Transitioning from Preschool Special Education (CPSE) to Kindergarten
Our goal for tonight is to help you feel better about this transition. We do NOT want you to feel like the bridge to kindergarten is similar to the picture.
Children who will be **five** years of age on or before **December 1** are eligible to attend kindergarten starting in September of each school year.

Children who meet this criteria must transition to “School Age” to continue to receive their special education services.

**June 1st, 2020:** If you are electing to parentally place your child in either an additional year of preschool or a private school and you would like to request they still receive their special education services, you must alert BCSD and the ‘district of location’ in writing by June 1st, 2020.

**April 1st, 2020:** If you are electing to parentally place your child in a private school (for Kindergarten) within 15 miles of your home and would like to request bus transportation, you must alert the district transportation director by April 1st, 2020.
<table>
<thead>
<tr>
<th>Transition process</th>
<th>CPSE Annual review</th>
<th>ESY - Preschool</th>
<th>CPSE to CSE Meeting</th>
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<td>Annual review to</td>
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<td>discuss yearly</td>
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<td>progress.</td>
<td>School Year</td>
<td>Program, Related</td>
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<td>for preschool</td>
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<td>(CSE)</td>
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At the CPSE Annual Review, your child may demonstrate achievement of their IEP goals or scores in the average range on various assessments. They no longer require special education services and will not be referred to the CSE for school age services.

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.

Your child has made progress, grown exponentially, and learned many concepts and behaviors necessary for success in kindergarten. This is a good thing! Celebrate!
Response to Intervention (RTI)

- Reading
- Math
- Behavior

**Tier 3**
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

**Tier 2**
Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

**Tier 1**
Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.
## CPSE/CSE Similarities

<table>
<thead>
<tr>
<th>Multidisciplinary evaluations</th>
<th>IEP Goals</th>
<th>Committee consensus</th>
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<tbody>
<tr>
<td></td>
<td>◦ based on student’s present levels of performance (PLP) ◦ measurable ◦ annual</td>
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<thead>
<tr>
<th>Parent consent required for all evaluations/reevaluations</th>
<th>FAPE (Free Appropriate Public Education)</th>
<th>Annual Review</th>
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<th>Procedural Safeguards and Due Process Rights</th>
<th>LRE (Least Restrictive Environment)</th>
<th>Parent can request review of IEP</th>
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PAC- SPED Info Night 02/12/2020 @ 6:00p - BCHS Conf. Room B115
<table>
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<tr>
<th>CPSE/CSE Differences</th>
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<tr>
<td>1 of 13 Classifications on IEP</td>
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<td>Evaluations by school district personnel</td>
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Many preschool therapists and teachers will update testing/evaluations and will use their progress monitoring data to make appropriate recommendations for ESY and Transition to CSE.

Consent will be requested of the parents by the CSE for new or additional evaluations.

CPSE Chair and BC School Psychologists will visit your child (if they are in a preschool special education program) to observe your child in his or her current educational setting and speak with their current providers.
Preparing for your meetings

Be prepared to discuss:

- How you believe your child’s year has gone
- Strengths and interests
- Concerns you have as we look ahead to Kindergarten

Bring a picture

Alert BCSD SESS Office 3 days prior to the meeting if you would like to have “Family Requested Attendees” or a “Parent Member”

Registration/K Screening Sign up
## Committee on Special Education (CSE) Mandated Members

1. Parent(s) of the student
2. Chairperson/District Rep
3. General education teacher
4. Special education teacher/provider
5. Individual to Interpret Evaluations
6. School psychologist
7. Parent Member (if requested)
8. Others who have knowledge or special expertise regarding the student (parent or district invite)
9. School district’s physician (if requested)
10. Student (if appropriate)
Why classification?

Regulations require a specific disability classification for children 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 team developing the IEP determines services
13 CLASSIFICATIONS

- Autism
- Other Health Impairment
- Speech-Language Impairment
- Deafness
- Orthopedic Impairment
- Traumatic Brain Injury
- Deaf-Blindness
- Multiple Disabilities
- Visual Impairment
- Emotional Disturbance
- Learning Disability
- Hearing Impairment
- Deaf-Blindness
- Multiple Disabilities
School-aged Continuum of Services

- Regular Class Program
  - Consultant Teacher (Direct or Indirect)
  - Related Services
- Resource Room
- Special Class
- Special Day School
- Home/Hospital
- Residential

Most Restrictive

LRE

Integrated Co-teaching (optional)
Continuum of Special Education Services at BCSD

- Intensive Skills
- Primary Skills
- Co-Teach
- Related Services
AVAILABLE AT ALL ELEMENTARY BUILDINGS

RELATED SERVICES

COORDINATED CARE TEAM

OT MOTOR IMPROVEMENT (K)
Primary Skills Classroom: Hamagrael Elementary
INTENSIVE SKILLS CLASSROOM: ELSMERE ELEMENTARY
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
- To have access to mediation, due process and impartial hearing, if needed
Let’s be a team!

- Collaborative communication
- Planning together and sharing in the responsibility for ensuring a quality education for your child
- Respecting one another’s opinion and knowledge
THANKS!

Any questions?

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Heather Quinn: HQuinn@bethlehemschools.org