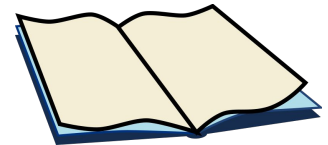




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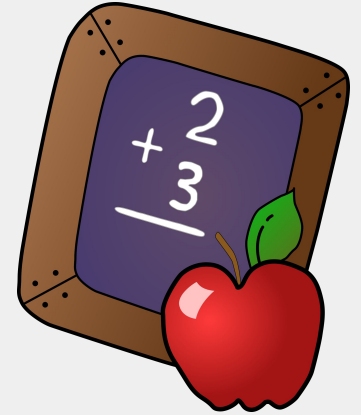
Welcome to Kindergarten

Presented by the
Elementary School Staff and
Pupil Personnel Department





Agenda



- Introductions
- Glossary of Terms
- The Transition Process
- What to Expect in Kindergarten
- School Age Continuum of Services
- Next Steps
- Questions/Concerns
- How to contact us for specific follow up

Introductions

Jamie Edelman, Assistant Superintendent for Pupil Personnel Services

Karen Smith, Director of Special Education and 504

Rosa Amendola, CPSE/CSE Chairperson K-5

Ryan Spillane, Assistant Principal, Grafflin

Ross Cooper, Assistant Principal, Roaring Brook

Jenn Kean Thompson, Assistant Principal, Westorchard

Jennifer Mezzancello, Roaring Brook School Psychologist/CPSE Chairperson

Anne DeCora, Roaring Brook Special Education Speech Therapist

Lisa Tighe, Grafflin Special Education Teacher

Faye D'Ambrosio, Roaring Brook Special Education Teacher

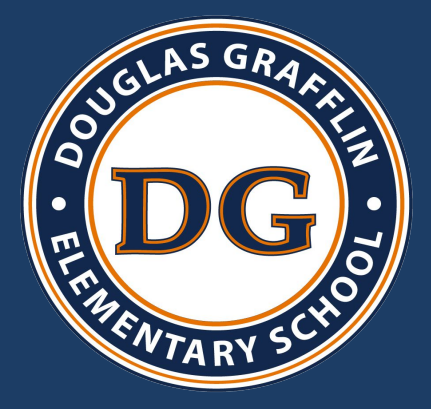
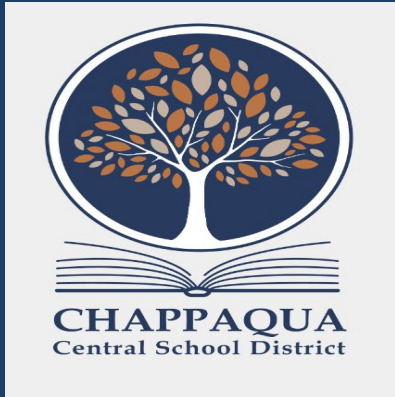
Crissy Werner, Westorchard Special Education Teacher

Kelly Branco, PTA Special Education

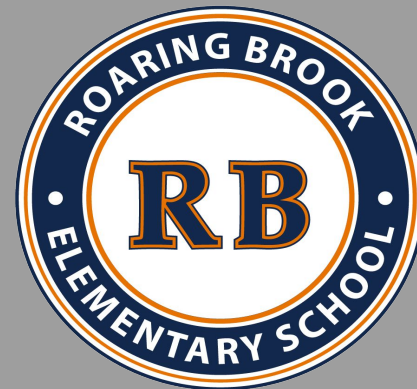
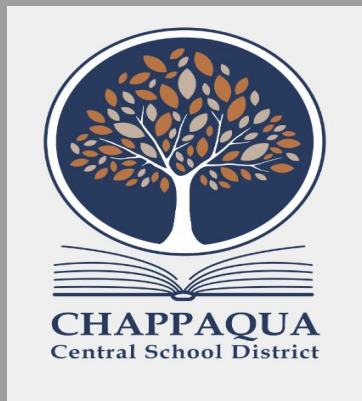
Christina Tomaselli, PTA Special Education



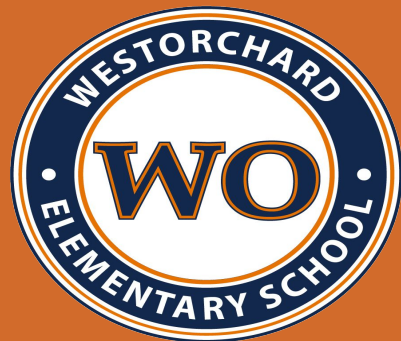
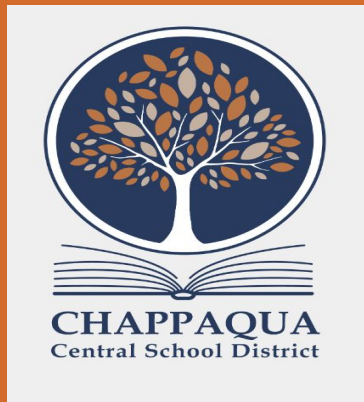
Who's Who - DG Special Education Department



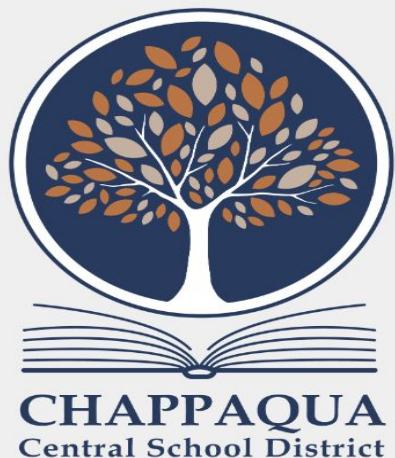
Who's Who - RB Special Education Department



Who's Who - WO Special Education Department



Helpful Terms

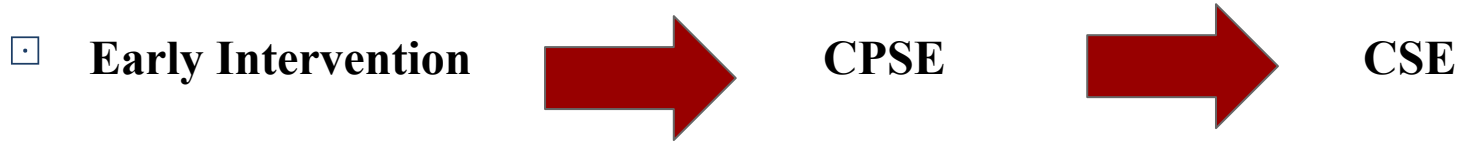


Committee on Preschool Special Education (CPSE)	Committee that is responsible for Special Education services for 3-year olds and 4-year olds
Committee on Special Education (CSE)	Committee that is responsible for school-age Special Education services for individuals from ages 5 - 22 -years old
Individual Education Plan (IEP)	A map that lays out the program of special education instruction, supports, and services needed to make progress and thrive in school. A composite of a student's strengths and needs, with a program driven by goals.
Declassification	The child no longer requires Special Education services to progress in school, as determined by the CPSE or CSE, but the child may receive building level supports.
Eligible/Ineligible	The child does/does not meet eligibility requirements to receive Special Education services. (This does not impact building level supports).
Extended School Year (ESY)	Services recommended for July and August to prevent regression
Initial Eligibility Determination Meeting	Where the CPSE or CSE initially determines whether or not a child is eligible for Special Education services
Placement	The location of that program; the school your child will attend
Multi-Tiered Systems of Support (MTSS)	A building-level, multi-tier approach to the early identification and support of students with learning and behavior needs



Clarification of Committees

- If your child is currently in preschool, receiving Special Education services, and will be entering Kindergarten (or turning 5 years old), he/she is considered to be ‘Transitioning from CPSE to CSE.’ This means he or she is going from preschool to school age.



- Each time your child enters into a different phase, eligibility for Special Education services is determined by the appropriate Committee. We call this Initial Eligibility Determination Meeting.
- The phase where your child moves from CPSE to CSE is the CPSE to CSE Transition Process



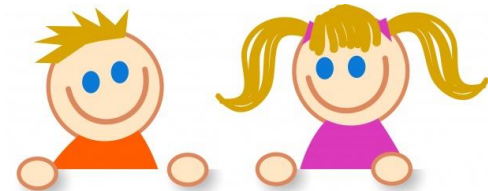
CPSE TO CSE PROCESS

CPSE: Determining a delay in one or more domains (i.e., speech, fine motor)

CSE: Determining a disability defined by Federal and State Regulations

New York State has 13 classification areas to consider for a student with a disability:

1. Autism
2. Deafness
3. Deaf-Blindness
4. Emotional Disability
5. Hearing Impairment
6. Learning Disability
7. Intellectual Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health Impairment
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment





Meetings

How many Should I Expect?



Annual Review → **Summer (ESY)** → **CPSE-CSE Transition**

Your child will have at least 1 but up to 3 Individualized Education Plans (IEPs) developed as a result of the CPSE to CSE Transition Meeting.



The Process

Don't forget to register for kindergarten (even if your child has services through the CPSE)!

- **Complete the packet of information that was sent to you**

The Home School Team will:

- **Review charts, progress reports, evaluations;**
- **Speak to current providers, and/or;**
- **Visit your child's school;**

The CPSE will convene:

- **If your child will be classified as a school age student, the CSE will convene and create a school age IEP**
- **Even if you decide to keep your child back another year in preschool**



Programs & Services

- **General Education Programs**
- **MTSS/Academic Intervention Services**
- **Related Services:**
 - **Speech/Language**
 - **Counseling**
 - **Occupational Therapy**
 - **Physical Therapy**
 - **Contracted related services as needed**
- **Consultant (Special Education) Teacher**
- **Teaching Assistants**



Preschool



Elementary School

1. The student needs an IEP to receive services.
2. Providers are contracted from various agencies.
3. Communication between providers and teachers may be less often
4. Communication between parents and teachers is ongoing.

1. Building level supports [MTSS]. Includes parent teacher conferences and team meetings. May include speech, OT, social skills, reading, math or PT.
2. All providers are housed in the same building and are employees of CCSD
3. Location of teachers and providers facilitates frequent communication, exchange of information, and observations.
4. Ongoing communication between parents and teachers via variety of modalities

Parents as Partners

- ❑ Share information with us! Tell us all about your child!
- ❑ Set up a daily family routine, including healthy eating and sleeping habits.
- ❑ Provide a place and time at home for homework.
- ❑ Check on assignments, homework and projects.
- ❑ Talk each day with your child about his/her activities.
- ❑ Promote literacy by reading to your child and by reading yourself
- ❑ Don't hesitate to reach out.



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Frequently Asked Questions

-What does a typical day look like in Kindergarten?

<https://docs.google.com/document/d/1rSXhECyWaekFqAKRqRpluXkvijrj44cHVrxMhILgs6Q/edit?usp=sharing>

-How many students are in a Kindergarten classroom?

-When does my child receive his/her services?

-Who do I contact if I have questions or concerns regarding my child?





Contact Us

Debbie Alspach, Principal of Grafflin
DeAlspach@chappaquaschools.org

Tonya Wilson, Principal of Roaring Brook
ToWilson@chappaquaschools.org

James Skoog, Principal of Westorcharde
JaSkoog@chappaquaschools.org

Rosa Amendola, Director of Special Education & 504 Services
RoAmendola@chappaquaschools.org

