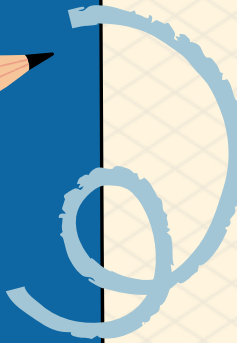
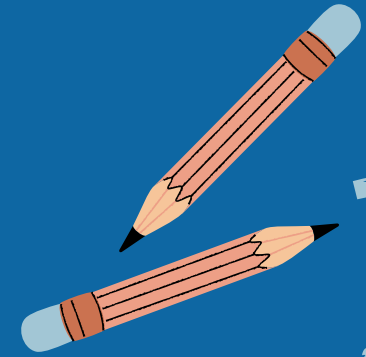


Welcome Preschool Families!



CPSE (Preschool)
to
CSE (Kindergarten)

Transition Meeting

2024-2025 School Year





Special Education Leadership Team

- Tracy Murray, Executive Director of Special Education
- Saudia Mahamed, Director of High School Special Education
- Dr. Kristin Lamparello, Director of PPS and Middle School Special Education
- Kate Mugno, Director of Elementary Special Education
- Robin Trichon, Director of Early Childhood Special Education
- Dawn Yablonsky, CPSE/CSE Chairperson



Parent and Professional Partnerships are Prioritized!

Collaborative
Communication

Planning together and sharing in the responsibility for ensuring a quality education for your child.

Respecting one another's opinion and knowledge.



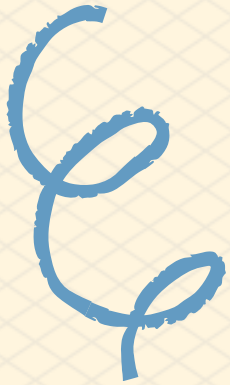
Agenda

REVIEW COMPONENTS
OF THE TRANSITION
PROCESS



PRESENT INFORMATION ABOUT
THE CSE

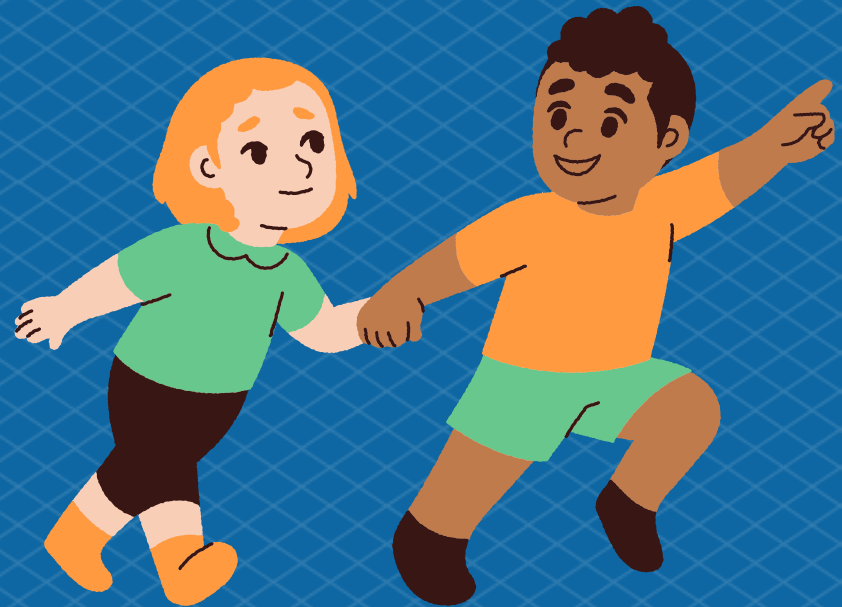
ENGAGE IN A VALUABLE
DISCUSSION BASED ON YOUR
QUESTIONS



WHEN WILL MY CHILD GO TO KINDERGARTEN?



Children who will be five years of age on or before December first are eligible to attend kindergarten at the start of the 2024-2025 School Year.





You have been working with the Committee on Preschool Special Education (CPSE). At the Annual Review Meeting, you will also be meeting with the district's Committee on Special Education (CSE).



The Committee on Special Education (CSE) is a multidisciplinary team in the school district that recommends services and programs for school-age children with disabilities. According to New York State Regulations, when your child becomes eligible for kindergarten, the decision about his/her program and services becomes the jurisdiction of the CSE.



CPSE/CSE Similarities

- Multidisciplinary evaluations
- Parent consent required for all evaluations/reevaluations
- Procedural Safeguards and Due Process Rights
- Committee consensus
- IEP Goals Based on student's present levels of performance (PLP)
- FAPE (Free Appropriate Public Education)
- LRE (Least Restrictive Environment)
- Annual Review
- Parent can request review of IEP



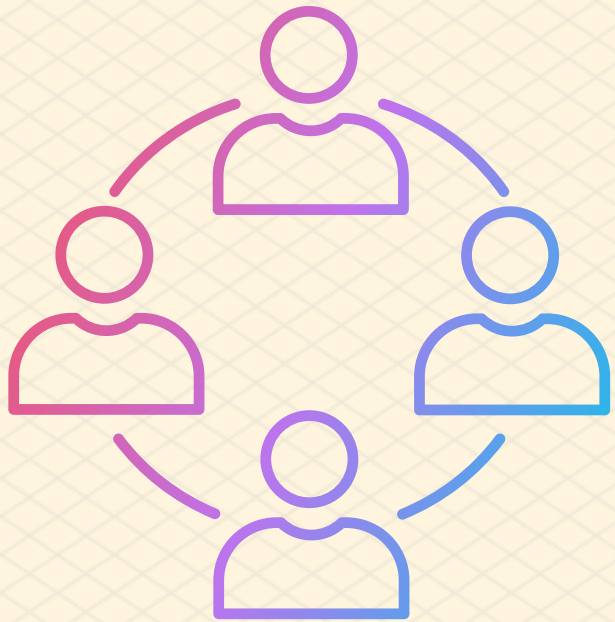
CPSE

Services for children with disabilities, ages 3 to 5 years old, are provided in special education programs, nursery schools, office settings, child care settings or in the home.

CSE

- Students with disabilities, are serviced in a variety of settings depending upon their individual needs.
- Students may be placed in a general education class with the support of supplementary aids and services as needed.
- If a child cannot be educated in a general education classroom, the district must make available options along the continuum of programs/services.
- There are other placements in the continuum outside the district school.
- No matter what placement is selected, each youngster must be educated in the least restrictive environment (LRE) for him or her.

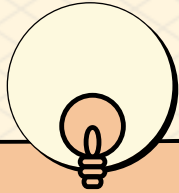
Transition Meeting



CPSE ANNUAL REVIEW MEETING

CPSE TO CSE TRANSITION MEETING

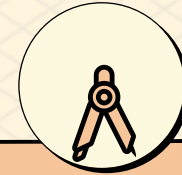
Please share!



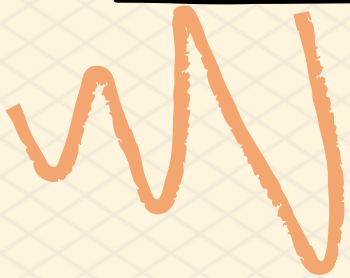
What my child's
strengths
are.



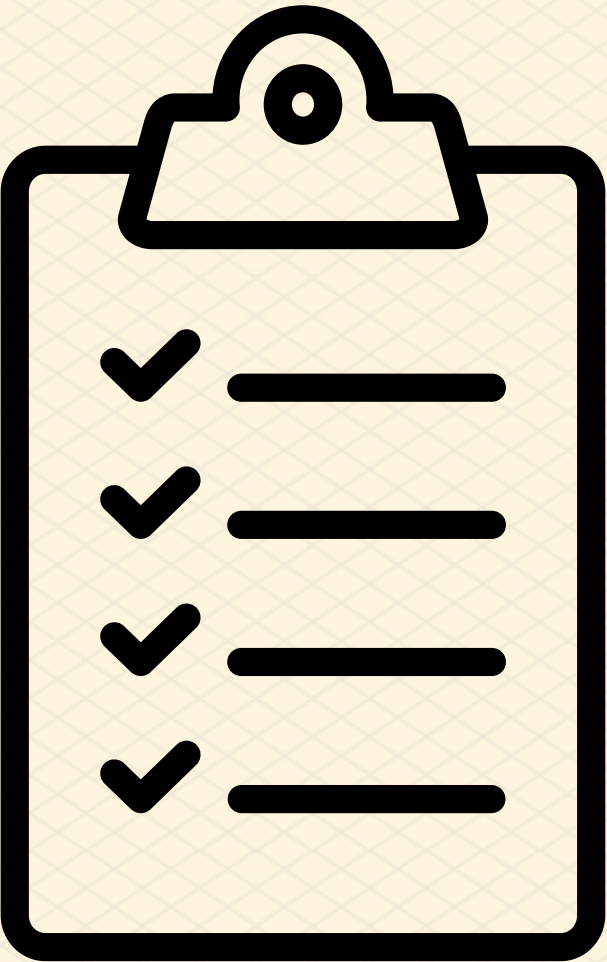
What I've
discovered
that works.



Ways that
my
child learns.



CPSE Annual Review Meeting



Discuss yearly progress.

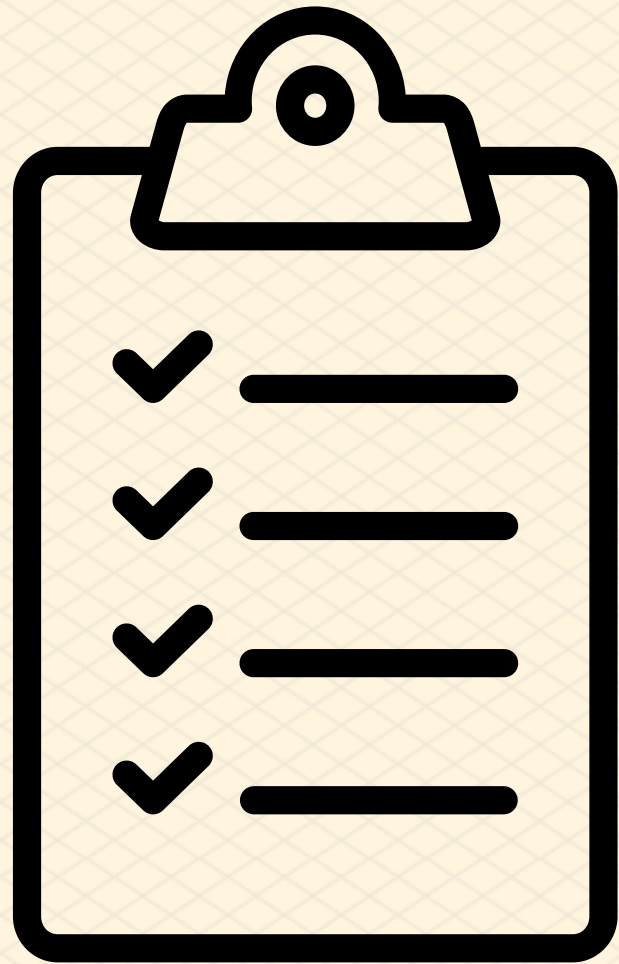


Determine Extended School
Year services (ESY).



Determine whether your child
will be: Declassified OR
Referred to the (CSE).

CSE Initial Eligibility Meeting



If eligible: Develop Individual Education Program (IEP).

IEP INCLUDES:

- Present levels of performance, strengths, and needs
- Educational Classification
- Annual goals
- Recommended special education programs and placement (developed in conformity with the least restrictive environment (LRE) requirements)

Disability Classification

Regulations require a specific disability classification for children age(s) 5-21 who receive special education services.

6

Classifications are descriptors of child's area of need; not a description of who a child is.

2

Classifications do not determine what services are delivered; the CSE develops the IEP and recommends programs and services based on unique needs as a result of the student's disability.

School-age Areas of Disability

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

Least Restrictive Environment (LRE)



Federal and State regulatory definition of LRE:
LRE 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.





Early Learning Center

Julie McGahan, Principal

jmcgahan@oceansideschools.org

Michael Quartararo, Assistant Principal

mquartararo@oceansideschools.org

(516) 594-2345

Registration for Kindergarten


Anchored Together
By Purpose, Passion, and People

SCHOOLS DISTRICT

HOME > PARENTS & STUDENTS

Parents & Students

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- [Code of Conduct](#)
- [Covid-19 Updates](#)
- [Clubs, Activities & DOCA](#)
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 - [Northwell Health Partnership w/School Districts](#)
- [Tech Support](#)
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 **Click Here**

Contact Phyllis Amisano in Central Registration
(516) 678-6238 / pamisano@oceansideschools.org



Oceanside

SEPTA

Special Education

Parent Teacher Association



Abby Blaum, SEPTA President

(516) 924-7413/abby2678@aol.com

*"No one
belongs here
more than you
do"*

**BRENE
BROWN**

