

The Journey from Preschool Special Education to Kindergarten

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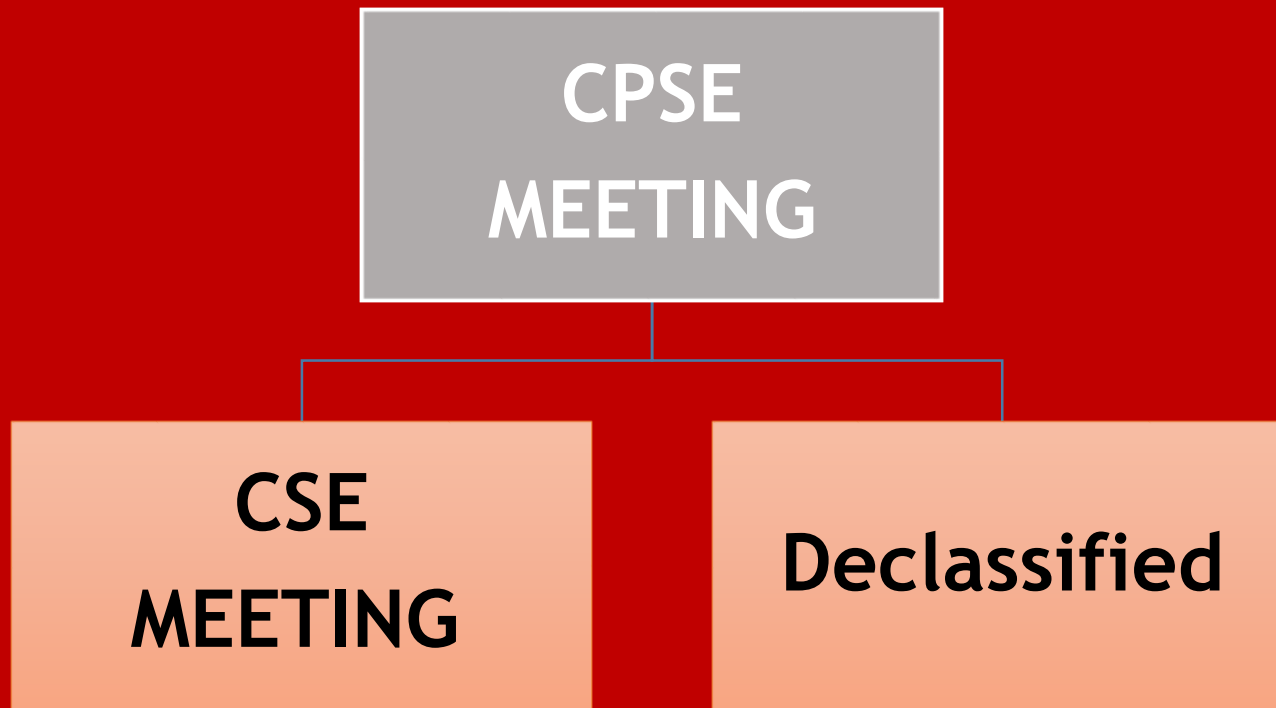
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When is your child eligible to transition from preschool to kindergarten?

- The year your child turns 5 on or before December 1st is when your child must transition from preschool special education to kindergarten.
- If you choose to not send your child to kindergarten, you still need to register for kindergarten. The transition meeting from Committee on Preschool Special Education (CPSE) to Committee on Special Education (CSE) to determine if school age special education services are needed can only be scheduled if your child is registered.



The Transitional Sequence



How to Prepare for the CPSE to CSE Transition Meeting

- Organize past evaluations, IEPs, progress reports, updated annual reports and new evaluations in a binder
- Prepare written information you would like to share about your child regarding strengths, needs and concerns
- Choose a picture of your child to share with the committee

CPSE to CSE Members and What Happens

- The transition CPSE to CSE meeting has two parts. The committee is made up of the preschool providers, parents/guardians, chairperson, and school age staff that include but are not limited to the school psychologist, kindergarten general education teacher, special education teacher, and related service providers in the area of current need of the student.
- The committee will hold the preschool annual review meeting, determine if extended school year is needed based on substantial regression and then a transition meeting to determine eligibility for special education services for kindergarten will occur.
- The educational classification will be determined based on evaluations and progress reports as well as any medical documentation provided by the family. A student must meet criteria for one of the 13 educational classifications in order to have an IEP and receive special education services.
- If a student meets the criteria for one of the 13 classifications, present levels of performance in academic, social emotional, management and physical development will be reviewed and goals will be developed. Special education program and/or related services are recommended based on present levels of performance and goals.

The Parent as a CPSE/CSE Team Member



**You are an
integral part of
the CPSE/CSE**

- The district will give ample notice about where and when the meeting will be held.
- The invitation will include the names of the individuals attending the meeting.
- The providers and/or evaluators will provide copies of reports.

Declassification

When?

- Before the end of the school year or at the end of the school year

Why?

- No longer exhibits a 33% delay/ 12 month delay/ -2.00 SD below the mean in one area of development or a 25% delay/ -1.50 SD below the mean in two areas of development as evidenced by updated evaluations and/ or progress reports.

What Informs Declassification?

- The student has met and achieved all goals on the IEP
- The student is functioning within age appropriate levels
- Evaluations may be used to determine functioning level (but not required)
- Providers share reports with parents prior to CPSE meeting

What if my child still needs some help?

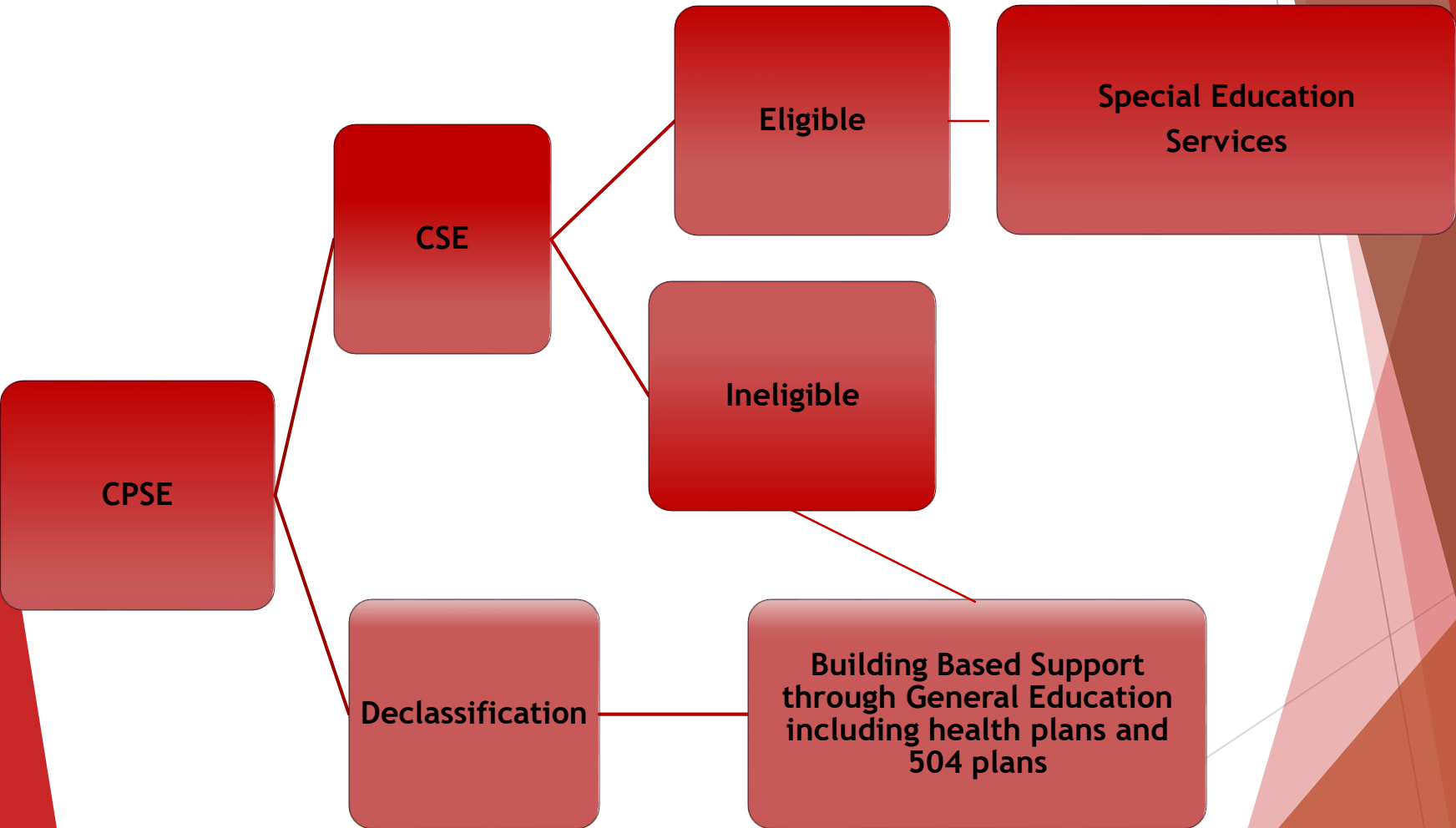
- Students who may need extra support in kindergarten are identified through screenings and progress monitoring.
- Building level supports for your child are discussed at an RTI meeting at the building. If academic intervention supports are necessary they will be discussed at this meeting.

The CSE

Committee on Special Education



Transition Pathway



Who is at the CSE Meeting?

Required members of the CSE include:

- Parent/Legal Guardian of the student
- School district representative (CSE chairperson)
- School psychologist
- Special education teacher
- General education teacher (if child is in general education)
- Student (if appropriate)
- 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, private evaluator, etc.)

Role of the CSE

- ▶ Identify and determine most appropriate educational classification of the 13 provided by New York State Education Department (NYSED)
- ▶ Develop and review Individual Education Program (IEP)
- ▶ Identify present level of performance (PLP)
- ▶ Develop appropriate annual goals
- ▶ Determine level of participation with non-disabled peers (Least Restrictive Environment) including modifications and/or accommodations
- ▶ Forward recommendations to the Board of Education (BOE)

Preparing for your Child's CSE Meeting

- ▶ Review past reports/ plans/ programs
- ▶ Review annual report from current providers
- ▶ Write down your questions
- ▶ Identify what you believe will support your child's growth and development in making curriculum gains
- ▶ Update and provide recent medical diagnosis or reports from a specialist(s) (i.e. neurologist, developmental pediatrician, ENT, endocrinologist, private therapist etc.)

What is FAPE?

FAPE is a Free Appropriate Public Education

An IEP is developed to support a student's access to FAPE with:

- ▶ Being individualized to meet unique needs (academic and functional)
- ▶ Providing access to the general curriculum
- ▶ Supporting the student in meeting grade level standards
- ▶ And is for the child's educational benefit

How is Eligibility Determined?

Evaluation by a multidisciplinary team

- Developmental history
- Psychological evaluation
- Educational reports
- Classroom observation
- Speech, OT, and PT reports as appropriate
- Teacher reports from preschool staff
- Interviews with parents
- Screening results (when available)

Eligibility For Classification in CSE

New York State Education Department has established 13 disability classifications for students who are eligible to receive special education support. *Note that a Learning Disability classification is not applicable for students entering kindergarten

Autism	Multiple Disability
Deafness	Orthopedic Impairment
Deaf Blindness	Other Health Impairment
Emotional Disturbance	Traumatic Brain Injury
Hearing Impairment	Speech and Language Impairment
Intellectual Disability	Visual Impairment, including blindness
Learning Disability	

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- safety needs, and ambulatory needs

Least Restrictive Environment (LRE)

- The placement of an individual student with a disability in the least restrictive environment shall:
 1. Provide the special education needed by the student;
 2. Provide for education of the student, to maximum extent appropriate to the student's needs, with other students who do not have disabilities; and
 3. As close as possible to the student's home.

The Continuum of Services in Arlington Central School District

Least Restrictive



- Related Services
- Consultant Teacher Services
- Resource Room
- Integrated Co-Teaching
- Special Class
- Outside of District

Most Restrictive

What do the Programs Look Like?

Related Services

- Speech, Counseling, OT and PT are provided in a 6 day cycle

Programs

- Consultant Teacher -Special education teacher pushes in to provide direct or indirect support
- Resource Room - Up to 5 SWD taught by a special education teacher
- Integrated Co-Teaching Classroom - A kindergarten classroom is co-taught by a special education teacher and a regular education teacher
- 12:1:1 Special Class - Up to 12 SWD in one K-2 classroom, who are integrated into typical classrooms as appropriate
- 8:1:1 Special Class - Up to 8 SWD in one K-2 classroom, who are integrated into typical classrooms as appropriate

Private School Placement

- ▶ It is the responsibility of the school district of LOCATION and *not the district of residence* to provide students with disabilities with special education services.
- ▶ If you choose to send your child to a private school outside of Arlington Central School District you may contact the district of location to provide special education supports. Please contact our office for contact information for the district of location, if needed.

12 Month Special Services and/or Programs (Extended School Year)

- ▶ Substantial Regression:

A student's inability to maintain developmental levels during the months of July and August that is so severe it will require an inordinate period of review at the beginning of the year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.

- For transition from preschool to kindergarten, your child remains with preschool level services through the extended school year and will receive kindergarten level services and programs starting in September.

Section 504 and the Americans Disability Act (ADA)

A 504 Plan is a legal document that outlines a plan of instructional services for students in the general education setting. While not an IEP, the document usually describes the types of accommodations that will be made for a student in school. Schools must afford students with disabilities with equal opportunities "to obtain the same result, to gain the same benefit, or to reach the same level of achievement" as students without disabilities.

The definition of disability under Section 504 and the ADA is significantly broader than the definition used in the IDEA for educational classification and disability. Under 504 and the ADA, a person/student is considered to have a disability if that person/student:

- ▶ has a physical or mental impairment that substantially limits one or more of such person's major life activities,
- ▶ has a record of such an impairment, or
- ▶ is regarded as having such an impairment.

Retaining a Child in Preschool: Is my child ready?

- All 5 year olds, who are found eligible for special services under CPSE, 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 the student's home zone elementary school during school hours through an IESP (individual education service plan)
- Programs, such as consultant teacher, are not accessible to children who do not attend a district kindergarten class

Conclusion

- ✓ Special education is a fluid process
- ✓ Our doors are always open
- ✓ Questions? Please contact us

Contact Information:
Arlington Central School District
Special Education Office
845-486-4494