



New York State Education Department
Office of Special Education
Educational Partnership





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Transition from Preschool Special Education to Kindergarten

Presented by: Early Childhood Family and Community Engagement Center

Developed by the Technical Assistance Partnership for Behavior

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Today's Facilitators

Transitioning from Preschool Special Education to Kindergarten



Presented by: Early Childhood Family and Community Engagement Center

When a child has special needs kindergarten planning can be:

Exciting

Overwhelming

Challenging

Scary

Fun

Different



... A time for transition.

When Will My Child Go to Kindergarten?



Children who will be *five* years of age on or before ***December 1*** are eligible to attend kindergarten starting in September of the school year.

Please note: each district may have their own requirements for age and cut-off dates. Please be sure to contact your district office for official regulations

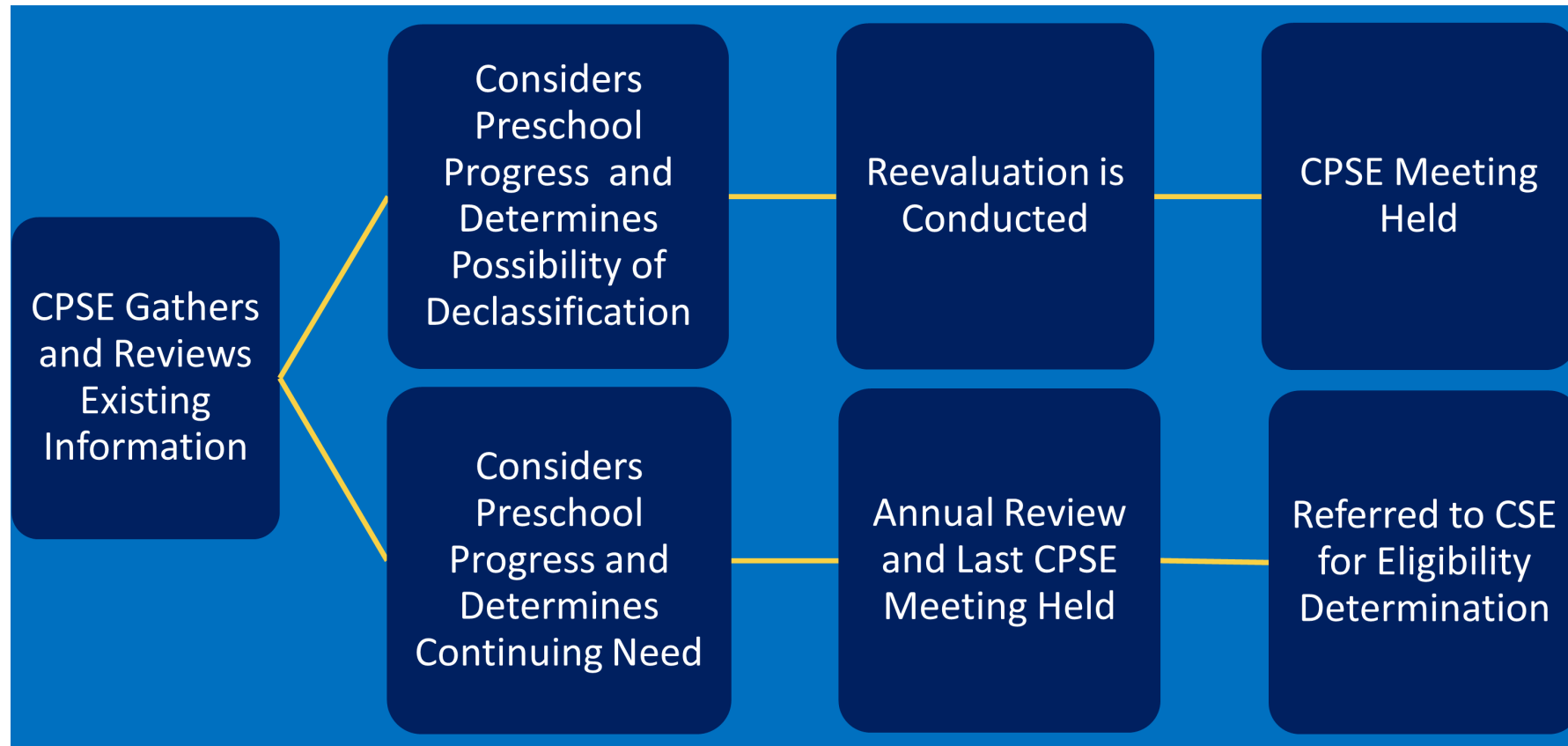
Parent and Professional Partnerships are Important

Collaborative communication

Planning together and sharing in the responsibility for ensuring a quality education for your child

Respecting one another's opinion and knowledge

Parent and Professional Partnerships are Important (continued)



At the last CPSE meeting...



Annual review to discuss yearly progress

Determine Extended School Year services (ESY) (for the current school year, as a preschooler)

Determine whether your child will be:

Declassified OR

Referred to Committee on Special Education (CSE)

At the initial CSE Meeting...

Reevaluate the student

Determine continued eligibility of the student

If eligible:

Develop Individual Education Program (IEP)

- Present levels of performance, strengths, and needs
- Identify classification
- Annual goals
- Recommend special education programs and
- Placement (developed in conformity with the least restrictive environment (LRE) requirements)

Reach consensus**

Forward recommendations to Board of Education

What Does Declassification /Ineligibility Mean?

At any point after initial eligibility, your child may demonstrate achievement of their IEP goals or scores in the average range on various assessments. At this point, the provider should refer to the CPSE for possible declassification. The CPSE will reevaluate the student to determine eligibility.

OR

Your child may continue to demonstrate some level of need and be referred by the CPSE to the CSE and who may determine your child does not meet the eligibility criteria for school-age services because the needs do not adversely impact your child's educational performance and can be addressed through general education supports.

Examples of General Education Supports

All students are screened prior to entry into kindergarten or upon entry to kindergarten to determine any need for additional supports in the regular classroom.

Examples of possible supports (varies by district):

- Academic Intervention Services (AIS)
- reading intervention/remedial instruction
- behavioral support/social skills programs
- consultation from Pupil Personnel team
- speech improvement services (SIS)

Ask your school district for information about specific services offered!

CPSE and CSE: Similarities

Multidisciplinary evaluations

Parent consent required for all evaluations/reevaluations

Procedural Safeguards and Due Process Rights

Committee consensus

IEP Goals

- Based on student's present levels of performance (PLP)
- Measurable

FAPE (Free Appropriate Public Education)

LRE

Annual Review

Parent can request review of IEP

Least Restrictive Environment (LRE)

This is the Federal and State regulatory definition of LRE.

LRE means that 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 with the use of supplementary aids and services, education cannot be satisfactorily achieved.

School Age Evaluations

Evaluations and progress reports from preschool should be reviewed and considered

Consent from the parents is required by the CSE for new or additional evaluations

School district evaluators may observe your child in his or her current educational setting

Individual reports are written and compiled for review by the CSE, including the parent

Evaluative Information is used to:

Determine eligibility for school age special education services

Identify a child's present levels of performance that includes the child's abilities and needs

Develop appropriate individualized annual goals

Determine the level of participation with non-disabled peers (LRE)

Determine appropriate program modifications and/or accommodations needed for the child to access the general education curriculum

Committee on Special Education (CSE) Members

Parent(s) of the student

Chairperson/District Rep

General education teacher

Special education teacher/provider

Individual to Interpret Evaluations

School psychologist

Parent Member (if requested)

Others who have knowledge or special expertise regarding the student (parent or district invite)

School district's physician (if requested)

Student (if appropriate)



Develop the IEP

Present Level of Educational Performance:

Describe the child's current abilities

Where the child is functioning (baseline)

Identify

- Needs, skill delays
- Strengths, preferences and interests
- Parent concerns
- Consider special factors (i.e., behavior, limited English proficiency, blind or visual impairment, communication needs and/or assistive technology requirements)

Develop measurable annual goals

Recommend:

- special education programs/services
- supplementary aids and services
- program modifications and accommodations
- assistive technology

CPSE and CSE: Differences

CPSE

- MDE-chosen by parent
- NYSED approved and county contracted providers of services
- Services provided in a variety of locations as determined by CPSE and outlined in the IEP (early childhood program, home, Head Start, UPK, etc.)
- Classification “Preschool Student with a Disability”

CSE

- Evaluations by school district personnel
- School district personnel provide services
- Services generally occur in school building, unless determined otherwise by CSE
- 1 of 13 Disability Classifications Must be Identified on IEP

Why a Classification?

Regulations require a specific disability classification for children age(s) 5-21 who receive special education services

Classifications are descriptors of child's area of need; not a description of who a child is.

Classifications do not determine what services are delivered; the CSE develops the IEP and recommends programs and services based on student's unique needs as a result of the student's disability.

School-age Areas of Disability 200.1 (zz)

Autism

Intellectual Disabilities

Orthopedic Impairment

Deafness

Learning Disabilities

Other Health-Impairment

Deaf-Blindness

Multiple Disabilities

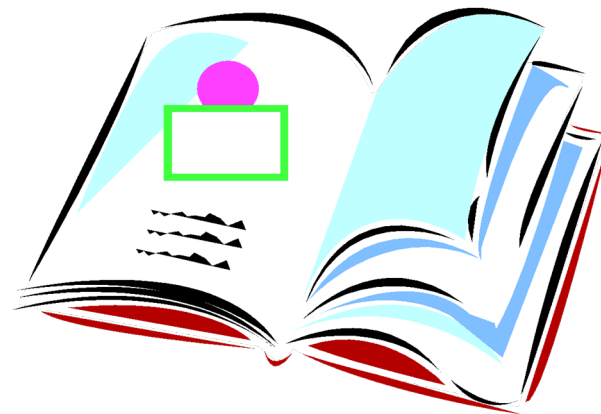
Speech or Language Impairment

Emotional Disturbance

Traumatic Brain Injury

Hearing Impairment

Visual Impairment, incl. Blindness



School-aged Continuum of Services

Consultant teacher services (direct and/or indirect)

Resource room services

Related services

Integrated co-teaching services

Special class

Preparing for your CPSE/CSE meeting

Review past reports/IEPs and consult with preschool provider team regarding student progress, strategies, and areas of continued need

Obtain copies of materials to be discussed at the meeting

Consider inviting someone to attend who also knows your child who can listen, take notes, and support you

Consider what you believe will support your child's growth and development

Write down questions you have and bring them to the meeting

What would you like others to know about your child?

What my child's strengths are

What I've discovered that works

Ways that my child learns

How to read my child's cues



Your Parent Rights

You can expect:

To be fully informed

To be notified about all meetings at least five school days before

To participate in decision making

To have all information explained

To request a change in meeting date, time and location, if needed

To have confidentiality maintained

To be able to review all school records including any data collection records, reports, or evaluations on your child

To have access to mediation, due process and impartial hearing, if needed



Making the home-to-school connection

Attend Kindergarten Orientation

Participate in kindergarten screening

Make an appointment at your school and take a tour

Request an opportunity to visit in kindergarten classrooms

Invite school personnel to observe your child in his/her program or community setting

Inquire about the school procedure regarding meeting with your kindergarten teacher in advance

Reminder: When a child has special needs kindergarten planning can be:

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Resources

NYSED Website: <http://www.p-12.nysed.gov>

Early Childhood Family and Community Engagement Centers:

School Age Family and Community Engagement Centers:

Thank You!

We are here to help parents by answering questions and providing support and education.

Let us help you.



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
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