

MAKING THE TRANSITION FROM CPSE TO CSE

Parent Workshop
January 21, 2025



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AGENDA

- ❖ Welcome and Introductions
- ❖ The Transition Process
 - Referral
 - Evaluation
 - Recommendations
- ❖ Developing An Individualized Education Plan (IEP)
- ❖ Annual Review
- ❖ Differences between the CPSE and CSE
 - Evaluation Process
 - Committee Membership
 - Classification
- ❖ Continuum of Special Education Services
- ❖ Working with the CSE
- ❖ Questions and Answers



REFERRAL

- For children transitioning from preschool services (CPSE) into kindergarten, the CPSE may determine a referral to CSE is warranted based on input from you, the child's preschool service provider or by the committee on preschool special education.
- The referral indicates that there is reason to believe the child may continue to have a disability that adversely affects educational performance.
- Please note- Date of birth cut-off is now December 1st



EVALUATION

- The CPSE may recommend a referral to the CSE and updated evaluations to determine the need for continued special education services as your child transitions into kindergarten.
- Evaluations will be requested for students in center based programs, students receiving Special Education Itinerant Services (SEIS) and for students that receive 3 or more related services. For those students receiving one or two related services, a determination regarding further evaluations will be made at the annual review meeting.
- Evaluations will be completed by district staff. Your consent will be requested to perform these evaluations.



EVALUATION

(Continued)



- The school psychologist, speech/language pathologist, educational evaluator, and other necessary staff will work together to gather information regarding learning characteristics, cognitive skills, academic achievement, social development, physical development and management needs.
- The focus of the total assessment is on determining your child's educational performance and needs.
- Contact with your child's preschool service providers will also provide additional information about the child's educational needs.
- When the evaluations are completed, you will meet with the school psychologist to review the results and discuss recommendations.
- If you have any questions about the evaluation process you may reach out to the Special Education Office

CSE Meeting



- The CSE committee will consist of:
 - your child's preschool provider(s)
 - the district's school psychologist
 - yourself and anyone else you would like to invite
- Based on the results of the comprehensive evaluation and other pertinent information about your child, the CSE will make a determination whether your child continues to be eligible for special education services and recommendation for appropriate services in kindergarten

DIFFERENCES BETWEEN CPSE & CSE

CPSE

- Parents choose evaluation site
Reevaluation when requested

Mandated participants in CPSE

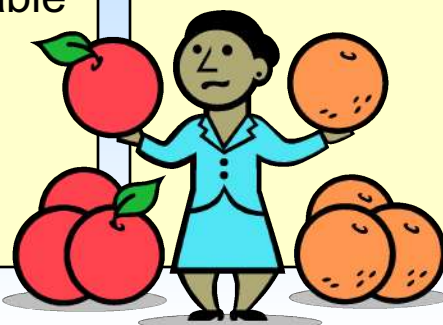
- Child's parent(s) or guardians
- CPSE chairperson
- General education teacher
- Special education teacher or related service provider
- Suffolk County representative
(Not mandated)
- EIOD (Early Intervention)
- Evaluator or person knowledgeable with evaluation procedures

CSE

- Evaluations completed by district staff
Reevaluation within three years

Mandated participants in CSE

- Child's parent(s) or guardians
- CSE chairperson
- School psychologist
- General education teacher
- Special education teacher or related service provider
- School physician (if requested 72 hours prior to CSE meeting)

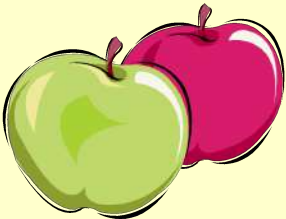


DIFFERENCES BETWEEN CPSE & CSE

CPSE

Classifications:

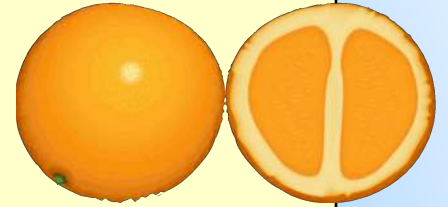
- Preschooler with a disability



CSE

Classifications:

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



RECOMMENDATION



- **If your child requires special education services, an IEP will be developed to include the information below:**

1. Identify the classification

2. Describe your child's strengths and areas of need

3. List goals that your child should attain in a year's time

4. Identify the types of programs and services



DEVELOPING AN INDIVIDUALIZED EDUCATION PLAN IEP

In formulating its recommendation, the CSE will follow the steps listed below to develop an Individualized Education Plan or IEP.

Classification: The CSE will identify whether or not the child has a disability according to the 13 possible classifications under IDEA (Individuals with Disabilities Education Act, Federal Law 2004).

Present Levels of Performance (SPAM): The CSE will identify present levels of performance including levels of abilities and needs across 4 educational domains; social development, physical development, academic achievement and management needs.

Measurable Annual Goals: The CSE will identify what knowledge, skills or behaviors a student will be expected to demonstrate by the end of the year. What prerequisite skills does a child require to be successful in the general education curriculum?

DEVELOPING AN INDIVIDUAL EDUCATION PLAN

The LRE requires that children with disabilities are educated with non-disabled peers to the maximum extent appropriate.

Programs, Services

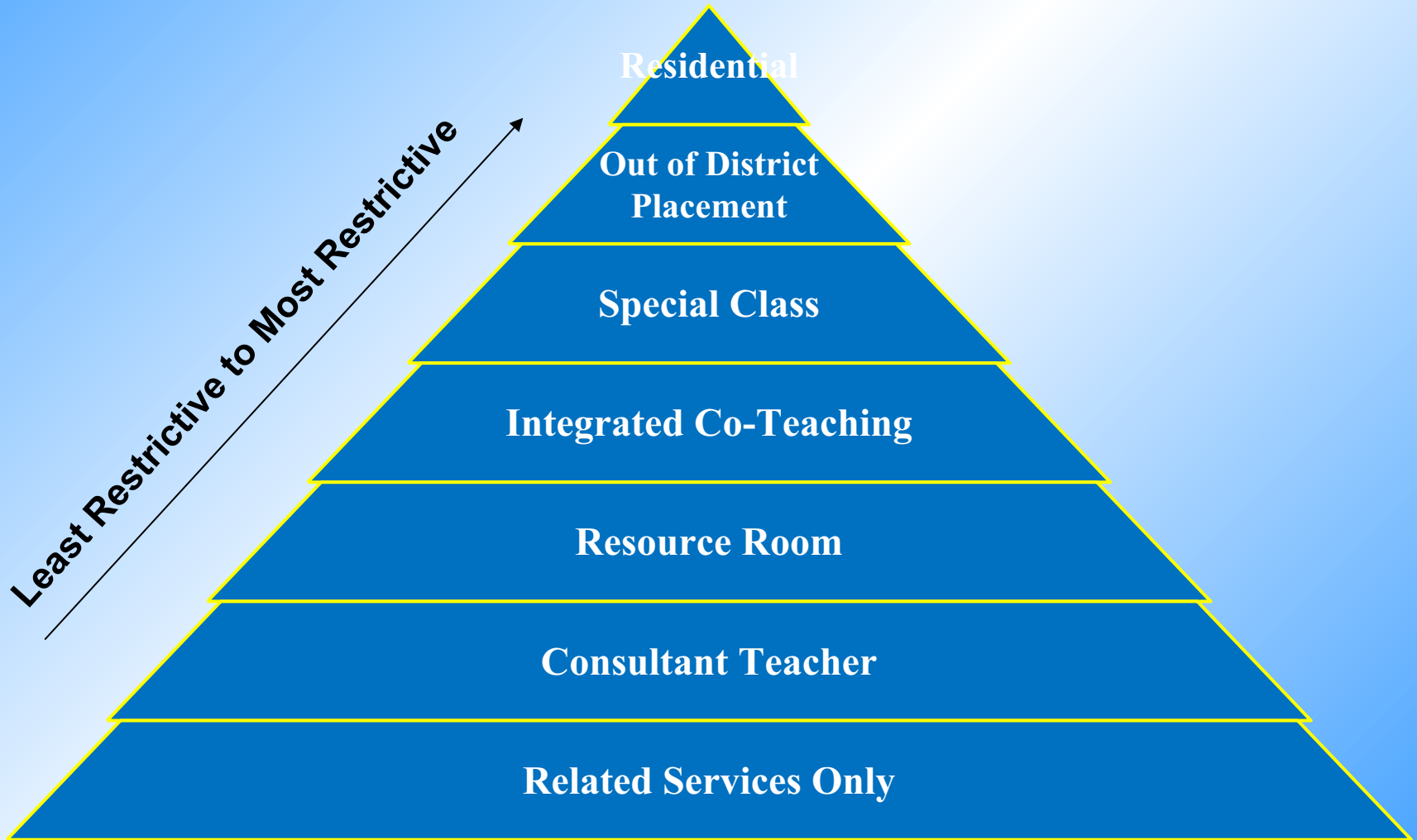
The CSE will determine the program and/or necessary related services that the student's needs to the Least Restrictive Environment (LRE). In addition, the CSE will identify the types of modifications and/or accommodations that a student may need in order to be educated with their non-disabled peers to the maximum extent appropriate.

Modifications & Accommodations:

Special Transportation:

The CSE will determine whether a student's disability prevents him/her from using the same transportation provided to other student and/or the student requires special transportation to attend a program at a site other than his/her home school.

Continuum of Special Education Services



ANNUAL REVIEW



- The annual review, which occurs once a year, is a required CSE meeting to determine whether the existing program as described on the IEP, is appropriately meeting the student's needs.
- During the annual review, yearly progress is reviewed and the CSE will make recommendations to continue, change or discontinue the program. Based on this, the committee will revise the IEP, as needed, and make a final recommendation for the following school year.





ANNUAL REVIEW

(Continued)

- Your child's teacher, therapists and any other service provider (when applicable) attend the annual review meeting.
- The projected date of the first review must be within one year of the child's entrance into special education.
- However, a CSE may be requested prior to the annual review date by the child's parents, teacher, or school administrator in order to determine if a change or modification is needed.



Tips To Prepare For Your Child's CSE



- Review any of your child's reports or evaluation that your child may have received from the past school year.
- Talk with your child's teacher
- Talk with other members of the committee such as the school psychologist, and therapists.
- Write down any questions you may have and bring them to the meeting
- Create your own list of the strengths and weaknesses of your child to share with the committee

The Parents' Role at the CSE Meeting

- You are the expert on your child- make sure you share all of your concerns and your child's accomplishments
- If you don't understand something – ask for clarification. The committee's goal is for the parent to have direct and meaningful participation in their child's meeting
- The CSE meeting is a child centered discussion in which all members work together to reach consensus on all recommendations

Working With The CSE

Following The CSE

- Keep your information from the meeting organized.
- Follow up with any changes that may have been made to your child's special education program.
- Continue to monitor how your child is doing.
- Maintain open lines of communication with your child's teachers and/or providers.



Handouts



- Special Education Disability Classifications
- Components of a Comprehensive Assessment
- Special Education Acronyms
- Bell Curve
- SEPTA Information



Frequently Asked Questions

- **Can I retain my child in preschool and still receive school age special education services?**
 - ***Date of Birth cut off is now December 1st**
 - Yes, you are entitled to receive related services at your child's home school
- **Can I retain my child in a center based special education program and continue to receive services through the CPSE?**
 - No, once your child is age eligible for kindergarten you may no longer receive services through CPSE
- **Can my child receive special education services if I elect to parentally place them in a private or parochial school?**
 - Yes, a parent is required to inform the district of location (where the school is located) by June 1st. The district of location will arrange for a CSE meeting for the purpose of adjusting your child's IEP (Individualized Education Plan) to an IESP (Individualized Education Service Plan). In addition, bussing must be requested from Northport - East Northport School District by April 1st
- **Are SEIS (Special Education Itinerant Services) available in kindergarten?**
 - No, this level of service is only provided through the CPSE

Frequently Asked Questions

- **My child has a medical diagnosis. Does that automatically make them eligible for special education services through the CSE?**
 - No, however, your child's diagnosis will be considered in the evaluative process when determining eligibility.
- **What is a 504 accommodation plan?**
 - A 504 plan is developed for a child that has a disability that provides accommodations that will ensure their academic success and access to the learning environment (for example a student with ADHD may need the accommodation of Refocusing and Redirecting)
- **Can my child receive speech after school?**
 - No, all special education services must be delivered within the parameters of your child's school day
- **How do I make a change to my child's IEP?**

Discuss with your school psychologist and they will determine whether a CSE meeting must be held or whether the change can be made through the amended IEP process

Frequently Asked Questions

- **Are all special education programs and services available in each elementary school?**
 - No, location of programs is contingent on several variables including number of students who are recommended for the program and their home-school, space and availability of resources . All related services are available at each elementary school.
- **Should I register my child for Kindergarten?**
 - Yes, however, since you are already registered as a preschooler their are just a few additional pieces of information required.
- **Should my child participate in the Kindergarten Screening Process?**
 - We do strongly encourage this for the purpose of making connections with staff and familiarity with our elementary school buildings

Informational Websites



- www.p12.nysed.gov/specialed/
New York State Office of Special Education
- www.wrightslaw.com
Special Education Law & Advocacy
- www.nensepta.org
Northport –East Northport Special Education PTA
- www.northport.k12.ny.us
- *School District Website*



THANK YOU!



*There is a brilliant child locked
inside every student! Marva Collins*