

# Transitioning from Committee on Preschool Special Education (CPSE) to Committee on Special Education (CSE)

Jericho Public Schools

# What is transitioning?

- Transitioning is the process of moving from one service system to the next system.
  - Students who receive Early Intervention transition to CPSE
  - Students transition from CPSE to CSE

# CPSE and CSE

- Every school district has a committee that decides a child's special education needs and services.
  - The CPSE is responsible for preschool children with disabilities ages 3-5.
  - The CSE is responsible for school age children with disabilities ages 5-21.
  - A child classified as a "preschooler with a disability" must meet different criteria as a school age child.

# Who are the members of the CSE?

- Chairperson
- General Education Teacher
- Special Education Teacher
- Related Service Providers- Speech, Occupational Therapist, Physical Therapist, etc.
- Evaluator
- Psychologist
- Parents
- Student (when appropriate)



# Why a classification?

- As a preschool student, your child was designated as a “preschooler with a disability.”
- For students that are ages 5-21 needing special education services a specific classification is required by the State Education Department. Specific criteria for each must be met.
- Classifications include:

autism	learning disability
deafness	intellectual disability
deaf-blindness	multiple disabilities
emotional disturbance	orthopedic impairment
speech language impaired	traumatic brain injury
visual impairment	other health impaired
hearing impairment	

# What evaluations are performed and who conducts the evaluations?

- Evaluations are conducted to examine closely a student's skills, strengths and weaknesses to determine current levels of functioning.
- It includes the following areas:
  - Adaptive behavior-dressing, eating, toileting
  - Cognitive functioning-reasoning, readiness skills, problem solving
  - Social emotional –interaction with others
  - Physical-fine motor skills and gross motor skills
  - Communication- articulation, receptive and expressive language
- Physical examination is conducted by a medical professional.
- Psychological evaluation and social history is conducted by a psychologist.
- Classroom observation is performed by the case manager.
- Progress reports and/or recent testing is performed by service providers, such as speech, occupational therapy or physical therapy.

# The Annual Review and Transition Meeting

- The CPSE Annual Review is a meeting that takes place in the spring by the committee to discuss progress made during the year by the student.
- The transition meeting to CSE may follow the CPSE Annual Review.
- Eligibility is based on the following sources of information: parent report, observation, evaluations, progress reports and teacher reports.
- All members of the committee make important decisions and necessary changes to the student's program.
- If data supports significant regression of skills without the service, then summer services may be recommended to the CPSE.
- If the student is deemed not eligible for CSE, then s/he will be declassified. Strategies and/or support under academic intervention services (AIS) may be warranted.



# Individualized Education Program (IEP)

- If the Committee decides your child is eligible for special education services, an IEP is developed to meet your student's needs.
- The IEP is a document that includes:
  - strengths and weaknesses
  - special equipment
  - current abilities and needs
  - results of evaluations
  - assistive technology
  - support for classroom teacher
  - testing accommodations
  - goals and objectives
  - program modifications
  - transportation services
- Each teacher and service provider will have a copy of the student's IEP and be aware of specific accommodations, modifications and supports.
- The IEP has annual goals that are developed and implemented for the school year.
- The IEP is kept confidential.
- IEPs may be amended at any time during the year.



# What programs are available ?

- For school-age students, special education services and programs may include specially designed instruction and supplementary services provided in the regular class, consultant teacher services (direct/indirect), related services, resource room programs, special classes, or private schools.

# Related Services

- Services may include: speech therapy, occupational therapy, physical therapy, parent counseling and training, and psychological services as needed by each child.
- Therapists work with the student in a specific location for a specified amount of time each week determined by the CSE.
- Services may be “pull out” or “push in.”

# The Least Restrictive Environment (LRE)

- Jericho staff is responsible for providing an appropriate education for each student.
- The location of where services will be provided must be in the least restrictive environment, which is determined by the CSE.
- School age students with a disability will receive services typically in the general education class with necessary supports and services
- Some students due to their intensive needs may need programs or services that occur out of the general education curriculum.
- Students with disabilities are placed in the least restrictive setting and integrated with their non-disabled peers to the maximum extent possible, based on each student's individual needs.



# Kindergarten placements may include:

- General Education Kindergarten with no supports
- General Education Kindergarten with related services
- Collaborative/Co-teaching
- Special class
- Special school

# The Role of the Parent

Parents are considered important members of the CSE.

- Help prepare the individualized educational program
- Communicate with the service providers on a regular basis.
- Observe, listen, and be an advocate.
- Review the IEP regularly to determine if it matches the needs of the student.
- Monitor progress to reconvene a meeting of the CSE, if the student does not qualify for services.
- Join SEPTA.