



New York State Education Department
Office of Special Education
Educational Partnership





Transition from Preschool Special Education to Kindergarten

Presented by: The Early Childhood Family and Community Engagement Center

The Center for Community Inclusion at LIU Post

Developed by the Technical Assistance Partnership for Behavior



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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.

**Principle 2:
Parents, and other
family members, are
engaged as
meaningful partners
in the special
education process
and the education of
their child.**

Blueprint for Improved Results for Students with Disabilities

This is evident when:

- Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's individualized education program (IEP).
- Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.
- Parents and educators engage in frequent, respectful, and open discussion of the educational needs of the student.
- Families are invited into and feel welcome in all school environments.
- Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.

Transitioning from Preschool Special Education to Kindergarten



Presented by: Early Childhood Family and Community Engagement Center

When a child has a disability, 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



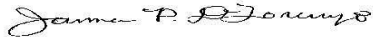
THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES
STATEWIDE COORDINATOR FOR SPECIAL EDUCATION
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March 2008

TO: District Superintendents
Superintendents of Schools
Presidents of Boards of Education
New York City Board of Education
Principals of Public Schools
Directors of Pupil Personnel Services
Administrators of Nonpublic Elementary and Secondary Schools
Organizations, Parents and Individuals Concerned with Special Education
Impartial Hearing Officers
Commissioner's Advisory Panel for Special Education Services
SETRC Professional Development Specialists
Regional School Support Centers

FROM: James P. DeLorenzo 

SUBJECT: Provision of Special Education Services to a Five-Six Year Old Child with a Disability Not Subject to Compulsory Attendance Requirements and Not on a Regular School Attendance Register

The purpose of this memorandum is to clarify the responsibility of the Committee on Special Education (CSE) to provide special education services to a child with a disability under the age of seven who is eligible for school-age services, not subject to compulsory attendance requirements and not on a regular school attendance register for school-age children. These are children with disabilities determined by the CSE to be eligible for school-age special education services who are no longer eligible for preschool special education services, are not parentally placed in a nonpublic elementary school and are not being home schooled pursuant to section 100.10 of the Regulations of the Commissioner of Education.

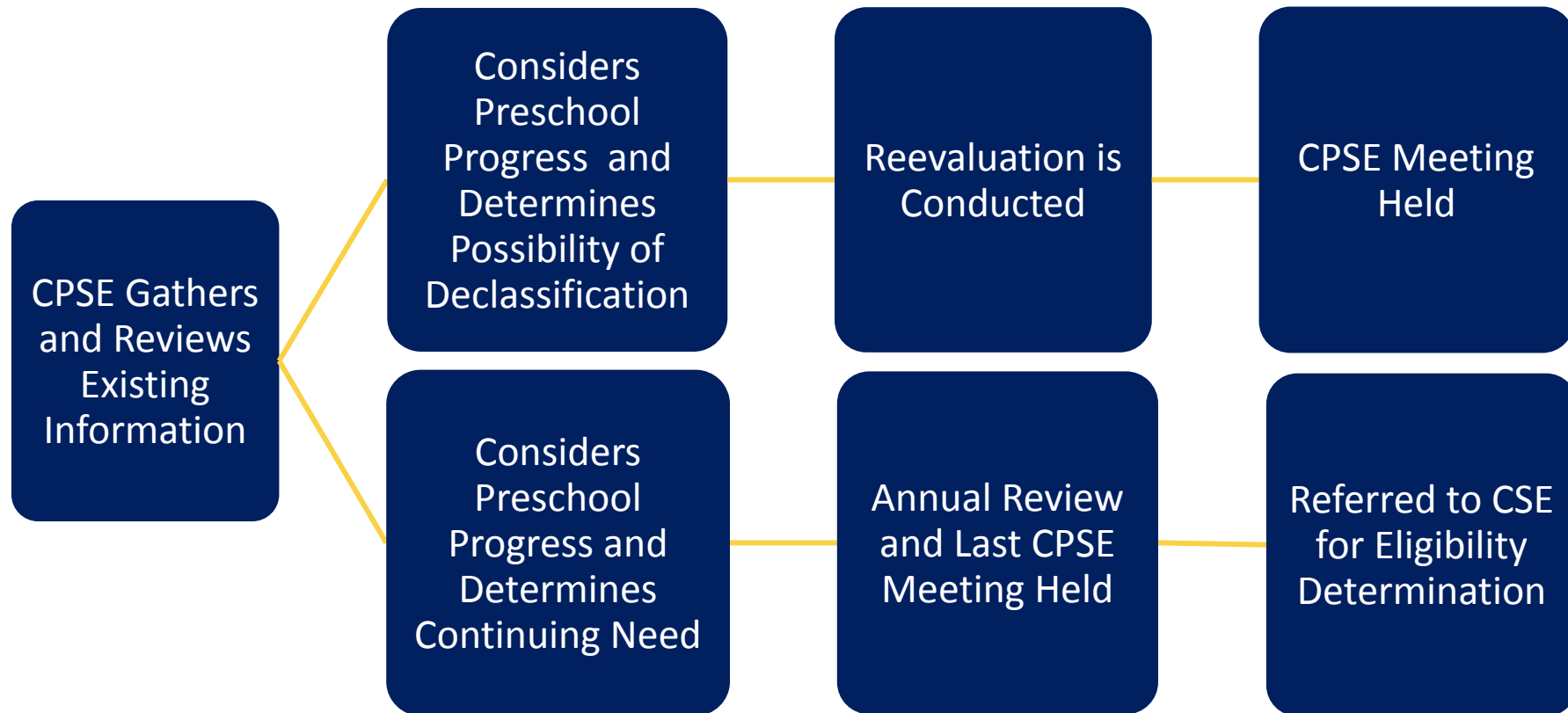
If a parent of a child who meets the above criteria elects not to enroll his/her child with a disability in the public school until the child is of compulsory school age, the CSE of the child's school district of residence is responsible to develop an individualized education program (IEP) and offer special education services to the child. The site where the services are to be provided would be determined by the Board of Education. In accordance with section 200.6(m)(3) of the Regulations of the Commissioner of Education, such children are "deemed enrolled" for the purpose of claiming State aid for the provision of



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 the Committee on Special Education (CSE)

At the initial CSE Meeting...

- Review evaluations
- Determine continued eligibility of the student

If determined eligible an IEP will be developed:

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

Reach consensus as a committee

Forward recommendations to the 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)

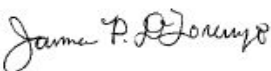
This is the Federal and State regulatory definition of LRE.

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.



December 2015

SPECIAL EDUCATION FIELD ADVISORY

From: James P. DeLorenzo 

Subject: School Districts' Responsibilities to Provide Students with Disabilities with Specially-Designed Instruction and Related Services in the Least Restrictive Environment

Students with disabilities have a fundamental right to receive their special education supports in a classroom and setting that, to the maximum extent appropriate, includes students without disabilities. Under federal law, the presumption is that students with disabilities will attend the same schools they would have attended if they did not have disabilities and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's individualized education program (IEP) cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

Yet, in New York State (NYS), data shows that far too many students with disabilities are removed from their general education classes and schools, disparate with the data from other states. Over the past two decades, the State has promoted reform in this area through law, regulations, policy, monitoring, partnerships, professional development and technical assistance. While the statewide data shows significant improvements, there continue to be individual school districts where high percentages of students with disabilities are in separate classes or programs and removed from their general education classes.

At their November 2015 meeting, the Board of Regents discussed federal law and policy relating to placements of students in the least restrictive environment (LRE); research findings that support inclusion of students with disabilities; historical initiatives of the New York State Education Department (NYSED) to ensure students with disabilities are in the LRE; data results at the federal, State, regional and school district level relating to LRE, for both preschool and school age students with disabilities; and a proposed policy to improve LRE placements and results for students with disabilities. A copy of the written report to the Board of Regents and supplemental PowerPoint presentation can be accessed at <http://www.regents.nysed.gov/meetings/2015/2015-11/p-12-education>.

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

NYSED approved evaluation
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 Disability

Orthopedic
Impairment

Deafness

Learning Disability

Other

Deaf-Blindness

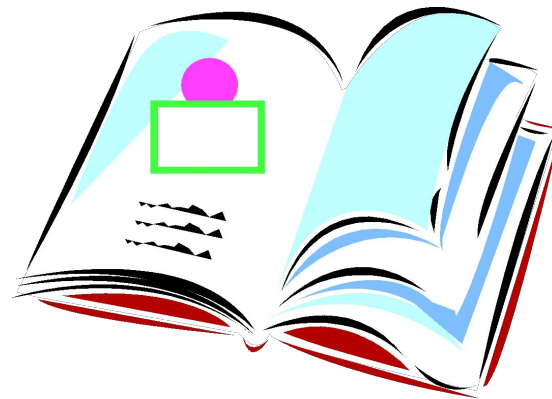
Multiple Disabilities

Health-Impairment
Speech or Language
Impairment

Emotional Disability

Traumatic Brain
Injury

Hearing Impairment



Visual Impairment
including Blindness

School-aged Continuum of Services

- Consultant teacher services (direct and/or indirect)
- Resource room services
- Related services
- Integrated co-teaching services
- Special class

[2013 NYSED Continuum](#)

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



All About Me

My name is:

The members of my family are:

Two things I want everyone to know about me are:

- 1.
- 2.

Here is a picture of me, isn't it cool?



When I am happy, I will:

When I am unhappy, I will:

When I play, I like to:

Some of my favorite toys are:

Some things I do well are:

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



Part B PROCEDURAL SAFEGUARDS NOTICE

New York State Education Department PROCEDURAL SAFEGUARDS NOTICE

July 2017

Rights for Parents of Children with Disabilities, Ages 3-21

As a parent, you are a vital member of the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) in New York State. The CSE/CPSE is responsible for developing recommendations for special education programs and services for your child. You must be given opportunities to participate in the CSE/CPSE discussion and decision-making process about your child's needs for special education. The following information concerns procedural safeguards that are your legal rights under federal and State laws to be informed about and involved in the special education process and to make sure that your child receives a free appropriate public education (FAPE).

A copy of this procedural safeguards notice must be provided to you one time a year and:

- upon initial referral or your request for an evaluation of your child.
- whenever you request a copy.
- upon receipt of the first due process complaint in a school year requesting mediation or an impartial hearing.
- the first time in a school year when the school district receives a copy of a State complaint that you submitted to the New York State Education Department (NYSED).
- when a decision is made to suspend or remove your child for discipline reasons that would result in a disciplinary change in placement.

The Procedural Safeguards Notice has been adapted from the model form developed by the United States Department of Education (USDOE). Information was added regarding New York State's requirements.

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 a disability kindergarten planning can be:

- Exciting
- Overwhelming
- Challenging
- Scary
- Fun
- Different



... A time for transition

Resources

- [A Resource to Special Education Support Services Birth - 3rd grade](#)
- Early Childhood Family and Community Engagement Centers:
<https://osepartnership.org/center/long-island-ec-face-center>
- School Age Family and Community Engagement Centers:
<https://osepartnership.org/center/long-island-sa-face-center>
- OSE Educational Partnership <https://osepartnership.org/>

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https://twitter.com/center_liu



[Click here](#) or scan QR code to register for workshops on MLP



NYS Education Department Office of Special Education Educational Partnership website [here](#)



[Click here](#) or scan QR code to join our mailing list and email post-cci@liu.edu with questions



LONG ISLAND UNIVERSITY



Thank You!

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

Let us support you.



Contact Us

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Resource and Referral Specialists

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