

Canandaigua City School District

Office of Special Programs

Committee on Preschool Special Education (CPSE) and
Committee on Preschool Special Education (CSE)



Administrative Staff	Students Served
Stephanie Yehl, Director of Special Programs (585)396-3706 yehls@canandaiguaschools.org	CPSE, Parentally Placed, and PES Multi-Age Classrooms (8:1:1, 12:1:1)
Christine Paige, Assistant Director of Special Programs (585)396-5710 paigec@canandaiguaschools.org	PES Integrated Co-Taught and 15:1 Special Class ESY Programming K-12
Jennifer Marafioti, Assistant Director of Special Programs (585)396-3933 marafiotij@canandaiguaschools.org	MS and Out-of-District
Rachael Schading, Asst. Principal/ Asst. Director of Special Programs (585)396-3933 schadingr@canandaiguaschools.org	CA

Support Staff	Students Served
Jean Ferris ferrisj@canandaiguaschools.org (585)396-3706	CPSE, Kindergarten, and PES Multi-Age Classrooms (8:1:1, 12:1:1, and 12:1:1 Functional Communication)
Eileen Hulme hulmee@canandaiguaschools.org (585)396-5710	PES Integrated Co-Taught and 15:1 Special Class

Karolyn Gaydosh gaydoshk@canandaiguaschools.org (585)396-3933	Parentally Placed, MS, and CA
Tammy Cooper coopert@canandaiguaschools.org (585)396-3705	Out-of-District

FREQUENTLY ASKED QUESTIONS

What is CSE program?

If your child has a disability that may be affecting his or her learning, the Committee on Special Education will find your child to be an eligible "student with a disability."

What is the CSE process?

Students believed to be educationally disabled are REFERRED to a multidisciplinary team called the CSE. The CSE EVALUATES students' abilities. The CSE RECOMMENDS an appropriate Individualized Education Program (IEP) based on evaluation results.

How do I refer my child to special education?

If you suspect your child needs special education services, your first step will be to contact your child's classroom teacher and discuss interventions that are in place to address your child's learning needs. If you believe that your child is not responding to the interventions that are in place, you may request an evaluation. Requests for evaluations must be in writing and addressed to your child's building principal. When you request that your child be evaluated for special education this is called a referral.

PRESCHOOL ELIGIBILITY

Sections 200.1(mm), 200.1(zz)

Evidence of a significant delay or disorder in one or more functional areas indicating:

- 12-month delay in one or more functional area(s) – cognitive, language and communication, adaptive, socio-emotional, motor
- 33% delay in one functional area or 25% delay in each of two functional areas; or
- 2.0 standard deviations below mean in one functional area or 1.5 standard deviations below mean in two functional areas

All the evaluations are free to the parent. In the registration packet is a list of agencies approved to conduct evaluations. The person referring the child will be asked to select two approved evaluators and sign the consent. The reason for choosing two agencies is not for parent's preference but to be able to meet state's 60 days deadline. **There is a 60-day timeline once consent for evaluations is received by the preschool special education office.**

All children are evaluated in the following areas: Psychological, Observation and Social History. Additional evaluations are completed depending on areas of concern such as speech/language skills and motor skills.

We will contact the agencies you selected and determine which one can do the evaluations in a timely manner. Once the agency is determined, then they will contact you to set up a time to do the evaluations. Most evaluations are conducted at the site of the agency, but some are available to come to the home/community. Once the evaluations take place and the reports are written, the Initial Eligibility CPSE meeting will be scheduled. The evaluating agency will provide you with the written report You should have this evaluation five days prior to the CPSE meeting date.

If you have any questions, you can contact the Office of Special Programs at any time.

SCHOOL AGE ELIGIBILITY

Section 200.4 (c)

Determine educational disability/ classification based on review of evaluation data:

- Current skill levels including strengths and skill delays
- Impact of disability on participation in general education curriculum
- Supports required in-order for the student to participate in general education/appropriate activities.

Determining factor for classification **cannot** be:

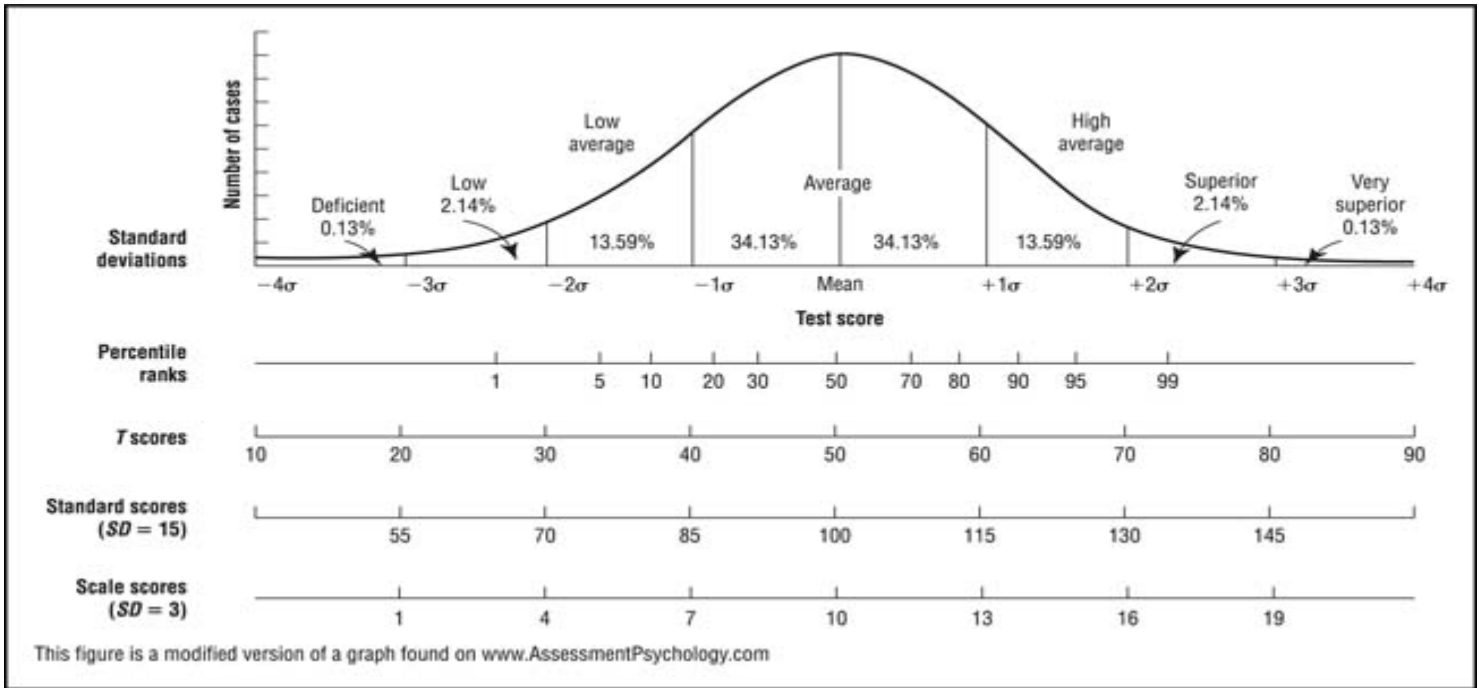
- Lack of appropriate instruction in reading
- Lack of appropriate instruction in math
- Limited English proficiency

The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.

Determining Classification – Students must qualify under one of the following categories:

- Autism
- Deafness
- Deaf-blindness
- Hearing impairment
- Orthopedic impairment
- Other health impairment
- Traumatic brain injury
- Visual impairment
- Speech-language impairment
- Multiple disabilities
- Emotional disturbance
- Learning disability
- Intellectual disability

Interpretation of Evaluation Results



CONTINUUM OF SERVICES – Part 200 (200.6)

SERVICE	PURPOSE
RELATED SERVICES	Developmental, corrective, and other supportive services Common related services include, but are not limited to: counseling, speech-language, OT, PT, audiology services
INTEGRATED CO-TEACHING (optional)	To provide academic and specially designed instruction in the general education setting to an integrated group of students The responsibility for planning, delivering, and evaluating instruction for all students is shared by the general and special education teachers
CONSULTANT TEACHER – DIRECT OR INDIRECT Minimum – two hours per week, in any combination of direct and/or indirect CT services	Direct: to aid the student to benefit from the general education class instruction Indirect: to assist the general education teacher in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of the student Direct – MUST be provided in the classroom. IEP must identify the subjects where CT service will be provided.
CONSULTANT TEACHER IN COMBINATION WITH RESOURCE ROOM Minimum – three hours per week	To meet the needs of a student who could benefit from the two types of services, but who does not need two hours per week of Consultant Teacher and three hours per week of Resource Room

SERVICE	PURPOSE
<p>RESOURCE ROOM Minimum – three hours per week</p>	<p>To provide supplementary small group instruction</p> <p>This supplementary instruction is provided in addition to the general education or special education instruction that the student receives</p> <p>Students grouped by similarity of need. Instructional group maximum size is 5 students.</p>
<p>SPECIAL CLASS</p>	<p>To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers</p> <p><u>15:1</u> Specialized instruction <u>12:1:1</u> Management needs interfere with instructional process <u>8:1:1</u> Intensive management needs <u>6:1:1</u> Highly intensive management needs (typically a BOCES placement)</p>