



New York State Education Department
Office of Special Education
Educational Partnership





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Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Training

Module 10: CPSE

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University in conjunction with the TAPs for Academics and Behavior at University at Albany and TAP for Equity at Bank Street College.

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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

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Agenda and Materials

- Introduction to Module 10 –CPSE
- Regulatory content
- Review of pre-work
- Wrap up

Overview of Series

- Module 1: Statutory and Regulatory Foundations
- Module 2: Referral
- Module 3: Evaluation
- Module 4: Eligibility
- Module 5: Recommendations/Individualized Education Program (IEP) Development
- Module 6: Implementing and Amending
- Module 7: Annual Review
- Module 8: Reevaluation
- Module 9: Effective CPSE/CSE Meetings
-  **Module 10: CPSE**

Participants will:

- Review the preschool special education process as delineated in education laws and regulations.
- Review the membership of the CPSE which may include the Chairperson, the preschool provider, the evaluator, the county, and the parent.
- Develop practices that encourage parental involvement and cultivate home-school partnerships.

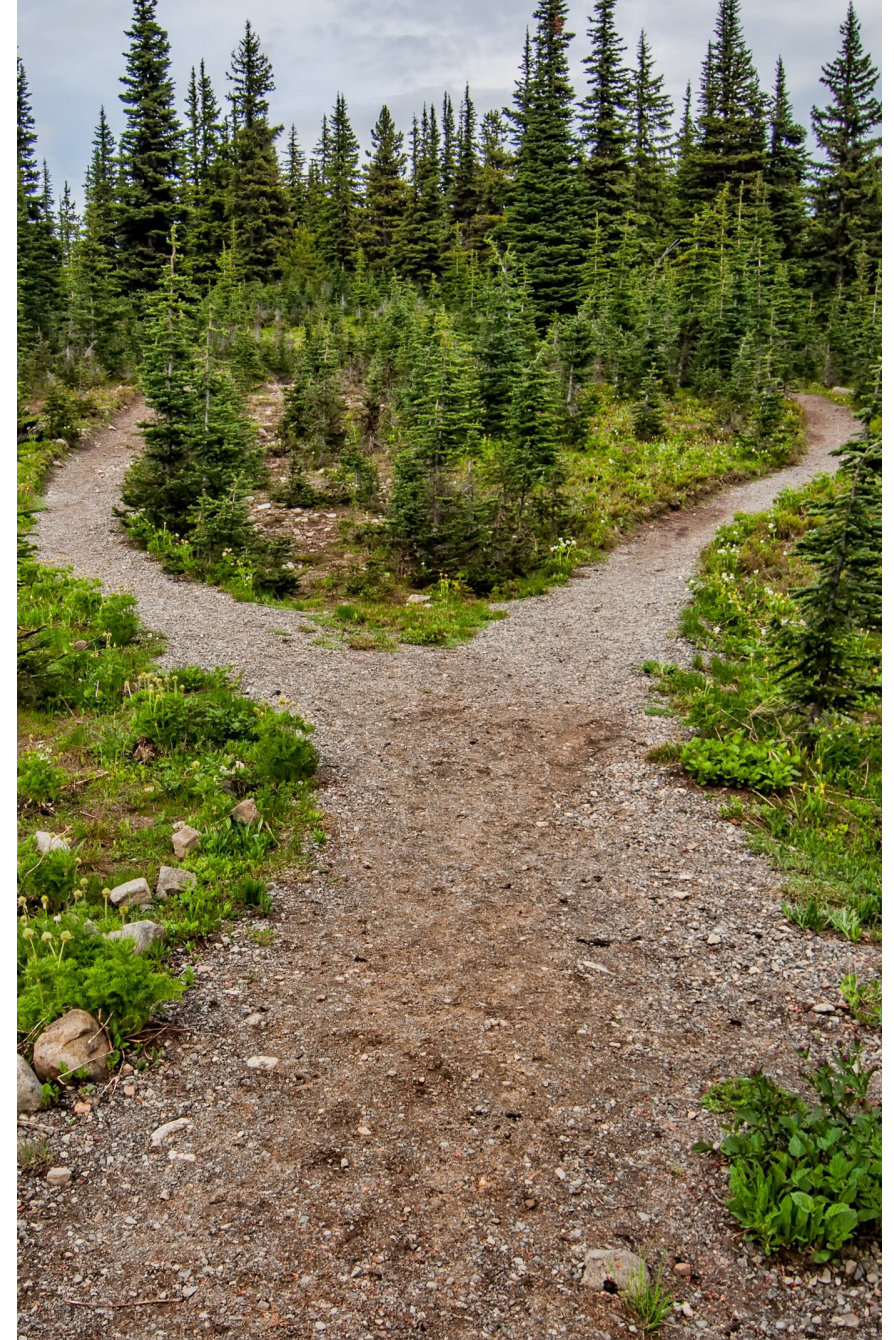
Module 10: Learning Objectives

Referral to CPSE



Two Paths to Receiving CPSE Services

- **CPSE Referral**
 - Path 1: Students who transition from Early Intervention (EI) Services
 - Path 2: Students who have never had EI Services



Path 1: EI Transition to CPSE





This Is a Partnership

- The development of an IEP is a collaborative partnership and process between the student, family, provider, county, and district.
- Providers and families have the best knowledge of the child's:
 - Current levels of abilities
 - Strengths and needs
 - Supports and accommodations that work
 - Next steps

Notification of Transition From EI to CPSE



- EI coordinator provides district with notification 90 days before child is potentially eligible for preschool special education services.
- Parent must give consent for the EI coordinator to notify the district or may choose to not give consent to share information with the district.

Age Eligibility for Preschool Special Education

- If a child's birthday falls between **January 1 and June 30**, the child is eligible for preschool services on January 2 of the year they turn three.
- If a child's birthday falls between **July 1 and December 31**, the child is eligible for preschool services on July 1 of the year they turn three.

CPSE is required to hold a child's initial CPSE meeting before their third birthday

Transition Calculator

| Early Intervention Program (EIP) to 4410 Calculator | Date |
|---|------------------|
| Child's date of birth (DOB) | March 1, 2020 |
| Date child first potentially eligible for CPSE services | January 2, 2023 |
| Notice to CPSE of potential eligibility by | October 4, 2022 |
| Transition conference convened by | October 4, 2022 |
| Transition conference convened no earlier than | June 1, 2022 |
| Last date for referral to CPSE to ensure eligibility determination before age three | December 1, 2022 |
| Last date for a child found eligible for CPSE services to receive EIP services | August 31, 2023 |

How Long Can a Student Remain in EI?

- If a child's birthday is between **January 1 and August 31** they can remain in EI until **September 1** (e.g., through August 31st) of the year they turn three.
- If a child's birthday is between **September 1 and December 31**, they can remain in EI until **January 2** (e.g., through January 1st) of the next year.
- If eligibility for CPSE is not determined prior to the child's third birthday, EI services cease the day before their birthday.

In Order to Remain in EI

Children can continue to receive EI services beyond their third birthday **only if**:

1. The child is referred to the CPSE.
2. An evaluation is conducted.
3. The child is found eligible for preschool special education by the day before the child's third birthday.
4. An IEP is developed.

Child cannot receive EI and preschool special education services at the same time.

EI Eligibility Activity



- Consider the following questions for each of the students:
 - How long can they remain in EI services?
 - When are they eligible for CPSE services?
- Student A is turning 3 on April 14
- Student B is turning 3 on September 2
- Student C is turning 3 on December 31

EI to CPSE Transition Conference



- **Purpose:**
 - Develop a transition plan
 - Decide whether the child should be referred to CPSE
 - Learn the differences/similarities between the EI and CPSE systems
 - The parent becomes more familiar with the CPSE process, programs, and options
 - Discuss other options available for the child other than approved preschool programs and services
- **Membership:**
 - Parent, service coordinator, and chair of the CPSE or their designee

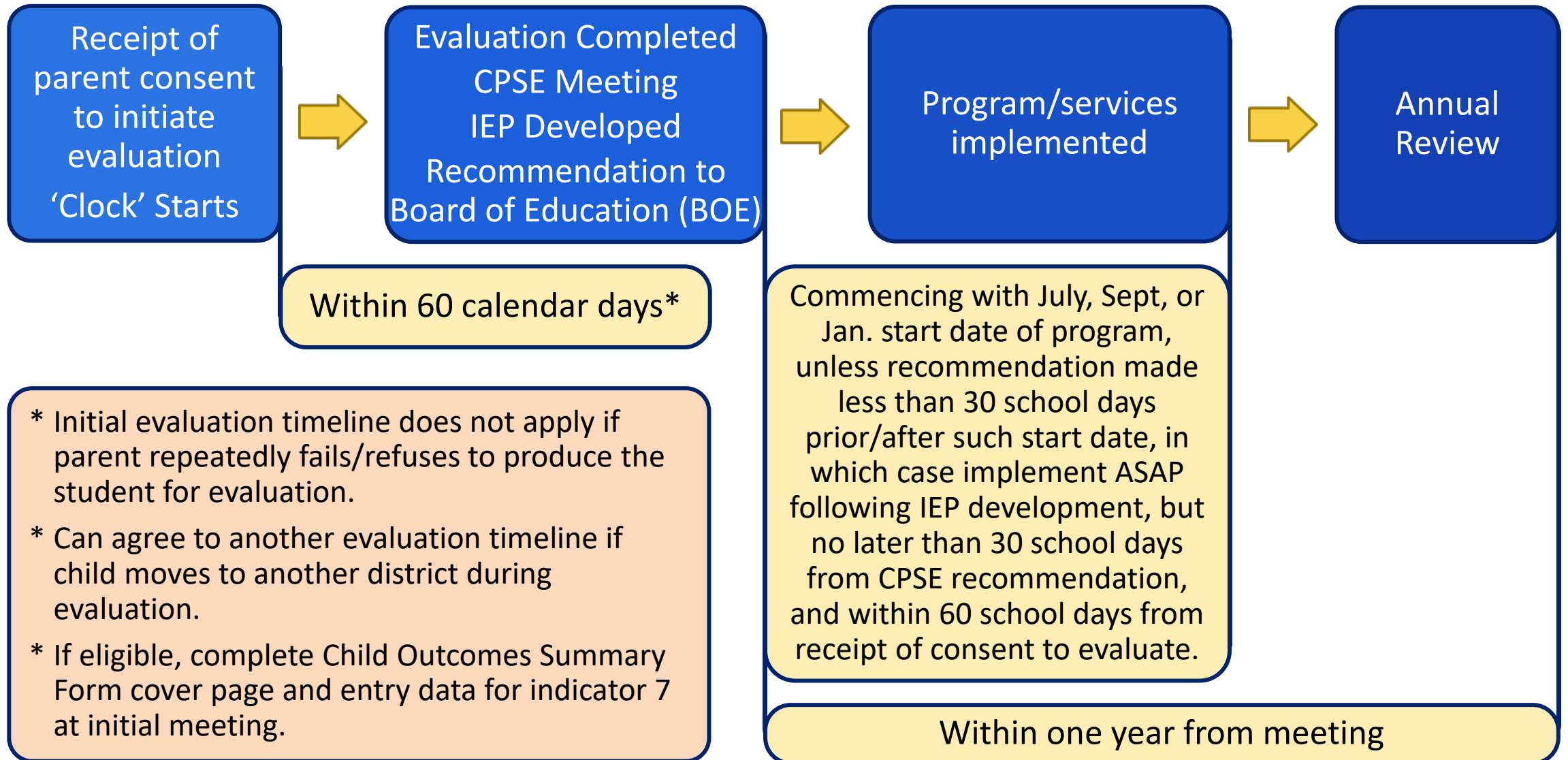
EI Transition Considerations

- At the CPSE meeting, an IEP must be developed if the child is found eligible, even if the parent elects for the child to remain in EI.
- Parent can decide to remain in EI or begin preschool services.
- Prior to the start date for preschool services indicated on the IEP, the CPSE may request parent consent for the transfer of records from the EI program/services in order to review progress at a CPSE meeting to amend the IEP if needed.

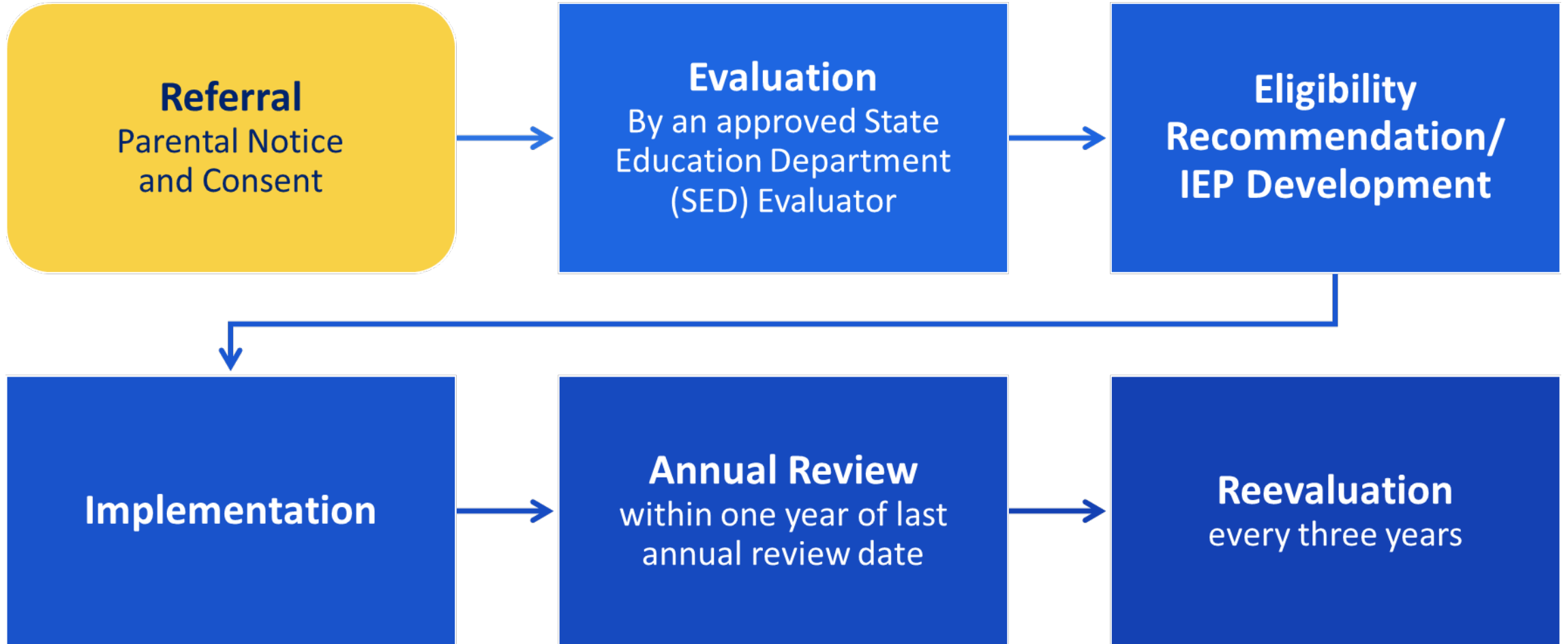
Path 2: Students Who Have Not Received EI Services



Review of CPSE Process Timeline



The CPSE Process—Step 1—Referral



Review of Referral for Initial Evaluation



§200.16(b)(1)

1. A preschool student suspected of having a disability shall be referred in writing to the chairperson of the district's committee on preschool special education.
2. If a referral is received by a professional staff member of the school district, it shall be forwarded to the chairperson of the committee on preschool special education immediately upon its receipt by such staff member.
3. A referral shall specify the extent to which the preschool student has received any services prior to referral.
4. A committee chairperson who receives a referral shall immediately notify the parent that a referral has been received and shall request consent for evaluation of the preschool student.
5. In the event consent for an individual evaluation is not provided, the committee shall implement the district's practices and procedures for the purpose of ensuring that parents have received and understand the request for consent.

Responsibility of CPSE



- At the transition conference, or upon receipt of referral, CPSE establishes contact with the parent to:
 - Verify residency and identify responsible municipality
 - Validate age eligibility
 - Determine native language or mode of communication of child and parent
 - Obtain information regarding child's development and concerns of the parent
 - Explain the CPSE process
 - Encourage parent participation
- **It is important to note that the "district registration" process cannot impede the CPSE process and Free Appropriate Public Education (FAPE).**

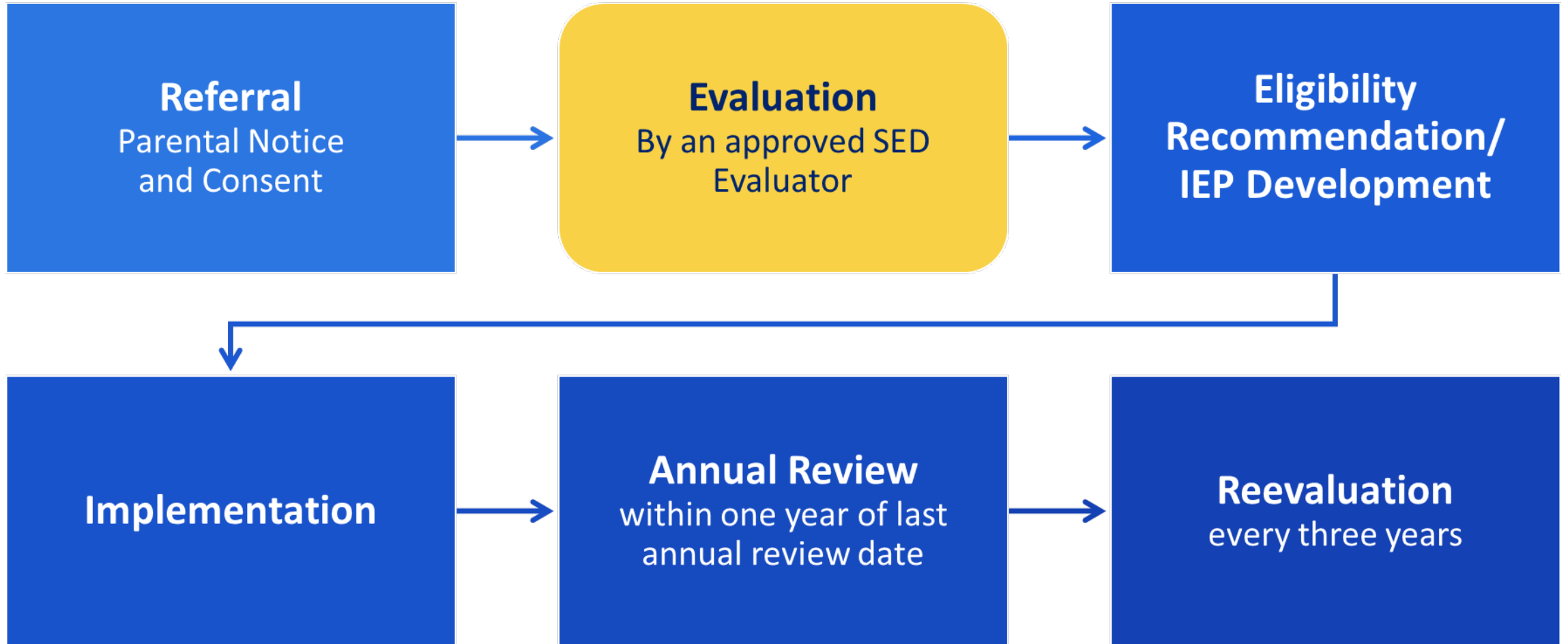
Consent Sequence



§200.5

- Upon receipt of referral, the CPSE shall send the prior written notice (PWN).
- Request parent consent to initiate the evaluation process **and select an evaluator from the list of approved preschool evaluators in the county and adjoining counties** or inform the parent that the district has determined that no evaluations are needed.
- Parent consent is required prior to beginning the evaluation process.
- A school district must use the Procedural Safeguard Notice prescribed by the Commissioner. It must be provided to parents in their native language or other mode of communication.
- District must provide a copy of the Special Education in NYS for Children Ages 3–21: A Parent’s Guide to parents upon initial referral for evaluation.

The CPSE Process—Step 2—Evaluation



Review of Evaluation Process



§200.16(c)

- Upon receipt of referral, parent received PWN and request for parent consent to evaluate.
- Parent gives written consent for evaluation and selects approved evaluator.
- CPSE timeline starts with receipt of consent.
- CPSE notifies approved evaluating agency of receipt of parent consent.
- CPSE provides evaluator with authorization regarding the specific components of evaluations.
- CPSE notifies evaluator of the potential date of the CPSE meeting scheduled and the deadline for evaluation reports.



Evaluation Report



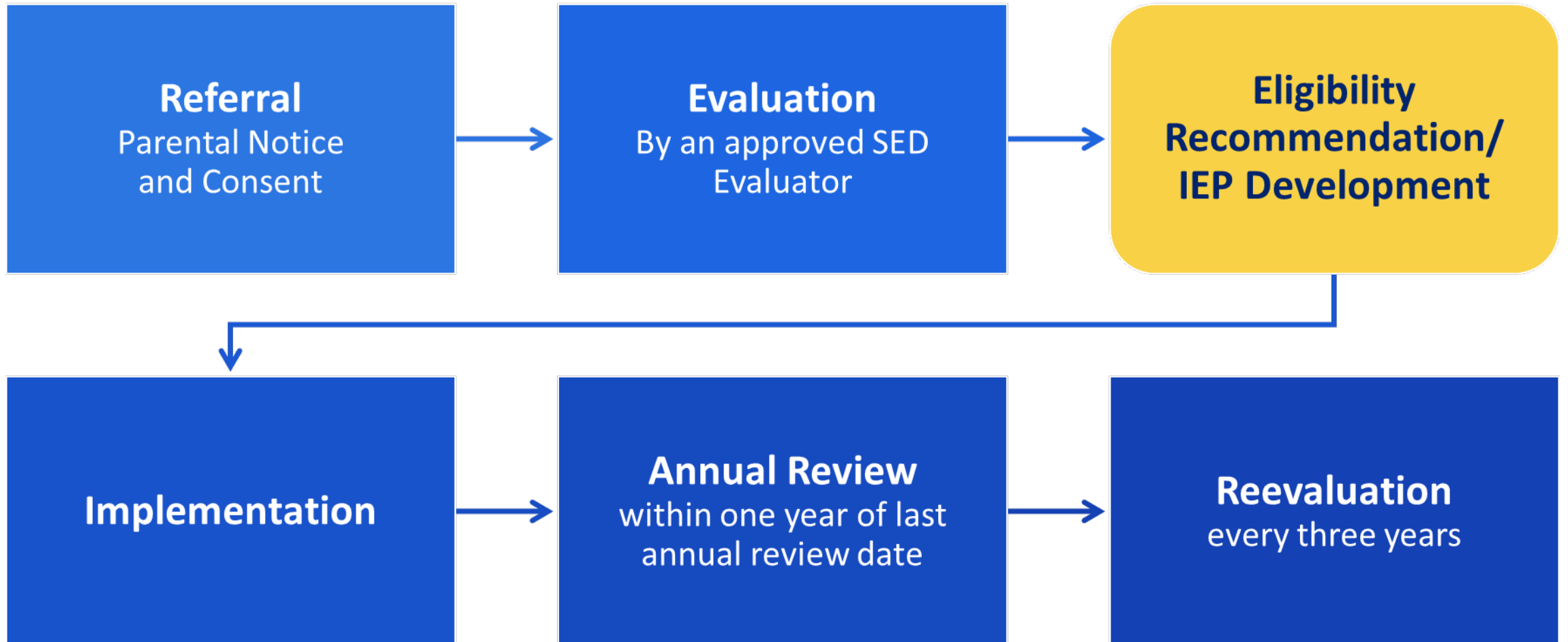
§200.16(c)

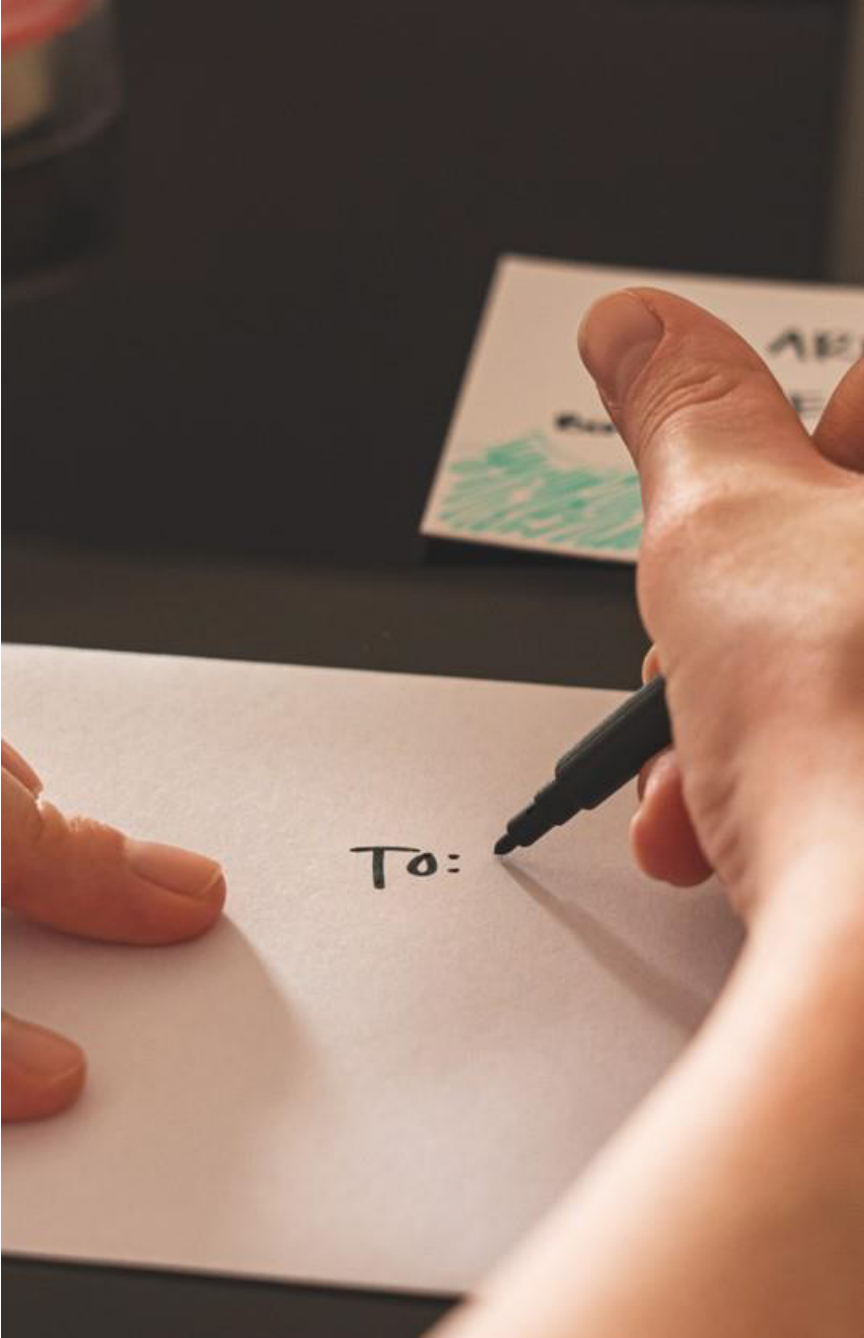
- Approved evaluator sends a copy of evaluation reports, including the Preschool Student Evaluation Summary Report, to:
 - The parents
 - The CPSE, including the municipal representative
- Full evaluation report must be provided to the parents **prior** to the child's scheduled CPSE meeting.

Parent Role in the Evaluation Process

- Evaluation information provided by the parent is given meaningful consideration by the CPSE.
- The evaluation report is written in parent-friendly language.
- Discussions about evaluations should avoid using educational jargon to encourage parent participation.
- The evaluation results include student strengths and parent concerns about their child's education needs.

The CPSE Process—Step 3—Eligibility and IEP Development





Meeting Notice Introduction



§200.5(c)

- Provided whenever a committee proposes to conduct a meeting related to the development or review of a student's IEP or provision of Free Appropriate Public Education (FAPE).
- Parent must receive the Meeting Notice in writing at least five calendar days prior to the meeting.

Review of CPSE Membership



| Member Title | CPSE (3–5) |
|---|--|
| Parents/Individual in parental role | Required |
| Not < 1 General Education Teacher (If child is or may be in general education) | Required |
| Not < 1 Special Education Teacher/Provider | Required |
| School Psychologist | Not Required |
| District Representative (CPSE/CSE Chairperson) | Required |
| Others with Knowledge/Expertise | Required |
| Individual to Interpret Evaluations (may serve dual role with any of the professional roles listed above, but not the parent) | Required |
| School Physician | Not Required |
| Additional Parent Member | If requested (72 hrs.) |
| Agency Representative (for transition planning) | Not Required |
| Student (if appropriate) | Not Required |
| Representative from Municipality | Invited |
| Representative from EI | By parent request for transition to CPSE |

Preschool Eligibility

§200.16(a), §200.1(mm)

- For a preschool child, impact of disability on functioning age-appropriately in learning environment
- Evidence of significant delay when compared to accepted developmental milestones in one or more functional areas:
 - Cognitive
 - Language and communication
 - Adaptive
 - Social-emotional
 - Motor



Eligibility Determination—Preschool



§200.1(mm), §200.1(zz)

Path 1:

- Evidence of a significant delay or a disorder in one or more functional areas indicating:
- Twelve-month delay in one or more functional area(s); or
- 33% delay in one functional area or 25% delay in each of two functional areas; or
- 2.0 standard deviations below mean in one functional area or 1.5 standard deviations below mean in two functional areas.

**AND/
OR**

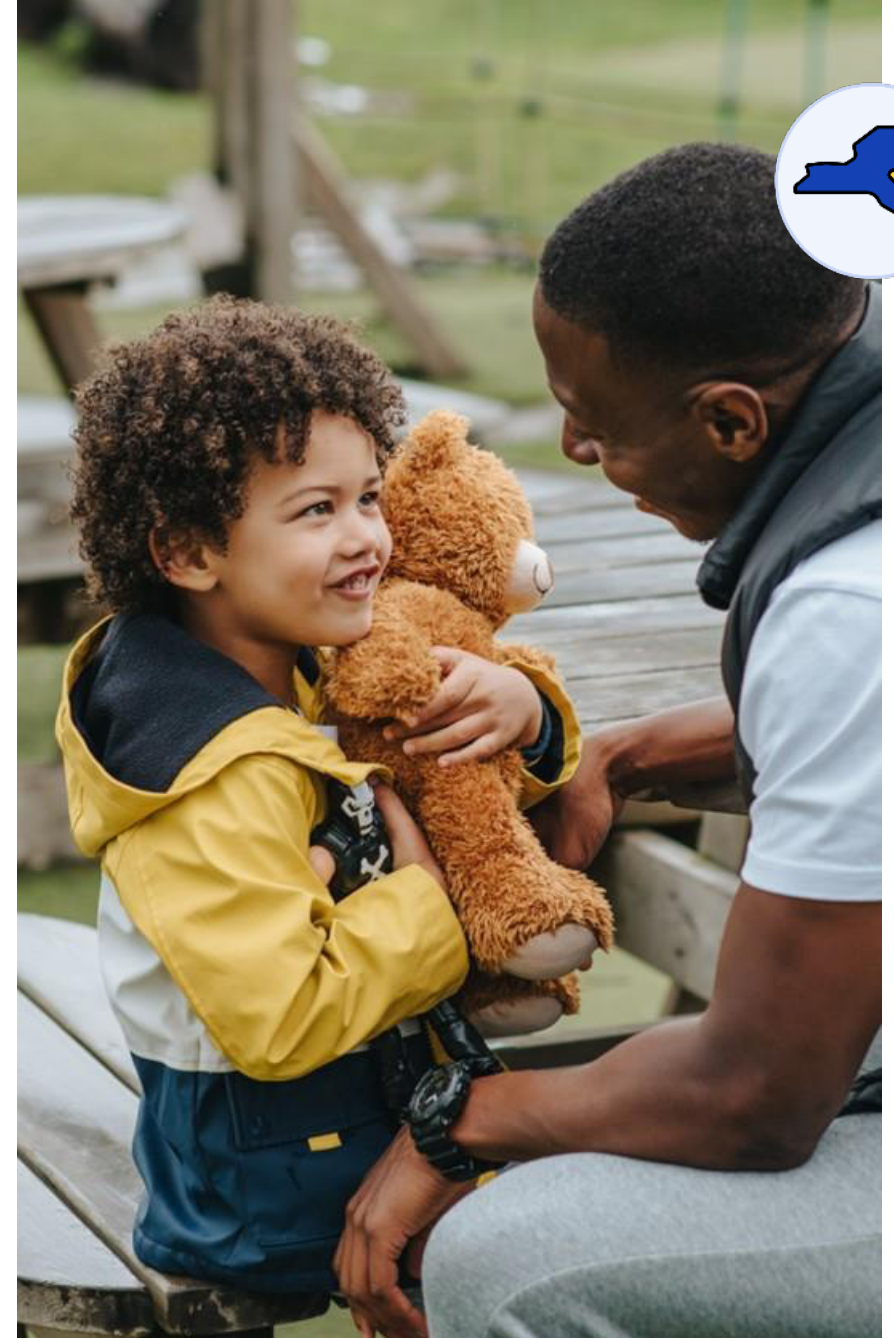
Path 2:

- Meet criteria for school-age disabilities in the following categories:
 - Autism
 - Deafness
 - Deaf-Blindness
 - Hearing Impairment
 - Orthopedic Impairment
 - Other Health Impairment
 - Traumatic Brain Injury
 - Visual Impairment

Recommendation for Students Determined Eligible

§200.4(d), §200.16(c)(2)

- CPSE/CSE provides a recommendation to the BOE for action and implementation of the appropriate special education programs/services.
- Copy of the recommendation shall be provided to the parent, and the evaluation report upon which the decision was made.



Students Determined Ineligible

§200.16(e)(2)



- Give recommendation to BOE.
- Give PWN to the parent that indicates the reasons the student was found ineligible.
- Copy of the report used to determine eligibility shall be provided to the parent.
- Provide parents resources for community programs or services to address child's needs.

State Performance Plan (SPP) #7: Entry Assessment Preschool Outcome Summary Form

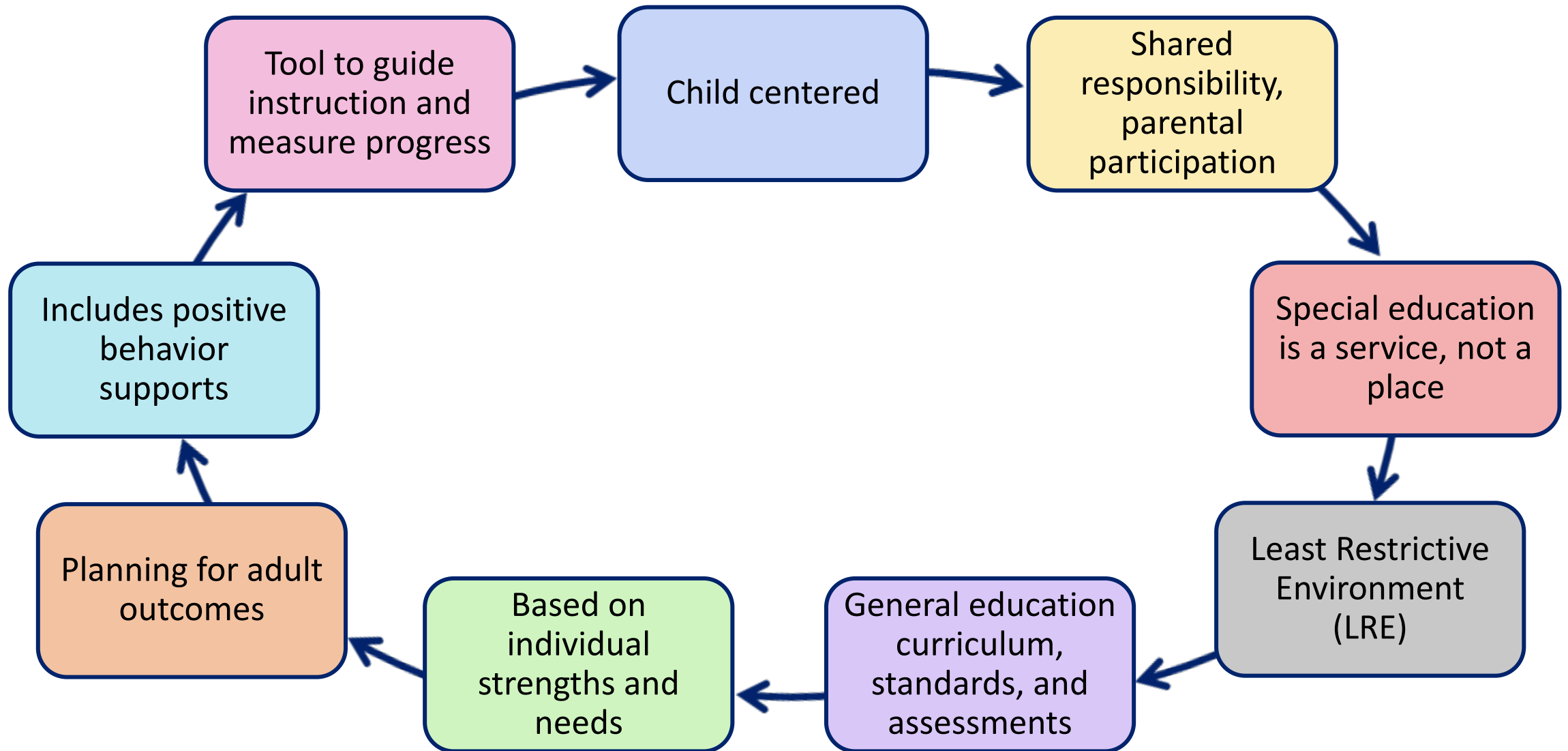


- A form with entry information is required for all preschool children who were initially evaluated and found eligible for preschool special education programs and/or services.
- The form is completed at the CPSE meeting.
- There are three areas which are rated on this form:
 - Positive social-emotional skills
 - Acquiring and using knowledge and skills
 - Use of appropriate behaviors to meet their needs

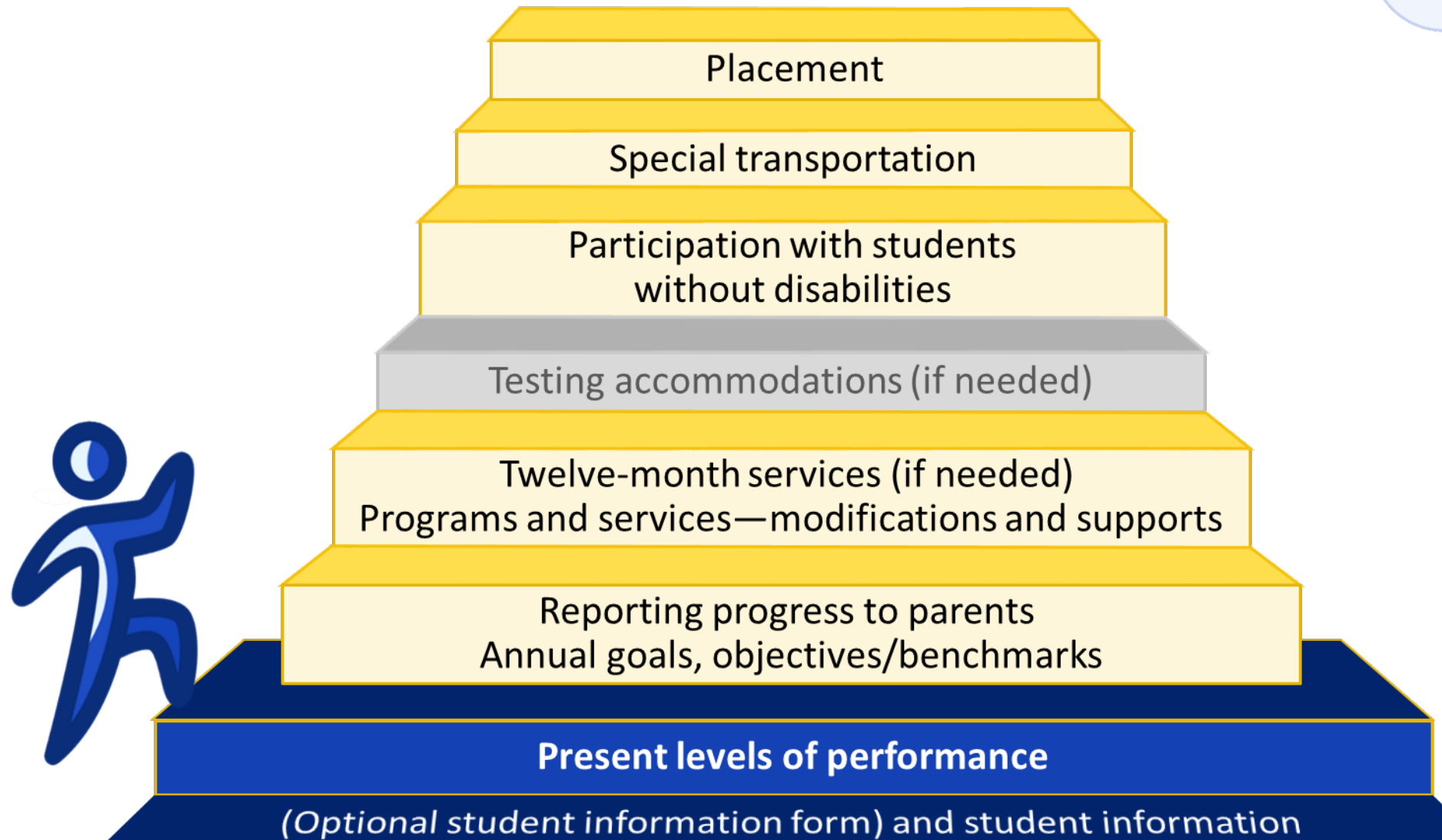
IEP Development



Guiding Principles for IEP Development



Sections of the IEP



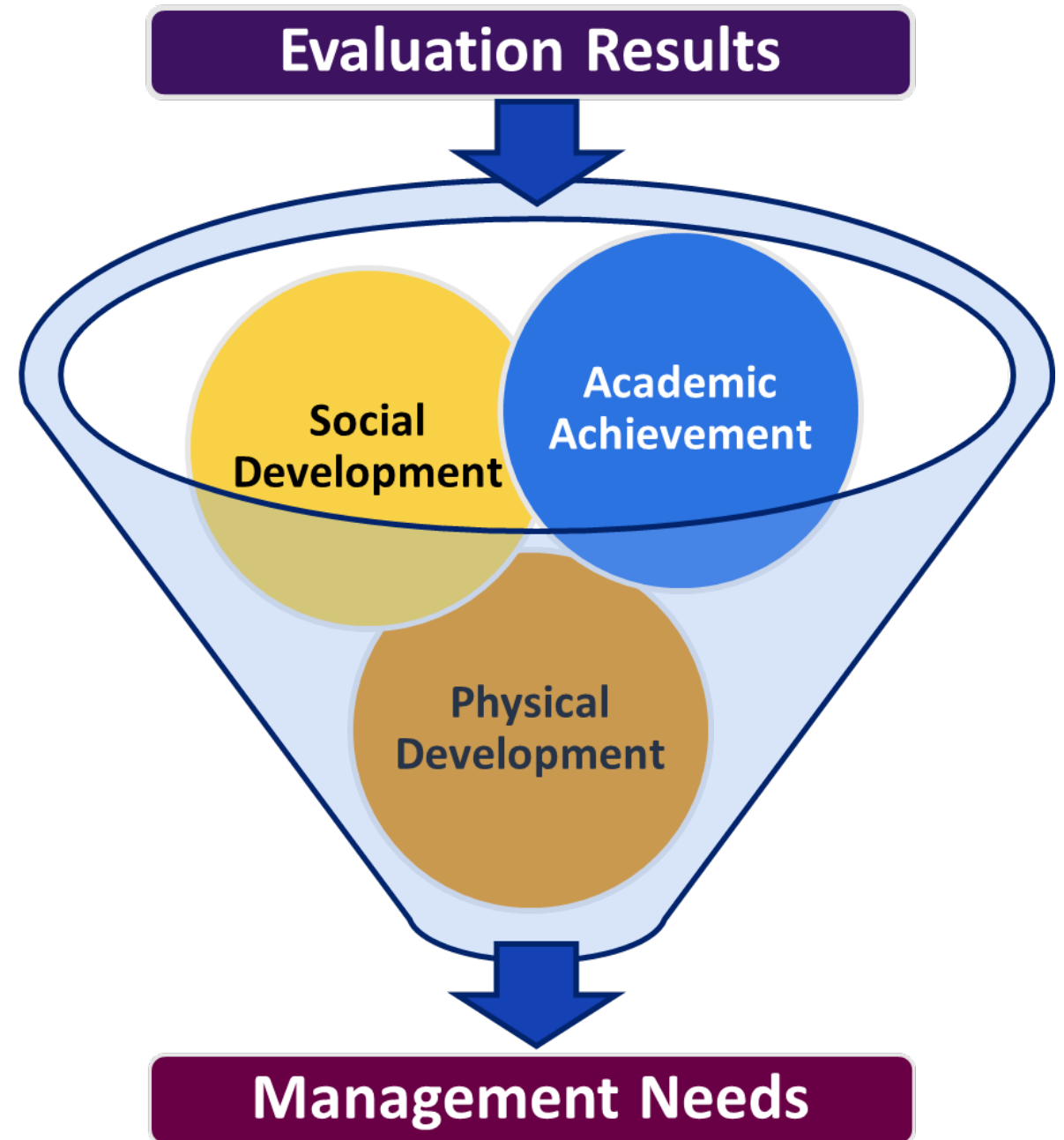
Present Levels of Performance



Components of the Present Levels of Performance

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the family



Annual Goals and Reporting Progress to Parents



Annual Goals

§200.4(d)(2)(iii)(a) and (b)

- Focus on knowledge, skills, and behaviors to address the student's needs or skill delays, identified in the Present Levels of Performance, that interfere with the child's ability to function age-appropriately in their learning environment.
- Preschool student goals require either objectives or benchmarks.
- Parents have input into the goals that are developed for their child.
- Goals are reviewed at least annually and can be modified, as necessary and appropriate for the student.
- Goals should be measurable and observable.

Short Term Objectives

The intermediate knowledge, skills, and/or behaviors that must be learned for the student to reach the annual goal.

Annual Goal:

Given 15 minutes of free play, Anika will verbally interact with peers for a minimum of 10 minutes.

Short Term Objectives:

- Anika will initiate verbal interaction with a peer(s) during a play activity.
- Anika will use a minimum of four verbal exchanges with a peer(s).
- Anika will sustain verbal interaction with a peer(s) for five minutes.

Benchmarks

Indicate those measurable intermediate steps between the student's present level of performance and the measurable annual goal.

Annual Goal:

Given 15 minutes of free play, Anika will initiate a conversation with peers five times.

Benchmarks:

- Given 15 minutes of free play, Anika will initiate a conversation with peers one time.
- Given 15 minutes of free play, Anika will initiate a conversation with peers two times.
- Given 15 minutes of free play, Anika will initiate a conversation with peers four times.

Reporting Progress to Parents

The IEP must identify when periodic reports on the progress the student is making toward the annual goals will be provided to the student's parents.

1. Progress reports will be provided at least as often as parents of nondisabled students are informed of their student's progress.
2. Progress is reported in a jargon-free, objective manner that is easily understood to inform parents of:
 - a) Specific data regarding the extent to which the student is progressing towards meeting annual goals.
 - b) The student's progress or lack of progress in order to review/revise the IEP to ensure the student is provided the appropriate supports to reach the annual goals.

Special Education Programs, Services, and Placement



LRE Placement

§200.1(cc)



“Least restrictive environment means that 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 with the use of ***supplementary aids and services***, education cannot be satisfactorily achieved.”

LRE Placement (continued)

§200.1(cc)



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

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

Access to Inclusive High-Quality Early Childhood Programs

When enrolled in a district pre-K program, including special education programs and services, preschool students with disabilities must have equal access to all program benefits, including:

- Pre-K curriculum to the maximum extent possible
- Desired learning results established for all students
- Length of school day
- Protocols for Emergent Multilingual Learner (EML)
- Family engagement and parent choice activities
- School facilities and food programs

Preschool Programs and Services



Related Services §200.16(i)(3)(i)

Special Education Itinerant Services (SEIS) §200.16(i)(3)(ii)

Related Services and SEIS §200.16(i)(3)(ii)(d)

Special Classes in an Integrated Setting (SCIS) §200.9(f)(2)(x)

Special Classes §200.16(i)(3)(iii)

Half-day/Full-day

12-month Special Services/Programs

Review of Related Services



§200.1(qq)

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability, and includes:

- Speech-language pathology
- Audiology services
- Interpreting services
- Psychological services
- PT
- OT
- Counseling services, including rehabilitation counseling services
- Orientation and mobility services
- Medical services as defined in this section
- Parent counseling and training
- School health services
- School nurse services
- School social work
- Assistive technology (AT) services
- Appropriate access to recreation, including therapeutic recreation
- Other appropriate developmental or corrective supports and services
- Other appropriate support services
- Includes the early identification and assessment of disabling conditions in students

SEIS

§200.16(i)(3)(ii)



An approved program provided by a certified special education teacher on an itinerant basis for the purpose of providing specialized individual or group instruction to the student(s) and/or indirect services for the child's regular education early childhood program teacher.

- The IEP for the student must specifically indicate if the student is to receive direct and/or indirect SEIS and the frequency, duration, intensity, and location for each.

SCIS

§200.9(f)(2)(x)



- Programs employing a special education teacher and one or more supplementary school personnel in a classroom made up of no more than twelve preschool students with and without disabilities,

OR

- A classroom that is made up of no more than twelve preschool students with disabilities staffed by a special education teacher and one or more supplementary school personnel that is housed in the same physical space as a preschool class of students without disabilities taught by a non-special education teacher.

Special Class

§200.16(i)(3)(iii)



Special classes shall be provided on a half-day or full-day and shall assure that:

- a) The chronological age range within special classes serving preschool students with disabilities shall not exceed 36 months...
- b) The maximum class size shall not exceed 12 preschool students with at least one teacher and one or more supplementary school personnel assigned to each class...
- c) Such services shall be provided for not less than two and one half hours per day, two days per week;
- d) The special class shall include instructional services and related services, as specified in the student's IEP (§200.20(a)(9)).

Accommodation vs. Modification



Accommodation



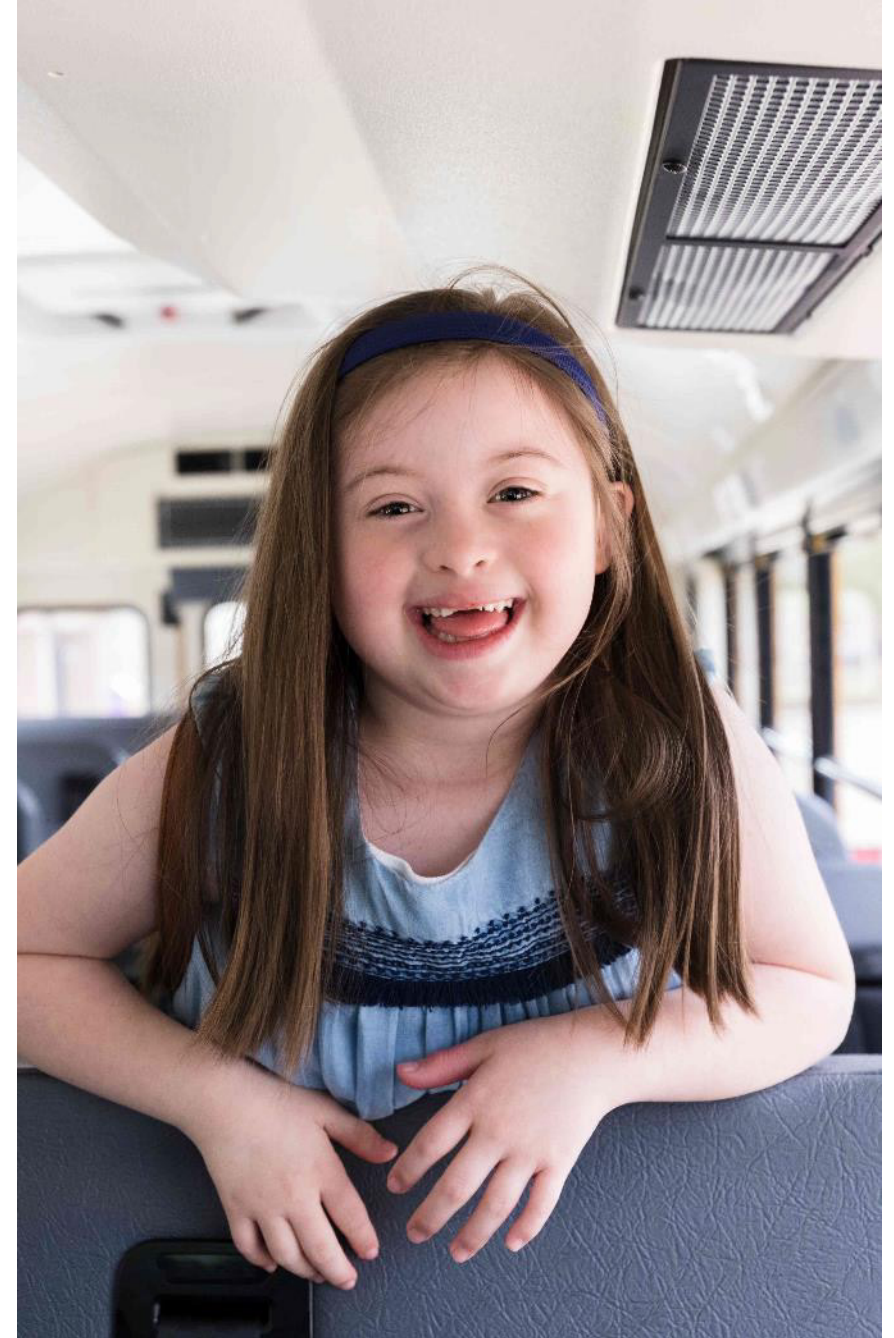
Modification



Twelve-Month Program/ Services and Extended School Year (ESY) and Special Transportation

The CPSE must determine whether a student requires special education services during the months of July and August to prevent substantial regression.

In addition, for students who are recommended to attend a Special Class or SCIS setting, the committee must determine whether a student's disability prevents them from using the same transportation provided to other students.



Preschool Programs and Services



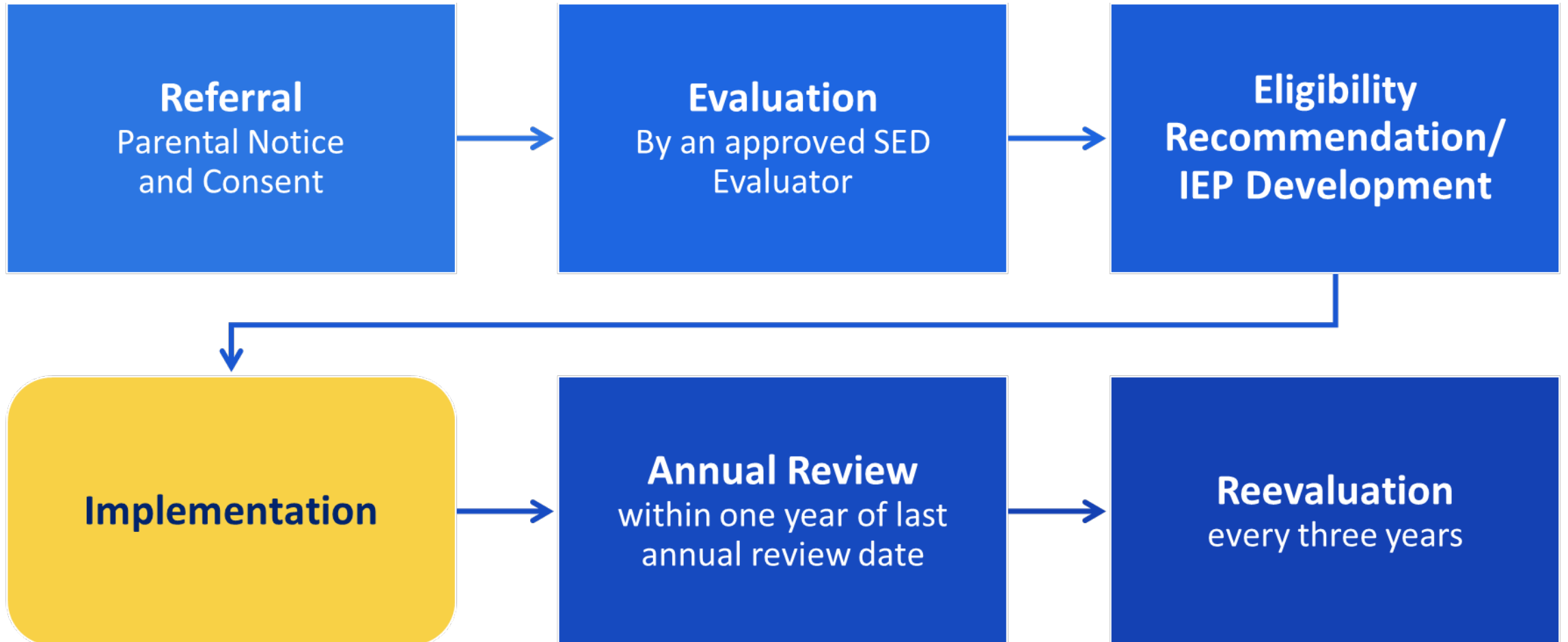
§200.16(f)(2)

- Identify coordinator of services if two or more related services are recommended—if child receives SEIS, SEIS provider is coordinator of services.
- The BOE shall notify the parent, the commissioner, the appropriate municipality, and the preschool program or related services provider selected to provide the services of its approval.

Implementation



The CPSE Process—Step 4— Implementation





Consent for IEP Implementation



- Must provide the parent with PWN and a copy of the IEP and obtain written consent for the initial provision of special education services.
- If the parent does not respond or denies consent, services cannot be provided.

IEP Distribution



§200.4(e)(3) and §200.2(b)(11)

- Must provide paper or electronic copy of the IEP before implementation to all responsible for implementation of services.
- Must ensure that supplementary school personnel or others responsible for assisting with implementation have opportunity to **review a copy** and have ongoing **access to** a copy of the IEP.
- All IEPs shall remain confidential.

IEP Implementation

- IEPs are implemented with fidelity.
 - Ongoing progress monitoring and formative assessment of preschooler's progress on their goals and objectives which are consistently implemented.
 - Alignment between the IEP and instructional/classroom practice is evident.
 - If progress monitoring or formative assessments indicate changes in student needs or abilities, then the CPSE can meet to amend the IEP based on that data.

Implementation of Services

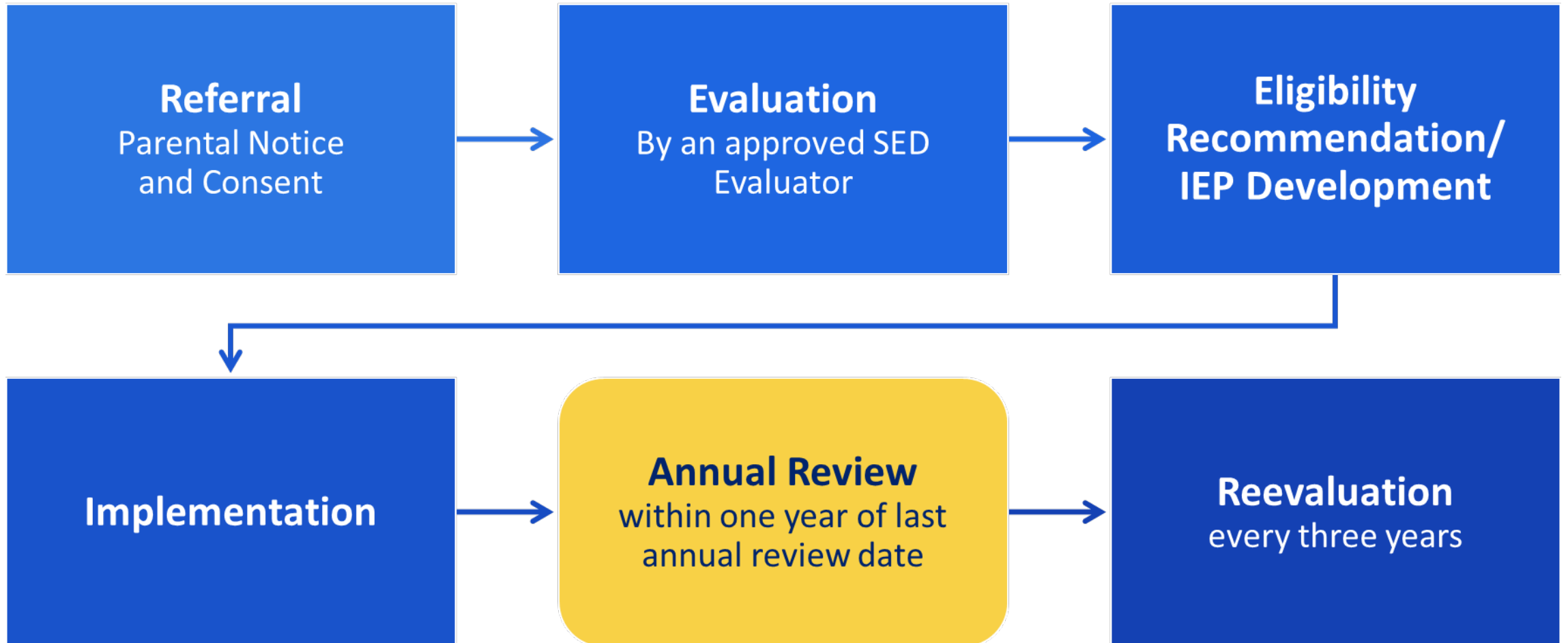
§200.16(f)

- The BOE arranges for services with consent of the student's parents.
- The district designee notifies the appropriate municipality and the preschool program or related services provider selected to provide the services of its approval.
- The municipality is responsible for providing transportation for the program unless the parent agrees to transport and be paid for providing transportation.

Annual Review and Reevaluation Process



The CPSE Process—Step 5—Annual Review



Considerations for Annual Review

- **Purpose of Annual Review:**

- Determine if the annual goals of the student have been achieved
- Develop, review, and revise the IEP

- **Required Considerations:**

- Each student's IEP must be considered in the context of the student's changing needs, developmental milestones, and expectations in the next year
- Determine how student needs will be met in the LRE

- **Data Informs the Annual Review**

- Use formal and informal data collected throughout the year to inform the Present Levels of Performance

- **Revising the IEP:**

- Review goal progress
- Review new evaluation information
- Identify new information provided by students, parents, and teachers

Questions to Consider at the Annual Review



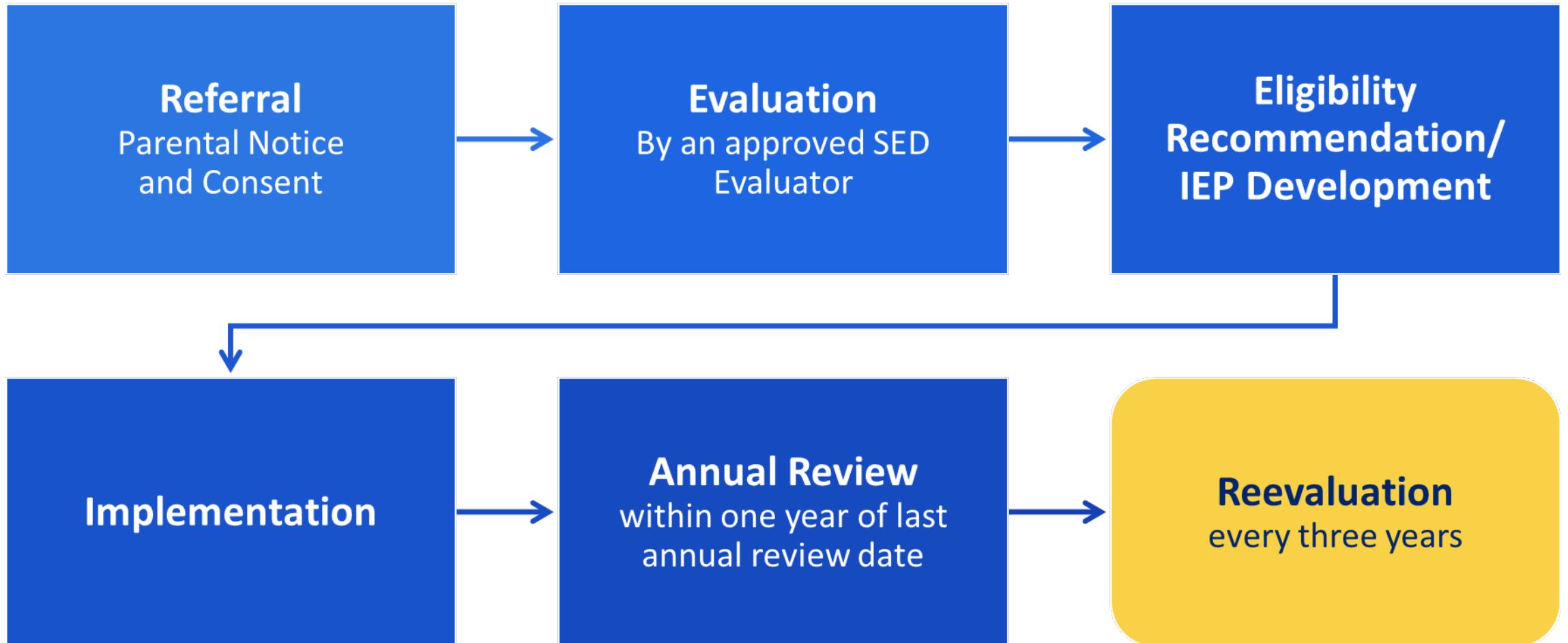
- How has the student progressed in their skill development?
- What independence has the student gained in their skills?
- What new skills has the student exhibited?
- Based on the student's improved abilities and current data, what level of support is appropriate for the coming year to further their independence?
- Does the CPSE reflect on LRE at every meeting?

Preschool IEP Checklist



- Student information
- Evaluation results
- Present levels of performance
- Effect statement
- Special factors
- Annual goals
- Reporting to parents
- Special education programs and services
- Supplemental aids and services/
program modifications/
accommodations
- AT
- ESY
- Participation with students
without disabilities
- Special transportation

The CPSE Process—Step 6— Reevaluation



Reevaluation

§200.4(b)(4), §200.4(c)(3)



The CPSE must arrange for an appropriate reevaluation of each student with a disability:

- If the district determines that the educational or related services needs warrant a reevaluation;
- At least every **three** years (except where the school district and the parent agree in writing that such reevaluation is unnecessary);
- Prior to determining that the student is no longer a student with a disability (declassification); and/or
- If the student's parents or teacher requests a reevaluation.

A Reevaluation Must Include:



§200.4(b)

- A **variety** of tests or assessment tools or strategies;
- Information provided by the **parent**;
- Relevant **functional, developmental, and academic information** about the student that may assist in determining **whether the student is a student with a disability**; and
- The **content of the student's IEP**, including information related to enabling the student to **participate and progress in age-appropriate activities** for preschool students.

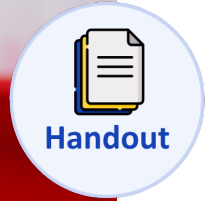
Transitioning from Preschool Special Education (CPSE) to School- Age Special Education (CSE)



When Will Students Transition to Kindergarten?

Students who will be five years of age on or before December 1st 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.



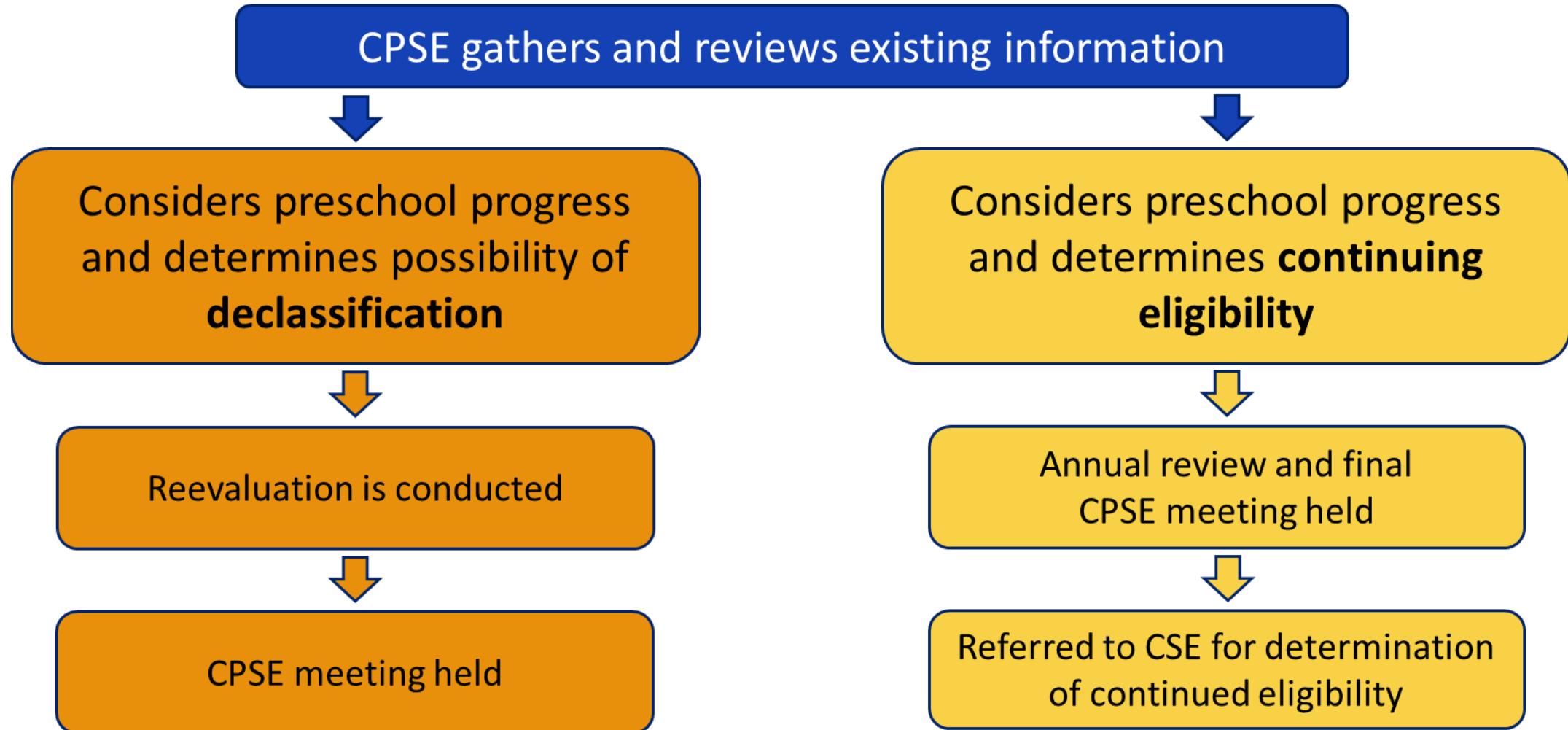
At the Final CPSE Meeting...

- Discuss yearly progress (Annual Review);
- Determine ESY services for the current school year (as a preschooler);
- Determine whether the student will be:
 - Declassified; *or*
 - Referred to CSE.



Responsibilities of the CPSE

During Transition to CSE





Transition: CPSE to CSE

CPSE Responsibilities:

- Notify parent of referral to CSE
- Provide CSE with updated information

SPP#7: Exit Assessment Preschool Outcome Summary Form



Preschool children with disabilities who:

- Stop receiving preschool special education services due to program completion or declassification, and
 - Received an entry assessment and participated in preschool special education for at least six months prior to exiting
- During the school year in which the school district is required to report exit data.
 - A school district may choose to conduct exit assessments each year on all preschool special education children to assist in making student and programmatic decisions.

Summary and Review



Quality Indicators for CPSE Process

- Evaluations are completed in a timely manner.
- The cultural and linguistic diversity of a child is considered when evaluating a preschool child's skills and behaviors.
- When a child transitions from EI to CPSE, eligibility is determined, and the IEP is developed before the child's 3rd birthday.
- The CPSE recommends services that will support the child in acquiring skills necessary to progress developmentally and participate in age-appropriate activities.
- Parents are informed and participate in the evaluation process and IEP development for preschool services for their child.

What's Going on Your "To-Do" List?

- "I" time—reflect on the regulatory foundation topics we covered.
- Note any specific "to-dos" on your follow-up plan.



Questions and Answers



Exit Ticket



What is one take-away you have or one new thing you learned from Module 10?

Resources

- [Guidance Documents Related to Preschool](#)
- [Guide for Determining Eligibility and Special Education Programs and Services for Preschool Students with Disabilities](#)
- [New York City: Moving to Preschool](#)
- [New York City: Moving to Kindergarten](#)
- [New York State Regulations of the Commissioner of Education, Part 200: Students with Disabilities](#)
- [NYSED IEP](#)
- [Preschool Transition Calendar](#)

References

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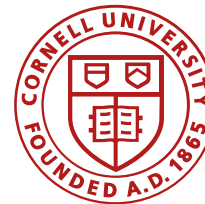
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