


Transitioning from CPSE-CSE meeting

What is the difference?

What to expect?



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Domains
looked at
for
preschool
special
education
eligibility:


Cognitive: skills related to thinking, learning, and interacting with the environment.

Communication: skills related to speaking, understanding, and using language and gestures.

Physical/Motor: skills related to vision, hearing, and movement, such as crawling, walking, using hands and fingers, and eye-hand coordination.

Social/Emotional: skills related to getting along with others, such as awareness of others, ability to express feelings, and imitating other children.

Adaptive/Self-Help: skills related to independence, such as toileting, eating, and dressing.



Eligibility for preschool special education services:

If your child has a developmental delay that affects their ability to learn.

The delay must be:

If your child meets one of these criteria, your child is eligible for preschool special education services.

On the IEP, your child's eligibility classification will be listed as "preschool student with a disability."

A 12-month delay in one of the functional areas from previous slide; or

A 33% delay in one functional area or a 25% delay in two functional areas; or

A score of at least 2.0 standard deviations below the mean in one functional area or a score of at least 1.5 standard deviations below the mean in two functional areas (as long as appropriate standardized instruments are used).

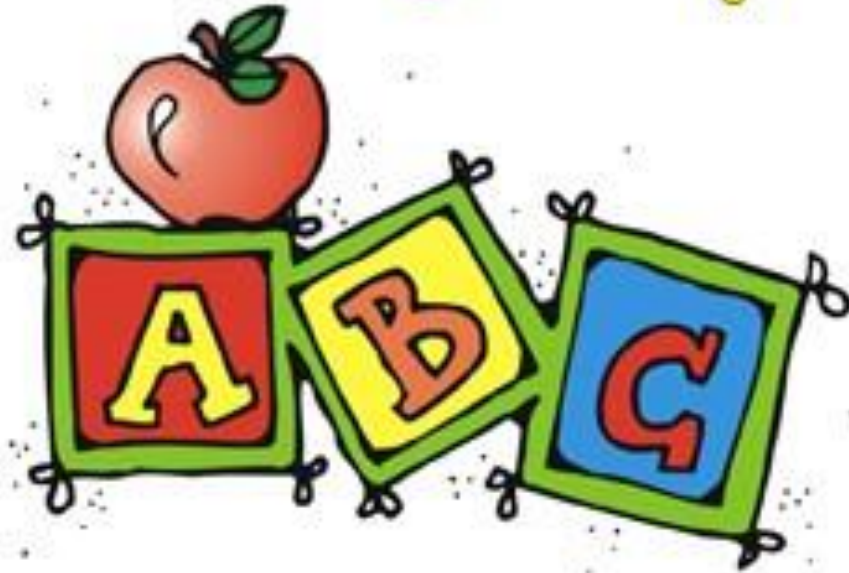


CPSE - FALLS
UNDER SUFFOLK
COUNTY

CSE – FALLS
UNDER THE
DISTRICT

Transitioning to School-Age

Welcome to
Kindergarten!





Eligibility Determination – School Age **Section 200.4(c)**

Determine Educational Disability/Classification
(13 categories)



Upon review of evaluation data:


- Current skill levels including strengths and skill delays
 - Impact of disability on participation in general education curriculum
- 

Primary responsibility is to provide students with disabilities with a free and appropriate public education in the least restrictive environment



Purpose of the CSE Meeting

- ▶ To determine eligibility for special education program and/or services based on least restrictive environment
- ▶ To identify present levels of performance to include the abilities, strengths and needs of each child
- ▶ To develop an Individualized Education Plan with annual goals addressing each area of need
- ▶ To determine the level of participation with nondisabled peers
- ▶ To determine the appropriate supports and/or modifications necessary for participation in age-appropriate activities



Transition CPSE to CSE meeting

- ▶ An updated physical is required in order for your child to transition from CPSE to CSE.
- ▶ The physical must have been completed within one year from the date of the CSE meeting.
- ▶ The initial CSE meeting cannot be held without the physical exam
- ▶ If your child has a medical condition/diagnosis that significantly impacts his/her educational functioning, please provide the CSE with a physician statement report completed by a medical doctor prior to the meeting.



13 Classification Categories

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





Eligibility Determination

Main questions:

Does my child qualify under one of the 13 classifications?

How will this impact my child educationally?

What impact will this have on my child's ability to participate in the general education?

Does my child have a disability that substantially and adversely affects their educational performance?



Delay Kindergarten

Is this an option for my child?

Special Education services fall under CSE not CPSE once your child is Kindergarten eligible

Related services can be provided – they would be at the school building

If your child is in a center-based program or receiving SEIT services, those services would not be provided through CSE during the delay Kindergarten year



Myths about Kindergarten - handout



General Ed and Special Ed services at Elementary Level

- General Education –
 - MTSS (Multi-Tiered Systems of Supports)
 - RTI (Response to Intervention) - Universal screeners, benchmarking assessments
 - Occupational Push-in program for Kindergarten classes (grant funded)
 - Before-school Speech program/Reading/Math (grant funded)
 - Building level group counseling (social worker/guidance counselor)
 - School Psychologist – individual check-ins



General Ed and Special Ed services at Elementary Level

- ▶ Special Education –
 - ▶ Related services – Speech, Occupational Therapy, Physical Therapy, Counseling, Vision, Hearing
 - ▶ Continuum of services – Resource room, Integrated Co-teaching, SC 12:1:1, SC 8:1:1, Out of District Placement



Parent To-Do List

01

**Register for
Kindergarten**

02

**Provide the preschool
special education
department with a
copy of your child's
physical, a physician's
report (if appropriate)
and any other
pertinent information**

03

***Get excited! It will be a
new journey for them
and for you, but we are
in this together.***



References:

- ▶ <https://www.nysed.gov/special-education>
- ▶ http://www.advocatesforchildren.org/sites/default/files/library/preschool_special_ed_guide.pdf?pt=1
- ▶ <https://www.parentcenterhub.org>