

Guide to Understanding the CPSE to CSE Transition

BALLSTON SPA CENTRAL SCHOOL DISTRICT

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION CHAIRPERSON: JESSICA SKILLINGS

When is your child eligible to transition from the Committee on Preschool Special Education (CPSE) to the Committee on Special Education (CSE)?

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'. Meaning, going from preschool to school age.

<i>Early Intervention</i>	<i>Committee on Preschool Special Education (CPSE)</i>	<i>Committee on Special Education (CSE)</i>
If your child received Special Education services from birth through 3-years old, he/she was involved with Early Intervention.	The Committee on Preschool Special Education (CPSE) is the Committee that is responsible for Special Education services for 3-year olds and 4-year olds.	The Committee on Special Education (CSE) is the Committee that is responsible for school-age Special Education services for individuals between the ages of 5-years old and 21-years old.

How to Prepare for the CPSE to CSE Transition Meeting

- ❑ Review past reports/ plans/ programs
- ❑ Review annual report from current providers
- ❑ Write down your questions
- ❑ Identify what you believe will support your child's growth and development in making curriculum gains
- ❑ Update and provide recent medical diagnosis or reports from a specialist(s) (i.e. neurologist, developmental pediatrician, ENT, endocrinologist, private therapist etc.)

How does the CPSE to CSE transition meeting differ from previous CPSE meetings?

The CPSE to CSE transition meeting has two parts. First, the committee will hold the preschool annual review meeting, determine if extended school year is needed based on substantial regression and then a transition meeting to determine eligibility for special education services for kindergarten will occur.

The transition meeting requires additional members. Thus on this day, the committee is made up of the preschool providers, parents/guardians, chairperson **and school age staff** that include but are not limited to the school psychologist, speech-language therapist, kindergarten general education teacher, and a special education teacher.

How is it determined that my child will be declassified from CPSE?

- The student has met and achieved all goals on the IEP and is functioning within age appropriate levels.
- The student no longer exhibits a 33% delay/12 month delay/-2.00 SD below the mean in one area of development or a 25% delay/-1.50 SD below the mean in two areas of development as evidenced by updated evaluations and/or progress reports.
- Declassification can occur before the end of the school year or at the end of the school year.

How will the CSE determine if my child is eligible as a school aged student with a disability?

The educational classification will be determined based on evaluations and progress reports as well as any medical documentation provided by the family. A student must meet criteria of one or more of the 13 classification categories in order to have an IEP and receive special education services.

The disability also must **significantly impact** the child's ability to learn or access learning standards.

- ▶ Autism
- ▶ Deafness
- ▶ Deaf Blindness
- ▶ Emotional Disability
- ▶ Hearing Impairment
- ▶ Intellectual Disability
- ▶ Learning Disability
- ▶ Multiple Disability
- ▶ Orthopedic Impairment
- ▶ Other Health Impairment
- ▶ Traumatic Brain Injury
- ▶ Speech or Language Impairment
- ▶ Visual Impairment, including blindness

Committee on Special Education

Once eligibility is determined the CSE will develop an Individualized Education Program (IEP):

- ▶ Present Levels of Performance
- ▶ Special factors (Behavior Supports, Assistive Technology, etc.)
- ▶ Goals
- ▶ Programs and Related Services (Least Restrictive Environment)
- ▶ Modifications and Accommodations
- ▶ Supports for Staff (consultations with specialists)
- ▶ Special Transportation- safety needs, and ambulatory needs

What is FAPE?

FAPE is a Free Appropriate Public Education

An IEP is developed to support a student's access to FAPE with:

- ▶ Being individualized to meet unique needs (academic and functional)
- ▶ Providing access to the general curriculum
- ▶ Supporting the student in meeting grade level standards
- ▶ And is for the child's educational benefit

Least Restrictive Environment

The placement of an individual student with a disability in the least restrictive environment shall:

- ▶ Provide the specialized instruction needed by the student;
- ▶ Provide for education of the student, to maximum extent appropriate to the student's needs, with other students who do not have disabilities; and
- ▶ As close as possible to the student's home.

Continuum of Services in Ballston Spa School District

- ▶ Related Services
- ▶ Consultant Teacher Services
- ▶ Resource Room
- ▶ Special Class
- ▶ Out of District

Retention

All kindergarten eligible students, who are found eligible for special services under CPSE, must transition to the CSE, regardless of whether a parent intends to retain them in preschool for an additional year.

Related Services are provided at the elementary school during school hours.

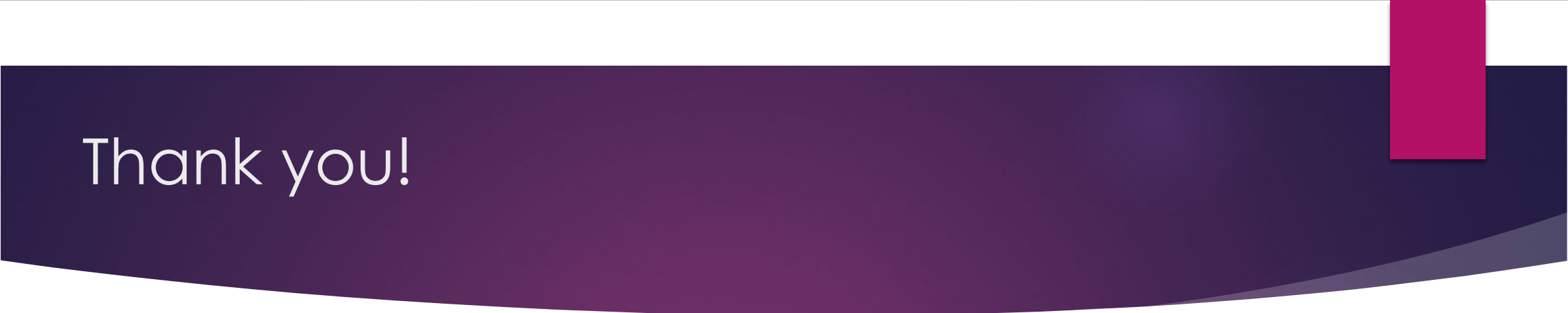
Programs, such as direct consultant teacher, are not accessible to children who do not attend a district kindergarten class

Private School

It is the responsibility of the school district of LOCATION and not the district of residence to provide students with disabilities with special education services if the district of LOCATION is notified prior to June 1.

If you choose to send your child to a private school outside of Ballston Spa Central School District you may contact the district of location to provide special education supports.

Please contact our office for contact information for the district of location, if needed



Thank you!

Please remember the transition process is just that...a process....each student needs time to settle into a new environment with new friends and adults in his/her life. There are new expectations and routines to learn. Some students need a little more time to acclimate. If your child has never been to school, is acquiring a new language, has a disability, or has any other changes going on it may be a factor in the amount of time it takes for him/her to adjust and show what they know. Please remember to discuss any concerns with your child's teacher to so that he/she can be supported most effectively.