

# The Journey from CPSE to Kindergarten

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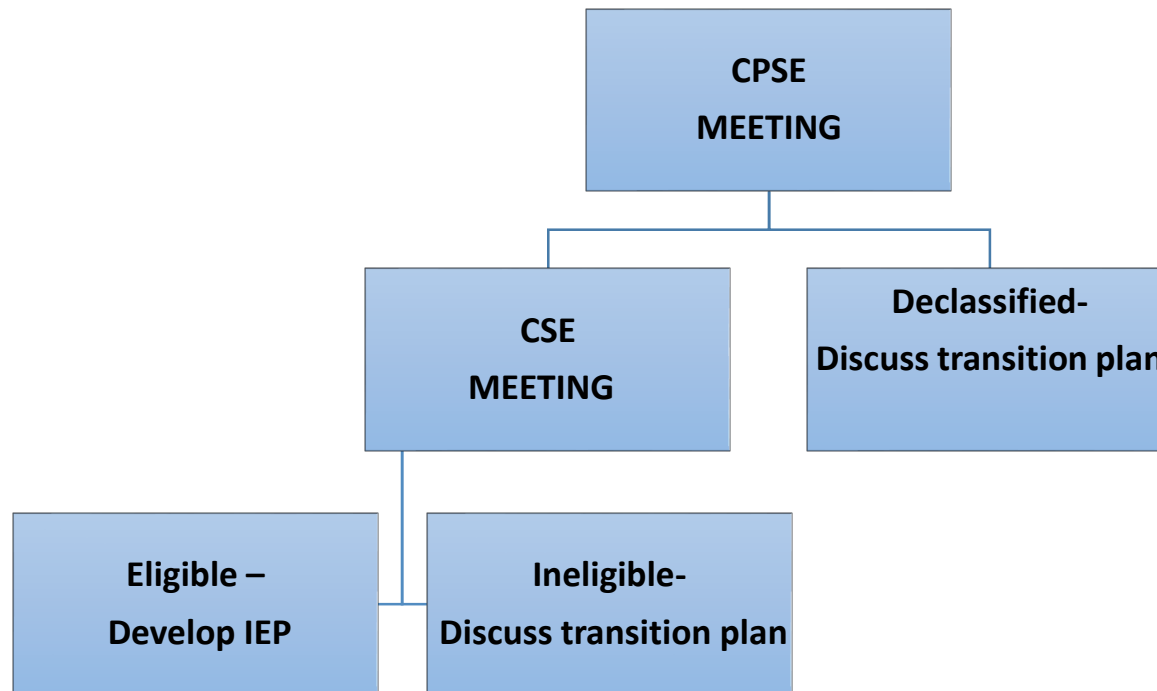
# Agenda for this Evening:

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- 1. Provide an overview of the pre-school to Kindergarten transition process
- 2. To provide an understanding of Kindergarten support services available to all students.



# The Transition Sequence



# Timeline and Steps in the Transition Process

- **Kindergarten registration has begun.**
  - Be sure to register your student through the registrar's office. Information is available on the district webpage.
- **CPSE/CSE meetings** will be scheduled between the end of March and middle of June.
- **Updated evaluations** will be conducted prior to the meeting. You will receive the results in writing.
- **Kindergarten screenings** take place in the spring months at the zoned elementary school. Please be sure to have your child attend.

# The CPSE/ CSE meeting

- Meetings take place at your **home elementary school** with relevant district staff members. The CPSE Chairperson will chair the CPSE portion of the meeting and, if applicable, the elementary School Psychologist will chair the CSE portion of the meeting.
- Members at the meeting will be district staff (School Psychologist, Special Education Teacher, General Education Teacher, Related Service Providers). CPSE service providers and the child's nursery school teachers are invited and encouraged to attend.
- The meeting will last approximately 1 hour.

# The CPSE/CSE meeting structure

## Part 1: CPSE

- Discuss relevant history and progress over the course of the year toward the goal areas.
- Discuss updated evaluations.
- Determine whether or not the student should be declassified or referred to the CSE for consideration of eligibility of classification.
- Discuss regression criteria and eligibility for Extended School Year (ESY) services.

## Part 2

If declassified, the meeting concludes with any necessary transition plan to support the student entering Kindergarten.

If referred to CSE, eligibility will be discussed.

# Declassification

## When?

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

## Why?

- Student 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, which is the criteria for classification under CPSE.

# The CSE Meeting

- The CSE portion of the meeting begins when a child is referred from CPSE.
- Eligibility is discussed. Does the student have a disability within the 13 NY state classification established by the NY State Education Department.

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	

- If the student is not found eligible, the meeting concludes with any necessary planning for the transition.



# Development of the Individualized Education Plan

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

# The Continuum of Services in Mamaroneck

Least Restrictive



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

Most Restrictive

# What do the programs look like?

## Related Services

- Speech or Counseling is provided in a 6 day cycle
- OT and PT are provided on a weekly basis

## Programs

- Consultant Teacher - Special Education Teacher pushes in to provide direct or indirect support
- Resource Room - Up to 5 students taught by a Special Education teacher
- Integrated Co-teaching Classroom (ICT) - A mainstream classroom co-taught by a Special Education Teacher and a General Education Teacher
- 12:1:2 Special Class - Up to 12 students in one classroom with a Special Education teacher and two assistants, who are integrated into mainstream classrooms as appropriate
- 8:1:2 Special Class - Up to 8 students in one classroom with a Special Education teacher and two assistants, who are integrated into mainstream classrooms as appropriate

# Building Level Support in Kindergarten

- The Kindergarten curriculum is designed to support social skills, pragmatic language and fine motor development.
  - **Fine Motor Centers**- monitored by district OT
  - **K-Lift**- Targeted literacy support by additional staffing.
  - Access to **School Psychologist**
  - **Behavior Intervention Specialists** Districtwide
- Students who may need extra support in Kindergarten are identified through screenings and progress monitoring.
  - **Response to Intervention**- A structured system set up for consultation with colleagues to implement strategies and formally monitor student progress for students who have been flagged as not meeting expected benchmarks.

# Retaining a Child in Preschool: Is my child ready?

- Once a student is Kindergarten eligible, the student ages out of CPSE services. If the student continues to qualify for services, the student 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 one of the four elementary schools during school hours
- Programs, such as consultant teacher, are not accessible to children who remain in preschool.

- ✓ Special Education is a fluid process
- ✓ Our doors are always open
- ✓ Questions?

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