictive Environment?

Least restrictive environment 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.

# School Age Continuum of Services

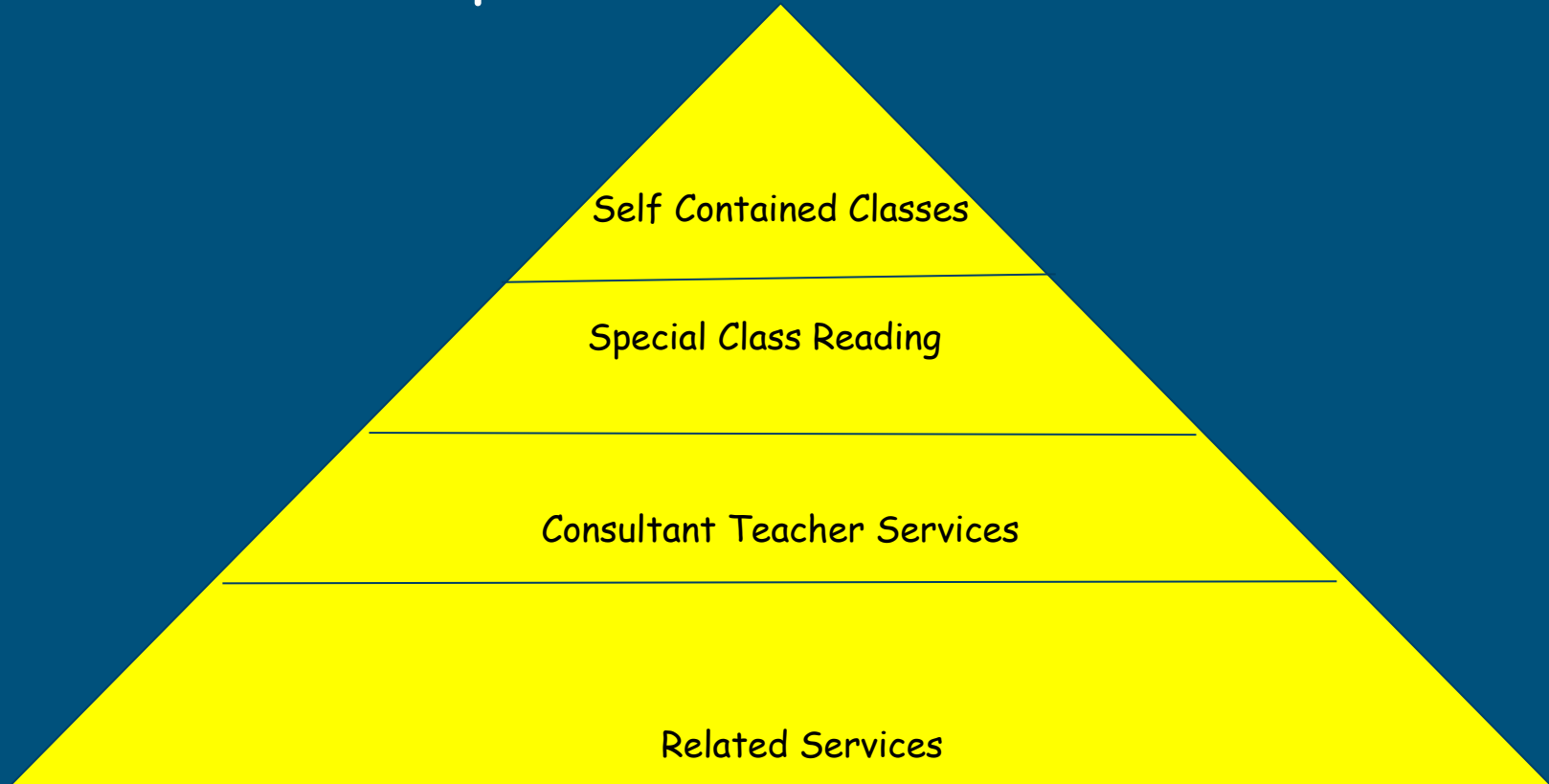


For more information and clarification, please visit the NYS Parent's Guide to Special Education Services:

English: <http://www.p12.nysed.gov/specialized/publications/policy/parentsguide.pdf>

Spanish: <http://www.p12.nysed.gov/specialized/publications/policy/spanishparentguide.htm>

# Continuum of Special Education Services at APCSD



# AVAILABLE AT ALL ELEMENTARY BUILDINGS

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- Speech for Improvement
- Motor for Improvement
- Access to a counselor/School Psychologist



# Program Locations

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Consultant Teacher Services <ul style="list-style-type: none"><li>• Direct and Indirect</li></ul>	All Buildings
Special Class Reading	All Buildings
15:1 ELA	Miller Hill/Sand Lake
15:1 Math	Miller Hill/Sand Lake
12:1:1 K-5	West Sand Lake

# Rights as a Parent

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You can expect:

- To be fully informed
- To be notified about all meetings at least five school days before
- To participate in decision making
- To have all information explained
- To request a change in meeting, date, time and location, if needed
- To have confidentiality maintained
- To be able to review all school records
- To have access to mediation, due process and impartial hearing, if needed



Please remember the transition process is just that...a process...each student needs time to settle into a new environment with new friends and adults in his/her life. There are new expectations and routines to learn. Some students need a little more time to acclimate.

If your child has never been to school, is acquiring a new language, has a disability, or has any other changes going on it may be a factor in the amount of time it takes for him/her to adjust and show what they know.

Please remember to discuss any concerns with your child's teacher so that he/she can be supported most effectively



Together let's:

Collaborative communication

Planning together

share the responsibility for ensuring a quality  
education for your child

Respecting one another's opinion and knowledge

Any Questions?

Please contact: Dr. Camille Harrelson [harrelsonc@apcsd.org](mailto:harrelsonc@apcsd.org)