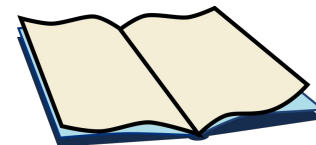




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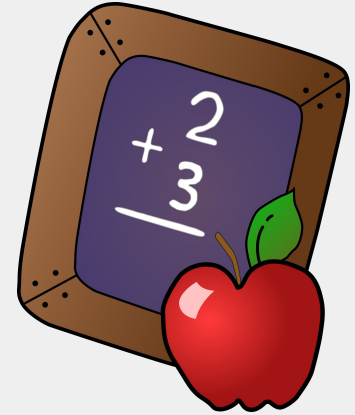
Welcome to
Kindergarten
January 9, 2025
6 pm- 7 pm

Presented by the
Elementary School Staff and
Pupil Personnel Department:
Grafflin ES Library





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 staff 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

Nadia Buffa, Assistant Principal, Roaring Brook

Andrea Schaber, Assistant Principal, Westorchard

Jennifer Mezzancello, Roaring Brook School Psychologist/CPSE Chairperson

Dr. Bethany Burrows, Westorchard School Psychologist/CPSE Chairperson

Lydia Zeller, Grafflin School Psychologist/CPSE Chairperson

Laura Cassidy, District PT

Crissy Werner, WO Special Education

Kristin Mongiello, WO Speech Therapist

Faye D'Ambrosio, RB Special Education

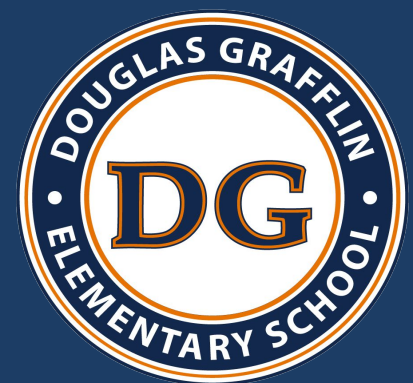
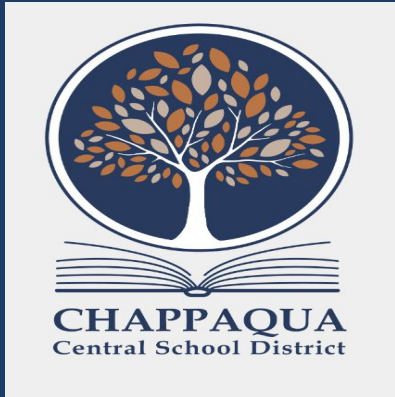
Lisa Tighe, GR Special Education

Amanda Gaibrois, PTA Special Education

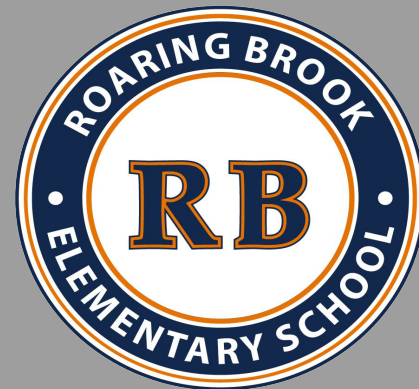
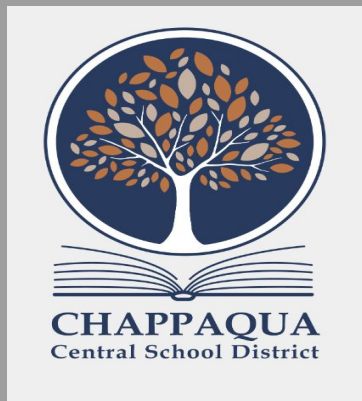
Rachel LaCoste, PTA Special Education



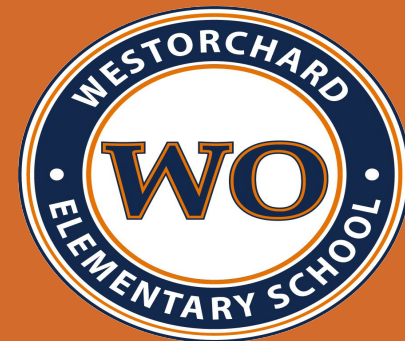
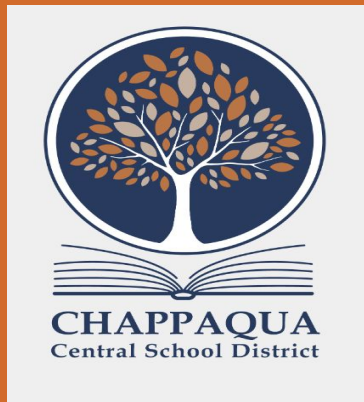
Who's Who - DG Special Education Department



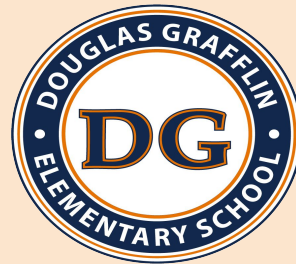
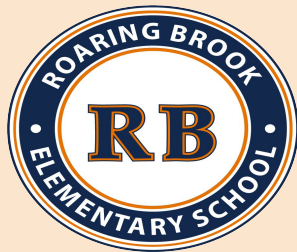
Who's Who - RB Special Education Department



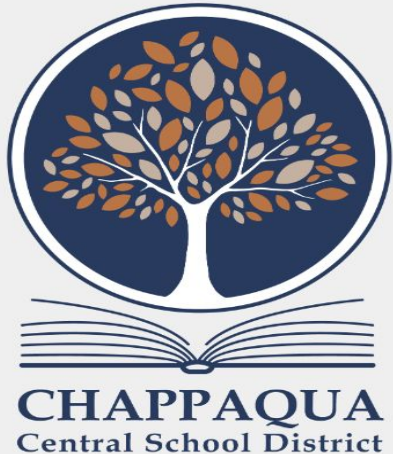
Who's Who - WO Special Education Department



Who's Who - District Service Providers - OT & PT



Helpful Terms

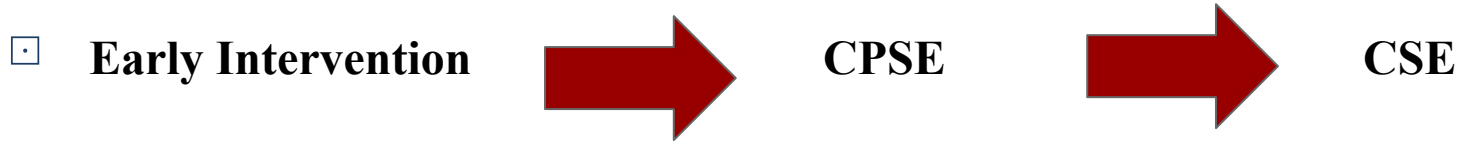


Committee on Preschool Special Education (CPSE)	Committee that is responsible for Special Education services for 3-year olds and 4-year olds
Committee on Special Education (CSE)	Committee that is responsible for school-age Special Education services for individuals from ages 5 - 21 years old
Individual Education Plan (IEP)	A map that lays out an individualized 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



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:

- **And, if your child will be classified as a school age student, the CSE will convene and create a school age IEP**
- **This is true even if you decide to have your child to attend an additional year of preschool**





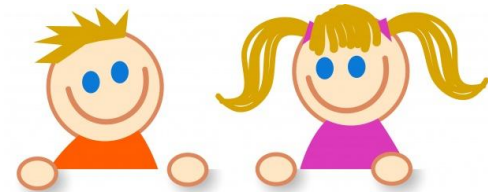
CPSE TO CSE PROCESS

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





How Many IEPs?

How Many IEPs 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.

Possibilities

Scenario One:

Declassified at end of June, no ESY and no SY IEP:

ONE DECLASSIFIED DOCUMENT in 24/25 (1)

Scenario Two

Declassified after ESY :

ONE ESY DOCUMENT in 25/26 (1),

ONE DECLASSIFIED DOCUMENT IN THE 25/26 SCHOOL YEAR WITH ESY SERVICES LISTED (2)

Scenario Three

Classified via CSE without ESY

ONE DECLASSIFIED DOCUMENT 24/25 (1),

ONE 25/26 SCHOOL YEAR DOCUMENT (2)

Scenario Four

Classified via CSE and getting ESY:

ONE ESY CPSE DOCUMENT for 25/26, ESY services only(1),

ONE 25/26 'DECLASSIFIED FROM CPSE' DOCUMENT (2),

ONE 25/26 CSE DOCUMENT FOR SCHOOL YEAR 25/26 (3)



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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**
- **Classrooms with consultant teacher services have an assigned Teaching Assistant**
- **All kindergarten classes have an assigned Teacher Aide**



Preschool



1. The student needs an IEP to receive services.
2. The general education teacher collaborates with families to support developmental milestones and nurture foundational skills.
3. Providers are contracted from various agencies.
4. Communication between providers and teachers may be less often
5. Communication between parents and teachers is ongoing.

Elementary School

1. Building level supports [MTSS]. Includes parent teacher conferences and team meetings. May include speech, OT, social skills, reading, math or PT.
2. In addition to collaborating with families, the general education teacher implements Tier 1 Universal Supports (e.g., evidence based lessons, clear routines)) and Tier 2 Targeted Supports (e.g., small group instruction, working with support staff).
3. All providers are housed in the same building and are employees of CCSD
4. Location of teachers and providers facilitates frequent communication, exchange of information, and observations.
5. Ongoing communication between parents and teachers via variety of modalities.

Frequently Asked Questions

-What does a typical day look like in Kindergarten?

<https://docs.google.com/document/d/1rSXhECyWaekFqAKRqRpluXkvijrj44cHVrxMhlLgs6Q/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?

-If my child is not classified in kindergarten, can he/she still receive services?





Contact Us

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Andrea Schaber, Interim Assistant Principal at Westorchar

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Karen Smith, Director of Special Education & 504 Services

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