

CPSE to CSE Transition Process

Parent/Guardian Guide To Understanding the Process for Transitioning to School Age Services.

We are charged with providing all of our students with disabilities, who are eligible under IDEA, a continuum of services and supports that provides them access to their education. Our core belief is that all students (pre-k to age 21) can achieve their individual goals that will prepare them to become productive, empathetic and responsible learners who contribute to an ever changing world.

We pursue continuous improvement in our practices by engaging with families, teachers, and students to provide meaningful learning experience within and beyond the classroom.





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Every school district has a committee that works together with families to decide the special education needs and services of children between the ages of 3-5. The Committee on Preschool Special Education (CPSE) is responsible for preschool children with disabilities ages 3-5. The Committee on Special Education (CSE) is responsible for school age children with disabilities ages 5-21. A child classified as a “preschooler with a disability” must meet different criteria than a school age child in order to receive services. Sometime during the year before your child is eligible to enter kindergarten (children are eligible to enter kindergarten in September if they turn 5 on or before December 1), the CPSE will determine if your child should be referred to the CSE. If the CPSE makes a referral, the CSE would then meet to determine your child’s eligibility for school-age special education services.

GLOSSARY OF TERMS

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

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Committee on Preschool Special Education (CPSE)	Committee that is responsible for Special education services for 3-years old to 5 years old
Committee on Special Education (CSE)	Committee that is responsible for school-age special educating services for individuals between the ages of 5-years old and 21- years old
Consent	Parent/Guardian Approval in writing
Continuum of Services	The programs offered through Special Education from the least restrictive to most restrictive.
Declassification	The child is no longer eligible for Special Education Services as determined by the CPSE or CSE
Early Intervention	Special Education services from birth through 3- years old
Extended School Year (ESY)	Services recommended for July and August
Individualized Education Program (IEP)	The written plan, developed by the CPSE or CSE, that describes the educational program, services and modifications/accommodations that will be provided to address the student's disability -related needs.
Intake	An appointment where you and your child visit the school that they may potentially attend so that the school can determine whether they may have an appropriate program for your child. This is part of the out of district placement process.
Least Restrictive Learning Environment	The placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even the use of supplementary aides and services, education cannot be satisfactorily achieved.
Out- Of -District	Programs that are not found in one of the 4 elementary schools within the Beacon City School District
Placement	The location of the CSE recommended program and school the child will attend
Response to Intervention (RTI)	A building-level, multi-tier approach to the early identification and support of students with learning and or behavioral need. The RTI operates on a tiered support system with progress monitoring data.

CLASSIFICATION OF COMMITTEES

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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.

What is the difference between the Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE)?



If your child received Special Education services from birth to 3-year 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 children with disabilities aged 3-5.

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.

Each time your child enters into a different phase, eligibility for Special Education Services is determined by the appropriate committee as noted above. This is called ***Initial Eligibility Determination***.

Clarification of Committees



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TERMINOLOGY CLARIFICATIONS

⇒ **Differences between “Program” and “Placement”**

The program indicates the Special Education program your child requires to access the general education curriculum. The program is recommend by the Committee on Special Education (CSE) with an obligation to consider the Least Restrictive Environment based upon your child’s individual needs. The placement is the location of that program ; the school your child will attend within the Beacon City School District.

⇒ **Least Restrictive Learning Environment**

This means the placement of students with disabilities in special classes, separate schools or other services providing outside of the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Additional Information : NYS Parent’s Guide to Special Education Services

English: <http://www.p12.nysed.gov/specialed/publications/policy/parentsguide.pdf>

Spanish: <http://www.p12.nysed.gov/specialed/publications/policy/spanishparentguide.htm>

If your child is referred to the **CSE Transition Review Meeting**, this is considered an Initial Eligibility Determination Meeting where the school-age CSE determines eligibility. The committee will also determine classification, and recommends an appropriate program, related services, supports, accommodations, and/or modify actions with consideration of the Least Restrictive Learning Environment (LRE). The BCSD Committee members include the Chairperson, School Psychologist, Special Education teacher (, General Education Teacher, Related Service Provider, parent member (at the request of the parent) and any other member deemed appropriate.

If your child is declassified at the Annual Review Meeting, they will NOT REQUIRE a CPSE to CSE Transition Meeting. If this is the case, your child will enter kindergarten as a general education student. You will receive a Declassification Statement (Prior Written Notice) via the Frontline IEP Direct Collaboration Portal.

CPSE to CSE Process

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Annual Review

Declassification
form CPSE

Referral to the CSE

At the Annual Review meeting	If declassification occurs	Referring to the CSE
<ul style="list-style-type: none"> ◆ CPSE: preschool team ◆ Review past year's progress and make summer recommendations (Extended School Year-ESY) ◆ Possible recommendation to the CSE (school-age) to determine eligibility for classification of a disability and Special Education Service ◆ Your child may be recommended additional testing by the CSE. Signed consent is required 	<ul style="list-style-type: none"> * You will receive a declassification statement * Your child will enter kindergarten as a general education student. They may be entitled to building level supports as determined by the building administrator and building level Response to Intervention team 	<ul style="list-style-type: none"> * If your child is recommended for additional evaluations, after consent is obtained, testing will take place and reviewed at the CSE Transition Meeting " Initial Eligibility Meeting * The Transition Meeting will be scheduled and the school-age CSE team will convene * The CSE will determine eligibility and recommend classification and Special Education services, supports, and accommodations/ modification, the CSE will create an IEP.

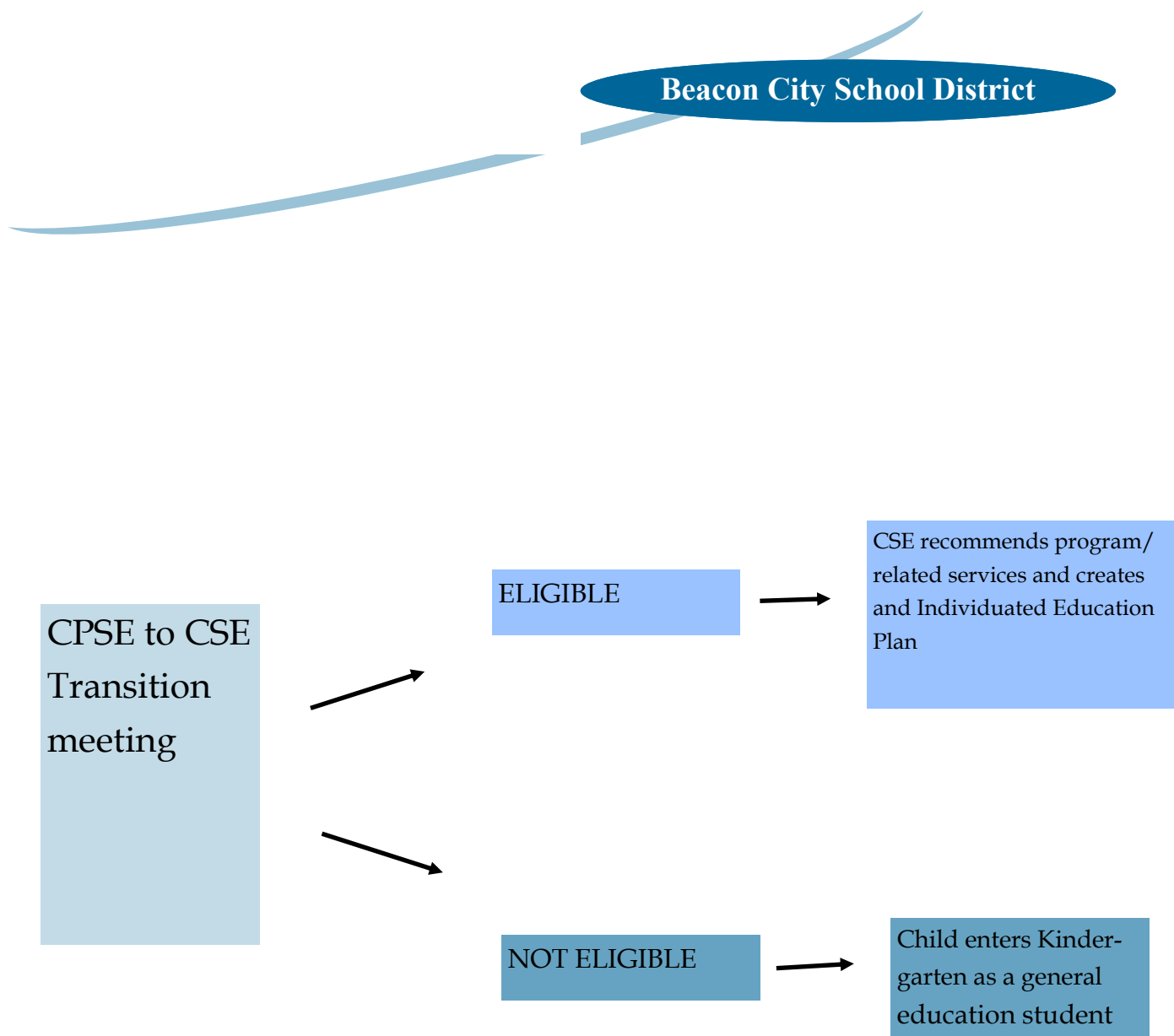
Student with a disability means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows: -Part 200 of the Regulations of the Commissioner on Special Education. (200.1 zz)

In New York State, there are **13 classifications** areas to consider for a student with a disability which the CSE considered after examining all the data and reports shared at the meeting.

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

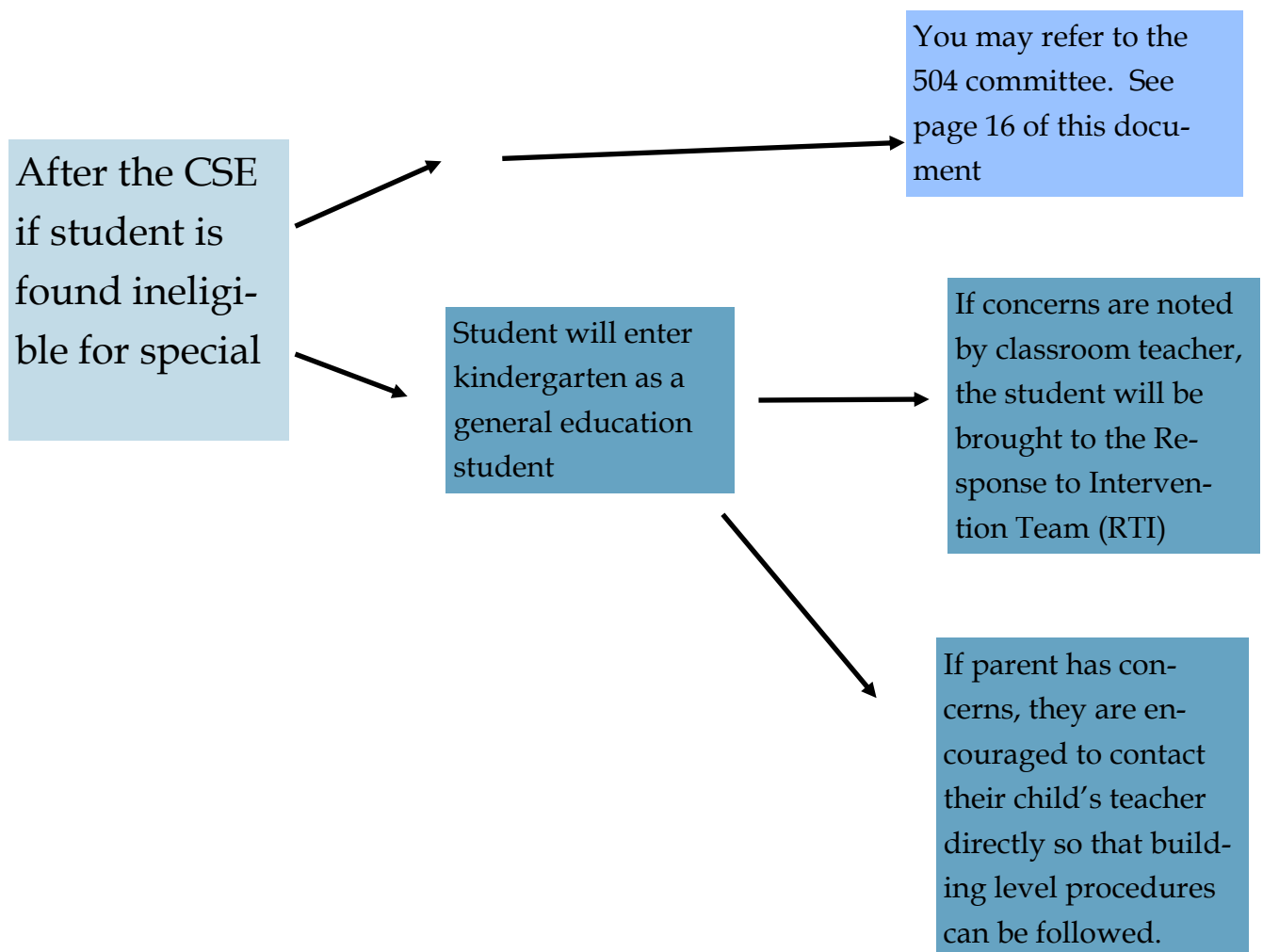


CPSE to CSE Process



CPSE to CSE Process

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CONTINUUM OF SERVICES

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The Beacon City School District has the following program in our District Elementary Schools. Each of the four elementary schools do not have the same continuum of services expect for Resource Room and Consultant Teacher Services. The District continues to examine the structure and implementation of special education programs. Currently, kindergarten special education programs are rotated in three of the four elementary schools (Glenham, South Ave and Sargent School). Students who start a special education program at a particular school generally continue in that school until 5th grade .

Continuum of Services (Part 200.6)Students with disabilities shall be provided special education in the least restrictive environment,. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom

Related Services ONLY	Students are enrolled in a regular classroom in their “home school” and will receive related service supports as determined by the CSE
Consultant Teacher Services (Direct/Indirect)	Students are educated in a regular classroom in their “home school” and receive the support of a Special Education teacher either directly in the classroom or indirectly through he teachers consulting and planning with each other or both.
Resource Room	Students are educated in a regular classroom in their “home school” and receive the support of a Special Education teacher . They are pulled out of the regular setting into a small group with other students with IEPs to work on specific skills as designated by the students’ s goals
Integrated Co-Taught	To provide academic and specially designed instruction in the general education setting to an integrated group of students.

CONTINUUM OF SERVICES

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Continuum of Services Continued

Special Class

A student with a disability shall be placed in a special class for instruction on a daily basis to the extent indicated in the student's individualized education program. In all cases the size and composition of a class shall be based on the similarity of the individual needs of the students according to: (i) levels of academic or educational achievement and learning characteristics; (ii) levels of social development; (iii) levels of physical development; and (iv) the management needs of the students in the classroom

The Beacon City School District has the following special class programs for students entering Kindergarten:

- **1:6+2 Management -Academic-Physical-Social-** Increasing on task behavior in larger group, development of independent management skills, increasing receptive/expressive language skills, increasing cooperative play and socialization, use of social stories/social rules for behavior management and skill acquisition,.
- **1:12:1-** Students are primarily in one classroom . To the best extent possible, students may be mainstreamed for specials , lunch and recess.

Out of District

Out of District programs are programs that are not found in one of our four elementary schools within the Beacon City School District. Out of District program locations may be found in satellite schools, which may be part of another public school district, or separate school building. Students are recommended for a Special Class program with a ratio which is determined to be most appropriate for the child. The nature or severity of the student's disability is such that appropriate public facilities for instruction are not available at the local public school.

OUT OF DISTRICT

The logo for Beacon City School District is a blue oval with the text "Beacon City School District" in white. It is positioned in the upper right quadrant of the page, with a light blue swoosh graphic extending from the left towards it.

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Out of District process within the Beacon City School District:

1) Programs Discussed with Parents

At the Committee on Special Education meeting, the committee will discuss possible placement options with the parent.. Typically, we look at our surrounding BOCES Programs (Dutchess, Orange-Ulster, Putnam-Northern Westchester) and New York Sate Approved Private Day Schools.

2) Referral Packets

After the student's referral packet is sent (which includes the most recent IEP, evaluations, medical documentation, and other pertinent information), the receiving school will review the information. If the school/program feels that they have an appropriate program to consider, they will call the parent directly to arrange for an intake interview.

If a parent requires transportation arrangement to assist in getting to the intake appointment, please contact the Pupil Personnel Department (838-6900 ex2007) with the date, time , and exact location of the intake appointment. The PPS department will make the arrangements with the Transportation Director.

3) Intake Arranged Between Family and the School Directly

You will attend an intake interview with the school

4) After the Intake

The PPS department will receive a letter of acceptance or a letter of denial.

5) Placement Meeting/ IEP Updated Accordingly

The District may schedule a CSE program review to discuss the student's transition to the out-of-district placement.

OUT OF DISTRICT

504 and Americans Disability Act

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Section 504 and the Americans with Disabilities Act (ADA)

A 504 Plan is a legal document that outlines a plan of accommodations for students in the general education setting. Schools must afford students with disabilities with equal opportunities "to obtain the same result, to gain the same benefit, or to reach the same level of achievement" as students without disabilities. The definition of disability under Section 504 and the ADA is significantly broader than the definition used in the IDEA for educational classification and disability.

<http://www.p12.nysed.gov/specialed/formsnotices/procedural-safeguards-notice.htm>

Under 504 and the ADA, a person is considered to have a disability if that person:

- ☐ has a physical or mental impairment that substantially limits one or more of such person's major life activities,
- ☐ has a record of such an impairment, or
- ☐ is regarded as having such an impairment.



Questions



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What if I feel my child is not ready for Kindergarten?

Retaining a Child in Preschool: Is my child ready?

- ☐ All 5 year olds, who are found eligible for special services will age out of preschool services by, at the latest, August of the year in which they are first entitled to attend kindergarten regardless of whether a parent intends to retain them in preschool for an additional year .
- ☐ Programs, such as consultant teacher, are not accessible to children who do not attend a district kindergarten class

Resources for Parents

<http://www.p12.nysed.gov/specialed/publications/policy/parentsguide.pdf>

Every student can learn, just not on the same day, or in the same way.

- *John Evans*

Contact Information:

Office of Pupil Personnel Services- 845-838-6900 ex 2015

Meredith Millen- CPSE/CSE Chairperson ex 2024

The Beacon City School District is Dedicated to Excellence in Education

