

*A PARENT/GUARDIAN GUIDE
TO UNDERSTANDING THE*
**CPSE TO CSE
TRANSITION PROCESS**



NEWBURGH
ENLARGED CITY SCHOOL DISTRICT



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Kindergarten, here we come!

What if my child is NOT eligible?

GLOSSARY OF TERMS



NEWBURGH ENLARGED CITY SCHOOL DISTRICT

For more information, clarification, and COMPLETE definitions, please visit the NYS Parent's Guide to Special Education Services:

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

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

Quick-reference definitions:

Committee on Preschool Special Education (CPSE)	Committee that is responsible for Special Education services for 3-year olds and 4-year olds
Committee on Special Education (CSE)	Committee that is responsible for school-age Special Education services for individuals between the ages of 5-years old and 21-years old
Consent	parent/guardian approval
Continuum of Services	the programs offered through Special Education from 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
Eligible	the child can receive Special Education services
Extended School Year (ESY)	services recommended for July and August
Individualized Edu-cation Plan (IEP)	the tool to document how one student's special needs related to his/her disability will be met within the context of an educational environment
Ineligible	the child cannot receive Special Education services
Initial Eligibility De-termination Meeting	where the CPSE or CSE determines whether or not a child is eligible for Special Education services
Intake	an appointment where you take your child to the school that he/she may potentially attend to determine whether or not it is a appropriate placement; part of the out-of-district process
Least Restrictive Environment	least restrictive environment 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.
Out-of-district	the term used to describe programs that are not found in one of the 9 elementary schools within the Newburgh Enlarged City School District
Placement	the location of that program; the school your child will attend
Response to Intervention (Rtl)	A building-level, multi-tier approach to the early identification and support of students with learning and behavior needs

CLARIFICATION OF COMMITTEES

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



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.

So, what does this mean??

First, let's define some terms and concepts you should be familiar with:



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

<i>Early Intervention</i>	<i>Committee on Preschool Special Education (CPSE)</i>	<i>Committee on Special Education (CSE)</i>
If your child received Special Education services from birth through 3-years 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 3-year olds and 4-year olds.	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. We call this Initial Eligibility Determination.

The phase where your child moves from CPSE to CSE is called the CPSE to CSE Transition Process.

CLARIFICATION OF COMMITTEES

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



What is the difference between 'program' and 'placement'?

The program indicates the Special Education program your child requires to access the general education curriculum. The program is recommended 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.

What is Least Restrictive Environment?

Least restrictive environment 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.

For more information and clarification, please visit the NYS Parent's Guide to Special Education Services:

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

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CPSE TO CSE PROCESS

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The CSPE consists of members functioning at the preschool level. The CSE consists of members functioning at the school-age level. In CPSE, you are determining a delay in one of the domains: cognitive, language and communicative, adaptive, social-emotional or motor development. In CSE, you are determining whether or not a child has a disability as defined by Federal and State regulations.

In New York State, there are 13 classification areas to consider for a student with a disability:

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

Typically, for entering kindergarten students, the more prevalent (or most recommended) classification is Speech or Language Impairment or Other Health Impairment.



CPSE TO CSE PROCESS

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



How many meetings are there for my child?

The CPSE to CSE Transition process includes a series of formal meetings. It is outlined below in visuals:

Overview: There are three parts to the process:



'Full' Meetings vs. 'Split' Meetings:

In the Newburgh Enlarged City School District, some students will have 'full' meetings and some will have 'split' meetings. A 'full' meeting indicates that all 3 parts of the process are scheduled to occur in one meeting, named the 'CPSE to CSE Transition Meeting'.

At the CPSE to CSE Transition Meeting, the CSPE and CSE Committees will be present as preschool faculty and providers are required for the CPSE Annual Review and school-age faculty are required for the CSE meeting portion. The CPSE provides information about the child at the preschool level and a CPSE Individualized Education Plan (IEP) for the Annual Review is created. If your child is recommended for Extended School Year (ESY) services, an additional CPSE IEP will be created.

After the Annual Review and Extended School Year (ESY) recommendations, the CSE then reviews the information and determines eligibility for school-age Special Education services; this is considered an Initial Eligibility Determination Meeting. If your child is eligible for school-age Special Education services, an Individualized Education Plan (IEP) will be developed for kindergarten.

If during the 'full' meeting a student is declassified at the Annual Review part, he/she will not move on to the next two parts (the ESY recommendation and the CPSE to CSE Transition to determine eligibility for school-age Special Education services in kindergarten).

Your child will have at least 1 but up to 3 Individualized Education Plans (IEPs) developed as a result of the CPSE to CSE Transition Meeting.

CPSE TO CSE PROCESS

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



A 'split' meeting indicates that you will have the Annual Review Meeting, including the Extended School Year (ESY) recommendation at one time in one meeting, and the CPSE to CSE Transition Meeting at another time in a second meeting. Thus, you would only sit with the CPSE for the Annual Review. All information discussed at this meeting, including recommendations, will be documented in the CPSE Individualized Education Plan (IEP). Again, if your child is recommended for summer services, he/she will have 2 CPSE IEPs as a result of the Annual Review Meeting.

If it is determined that additional information is needed in order to inform the CSE decision on whether or not your child has a disability, meaning additional evaluations or information are required, you will be contacted and asked to sign consent for additional evaluations.

If your child moves on to the CPSE to CSE Transition Review Meeting it is an Initial Eligibility Determination Meeting where the school-age CSE Committee determines eligibility, including classification, and recommends an appropriate program, related services, supports, accommodations, and/or modifications with consideration of the Least Restrictive Environment (LRE).

If your child is declassified at the Annual Review Meeting, he/she will NOT REQUIRE a CPSE to CSE Transition Meeting. If this is the case, your child will enter kindergarten as a general education student and be entitled to building level supports, as all students are. In this case, the Individualized Education Plan (IEP) will be updated and you will receive a Declassification Statement in the mail.



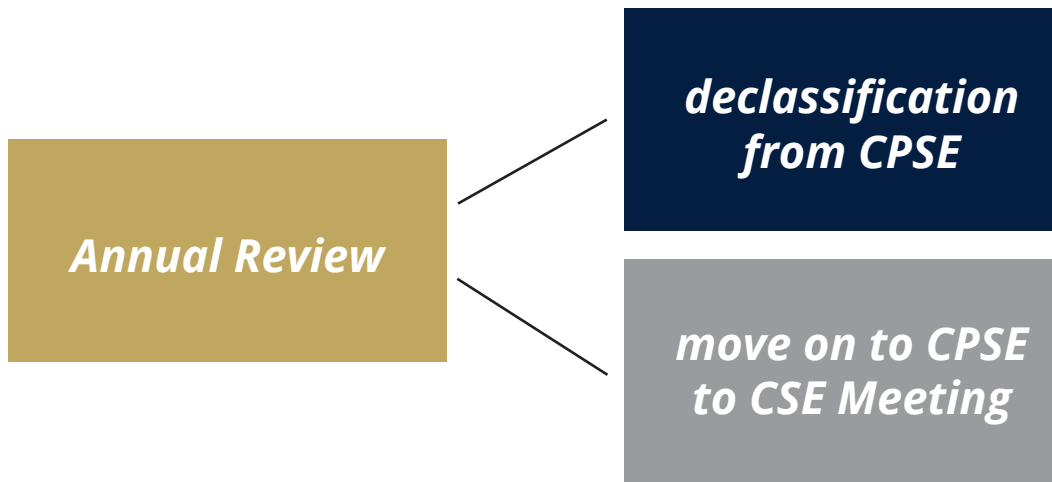
CPSE TO CSE PROCESS

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



What to Expect in the CPSE to CSE Transition Process:

A visual to the explanation on the previous two pages:



<i>Annual Review:</i>	<i>If declassification occurs:</i>	<i>If moving on to CSE Transition Meeting:</i>
<ul style="list-style-type: none"> • CPSE: preschool team • Review past year's progress and make summer recommendation (Extended School Year - ESY) • Your child will be recommended to the CSE (school-age) to determine eligibility for classification of a disability and Special Education services • Your child may be recommended for additional testing by the CSE team. If this is the case, you will be asked to sign consent for additional evaluations. 	<ul style="list-style-type: none"> • You will receive a declassification statement in the mail • Your child will enter kindergarten as a general education student - he/she may be entitled to building level supports as determined by the building administration and faculty/staff 	<ul style="list-style-type: none"> • If your child is recommended for additional evaluations, after consent is obtained, testing will take place before the CPSE to CSE Transition Meeting • The Transition Meeting will be scheduled and the school-age CSE team will be there • The CSE will determine eligibility for a disability and recommend classification and Special Education services, supports, and accommodations/modifications; the CSE will create an IEP



Part 2: CPSE to CSE Transition Meeting – Initial Eligibility Determination Meeting for School-age Special Education Services



CPSE to CSE Transition Meeting	If eligible:	If Ineligible:
<ul style="list-style-type: none"> • School-age team; staff from elementary school buildings • The CSE will determine eligibility for a disability and recommend classification and Special Education services, supports, and accommodations/modifications' the CSE will create an IEP 	<ul style="list-style-type: none"> • The CSE team will create an Individualized Education Plan (IEP) • Placement will not be discussed at the CSE meeting • You will receive a letter in the mail of your child's placement; placement is driven by a combination of factors including: program recommendation, the District lottery, and parent choice selection, siblings currently enrolled in District • If your child is recommended for a program that is not found in District, he/she will be referred for an out-of-district placement; please see below for steps in this process. 	<ul style="list-style-type: none"> • You will receive a statement of ineligibility for your records • Your child will enter kindergarten as a general education student • He/she will be entitled to any building level supports and services he/she requires; this includes access to the Response to Intervention (RtI) process

CONTINUUM OF SERVICES



NEWBURGH ENLARGED CITY SCHOOL DISTRICT

Special Education Programs: A Continuum of Services:

Special Education Programs are recommended based upon a continuum of services in consideration of the Least Restrictive Environment (LRE) for each individual child. Thus, the Committee has an obligation to consider programs that are least restrictive, meaning where the child will be educated in the general education setting, as much as possible. When a less restrictive program is determined to be inappropriate, a more restrictive program can be considered. There are many factors that go into this Committee decision including the required level of supports and services the child needs in order to function in that setting. Some programs designed to provide supports to children with specific needs, so in this case, a Special Class may be recommended.

In Newburgh, we have the following programs in our District elementary school buildings:

Related Services Only	Students are educated in a regular classroom and will receive related service supports, as determined appropriate by the Committee
Consultant Teaching Services (direct/indirect)	Students are educated in a regular classroom and will receive the support of a Special Education teacher either directly in the classroom or indirectly through the teachers consulting and planning with each other, or both
Resource Room	Students are educated in the regular classroom and 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 student's goals.
Special Class	<p>A special class program is designated by a ratio of teachers to students to teaching assistants. There is an age range and limit to the number of students in each class for these programs. All students in these classes have an IEP and are receiving Special Education services. Because there are no 'typically' functioning peers in these classes, it is considered a more restrictive program.</p> <p>Special Class (12:1+2) developmental focus Special Class (12:1+1) language and cognitive focus Special Class (8:1+1) social/emotional focus Special Class (8:1+2) focus on students on the Autism spectrum</p>
Out-of-District	<p>The term 'out-of-district' is used to describe programs that are not found in one of the 9 elementary schools within the Newburgh Enlarged City School District. 'Out-of-district' program locations may be found within the city limits of our District, but are not part of our school system.</p> <p>Out-of-district programs can be found in satellite schools, which may be part of another public school district, or in a separate school building. Students are recommended for a Special Class program with a ratio which is determined to be most appropriate for the child. This recommendation drives the programs that are sought to educate the child.</p> <p>Students are only recommended for out-of-district programs when the programs found in District are not appropriate; if they do not have the appropriate supports and services to meet the child's needs to allow him/her access to learn.</p>



Part 3: After the CSE Meeting:

If your child is eligible, after the CSE...

- You will receive a copy of the IEP in the mail
- The school your child will attend will have access to the IEP and other relevant information
- If your child has a medical diagnosis, issue or concern, please contact the school nurse directly. All medical documentation should be sent to the building AND the Board of Education Exceptional Learners Division
- If your child requires additional transition support, please make arrangements with the building principal and building Supervisor for Exceptional Learners

If your child is recommended for an out-of-district placement: The Out-of-District Process:

If your child is recommended for a program that requires him/her to go 'Out-of-District' this is what you need to know:

What does 'out-of-district' mean?

The term 'out-of-district' is used to describe programs that are not found in one of the 9 elementary schools within the Newburgh Enlarged City School District. 'Out-of-district' program locations may be found within the city limits of our District, but are not part of our school system.

How is it determined that my child will go to an 'Out-of-District' Placement?

At a Committee for Special Education (CSE) meeting, the Committee, which includes you as the parent and/or legal guardian, will make a program recommendation. This program recommendation is based on a ratio of teachers to students to teaching assistants that indicates the required level of service the child needs. This recommendation must take into account Least Restrictive Environment (LRE).

These programs are considered to be Special Class programs and are indicated as that with a ratio following on an Individualized Education Plan (IEP). For example: Special Class (6:1:2) indicates a Special Class program was recommended at a ratio of 6 students, 1 teacher, and 2 teaching assistants.

If the Newburgh Enlarged City School District does not have a program in District buildings that is recommended by the Committee, or the ratio of the program is the same, but the in District program can not support the level of need your child is currently exhibiting, an 'Out-of-District' placement will be sought.

Should your child be recommended for a program ratio that is found within District schools, the placement is determined by the ability of that program to support the needs of your individual child.

***** At a CSE meeting, only the program is determined, not the placement.***



If my child is recommended for an 'out-of-district' program at the CSE, what happens next?

Out of District Process:





If my child is recommended for an 'out-of-district' program at the CSE, what happens next?

Out of District Process:

1. Programs Discussed with Parent

The Supervisor for Exceptional Learners or Committee Chairperson will discuss possible placement options with you within 2 weeks of the meeting. Typically, we look at surrounding BOCES programs (Orange-Ulster, Dutchess, Rockland, Ulster, Putnam-Northern Westchester) and New York State Approved Private Day Schools that are likely best suited to meet your child's needs.

We do not need consent to send a referral packet to a BOCES program, but we do need signed consent to send to a New York State Approved Private Day School.

2. Referral Packets Sent

After your child's referral packet is sent out (which includes the most recent IEP, evaluations, medical documentation, and any other pertinent information), the receiving school will review the information. If the school has more than one program, the packet will be sent to the most appropriate program(s) at that school. If the school feels that there is an appropriate program to consider, they will call you directly to arrange for an intake appointment.

Please note that we typically do not get notification in District regarding intake appointments, so we ask that you keep us in the loop.

If you require transportation arrangements to assist you in getting to your intake appointment, please contact the Supervisor for Exceptional Learners with the following information: date, time, exact location of the intake. This will be passed on to the Transportation Department and they will contact you with details on the transportation arrangements.

3. Intake Arranged Between You and the School Directly

You will attend an intake with school.

4. Go On Intake

After your intake, the Supervisor will receive a letter of acceptance or a letter of denial. If we receive letter of acceptance, you will be notified and asked to give verbal consent for your child to attend that program.



Out of District Process (Continued):

5. Letter of Acceptance or Declination Sent to District

After verbal acceptance is given by you, the acceptance letter is sent back to the school and undergoes an internal process in the Newburgh Enlarged City School District which notifies the Transportation Department and Registration where your child will be attending.

Please note that the Transportation Department and/or bus company will call you directly regarding pick-up and drop-off information.

6. Parent Accepts Placement You will be contacted by the Supervisor or Chairperson who will arrange a Placement Meeting which includes you and the school of acceptance. Placement Meetings generally are not lengthy and parents are welcome to participate by phone.

The purpose of the Placement Meeting is to review the IEP and make any necessary changes to it. For example, the program ratio may change depending upon the ratio that the school has that is best suited for your child. Another change is that our District writes related service recommendations on a yearly basis and most out-of-district programs recommend on a weekly basis.

7. Placement Meeting Arranged

8. Placement Meeting Occurs; IEP Updated Appropriately After the Placement Meeting, your child is set to go in his/her new school!

AFTER THE MEETING

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



What can I do over the summer to help my child prepare for kindergarten?

Teachers are not required to attend school until just before the school year starts and many buildings have maintenance occurring over the summer. Thus, if your child requires additional supports for the transition to kindergarten such as a visit to the school, please contact the building administration and/or the supporting Special Education Supervisor.

You will receive information, along with all other parents/guardians for entering kindergartners, about the Pre-K to K Transition Program, which includes supports such as a toolkit and activities to prepare both you and your child for school.

Kindergarten, here we come!

Once your child starts Kindergarten, the classroom teacher and building administration are the go to people. Each building is supported by a Supervisor for Exceptional Learners and in most cases, as CSE Chairperson. That Supervisor and/or Chairperson will be the one to coordinate all CSE-related components for the duration of your child's stay at that school.

What if my child is NOT eligible for school-age Special Education services?

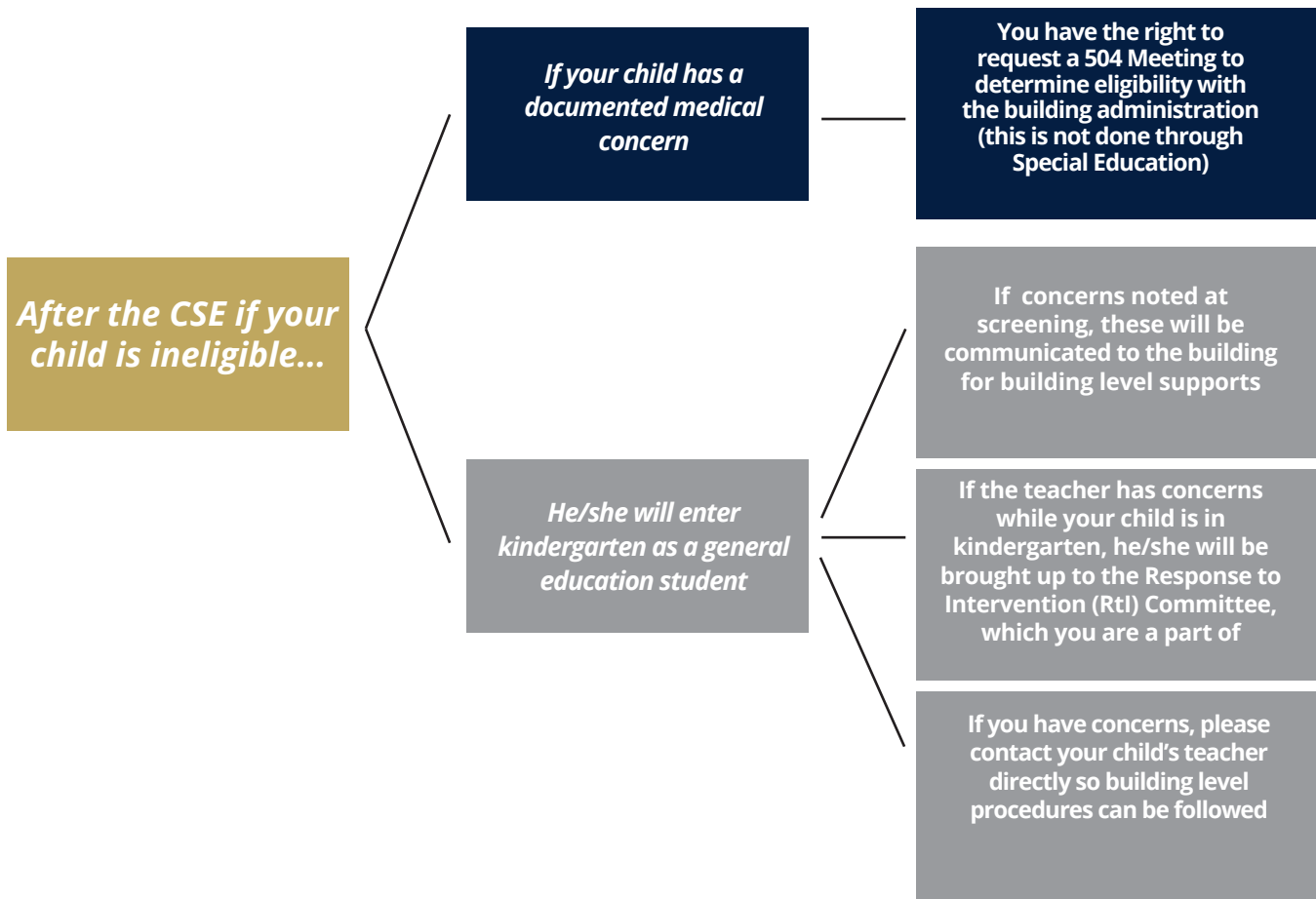
If your child is not eligible for school-age Special Education services, he/she will enter kindergarten as a general education student and be entitled to building level supports and services determined to be eligible by building administration and faculty/staff.

If the teacher has concerns for your child in kindergarten, he/she will be brought up to the Response to Intervention (RtI) Committee, in which you are part of the process. If you have concerns as the parent/guardian, please contact your child's teacher directly so building level procedures can be followed.

If your child has a documented medical diagnosis or concern, you have the right to request a 504 Committee Meeting to determine eligibility for a 504 Plan. This process is led by the school building administration, not the Exceptional Learners Division; thus, please contact building administration directly should this be an avenue you wish to explore.

AFTER THE MEETING

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



THANK
YOU

NEWBURGH ENLARGED CITY SCHOOL DISTRICT



Please remember the transition process is just that...a process....each student needs time to settle into a new environment with new friends and adults in his/her life. There are new expectations and routines to learn. Some students need a little more time to acclimate.

If your child has never been to school, is acquiring a new language, has a disability, or has any other changes going on it may be a factor in the amount of time it takes for him/her to adjust and show what they know.

Please remember to discuss any concerns with your child's teacher to so that he/she can be supported most effectively.

Thank you for taking the time to understand the CPSE to CSE Transition Process.

We look forward to our work together as a collaborative team to support your child in his/her educational career!