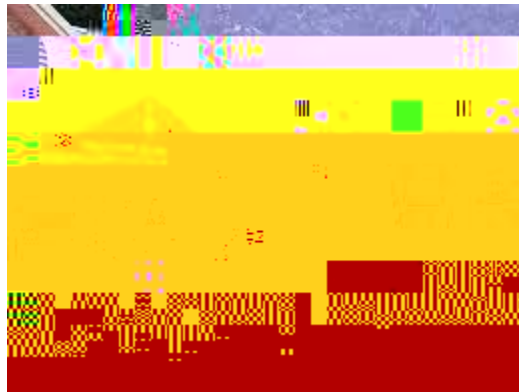


WELCOME TO KINDERGARTEN

***Making the Transition from
CPSE to CSE***



**East Islip School District
(631)224-2060**

This guide contains some valuable information about the process that takes place when a child with a disability, who has been attending a preschool special education program, is entering kindergarten in his/her local school district. The same process is used for a child who has been receiving special education or related services in a general education preschool, nursery school, childcare or at home.

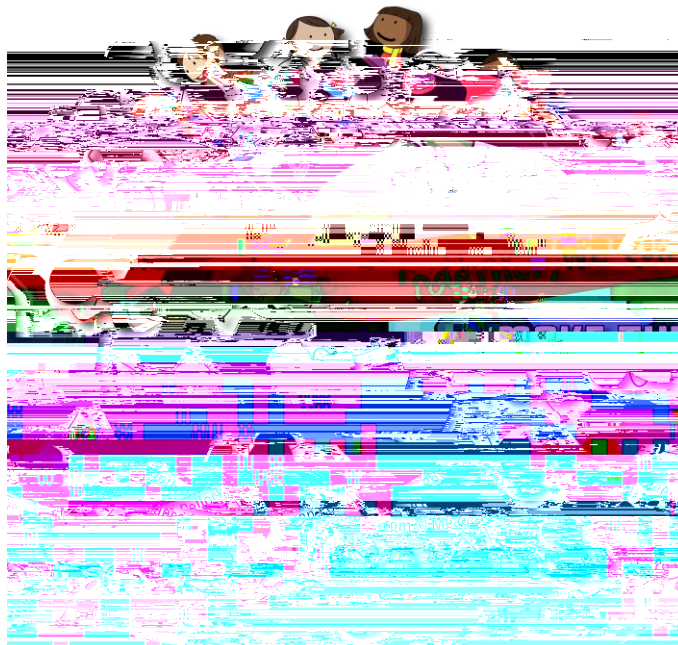
There is a lot of information included in the guide. Please keep it so that you can refer to it when needed.



Transition from a preschool special education program (or from special education services in another setting, such as nursery school or childcare) to a kindergarten program in a district program involves a process.

Transition can be more than one meeting with the district's Committee of Special Education (CSE) to decide where your child should go to school.

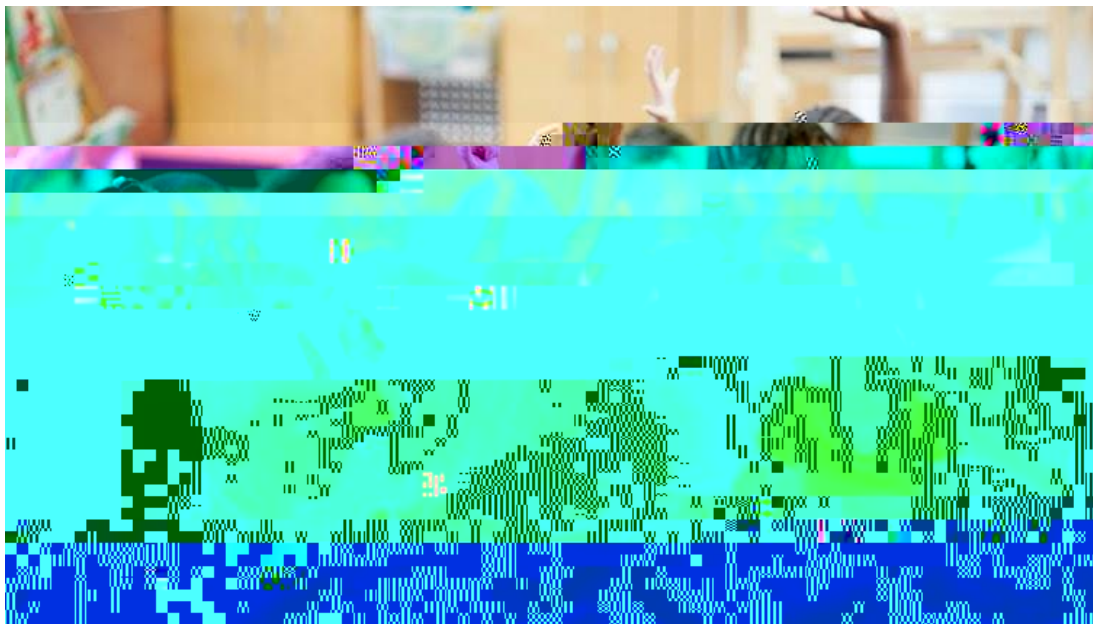
You should be preparing for transition as your child approaches the age when he or she will be leaving his or her preschool program (or services) and entering the school-age years. When you are prepared and informed, the process should be a smooth one.



There are many partners in the transition process. This guide identifies each one for you on the following pages.

First and foremost, you should know that all the partners are concerned with your child, who is at the center of the process.

When each partner begins with the interests of the child as most important, the process will go well.



Before your child's annual review, school district personnel will visit his or her program or they will talk with the providers who deliver special education or related services. During these visits or discussions, the district and preschool personnel will consider next year's program options for your child.

A recommendation for next year will be made at the meeting of your school district's Committee on Preschool Special Education (CPSE). You will be part of the discussion that leads to this recommendation, and you should feel comfortable about that recommendation.

Your school district's Committee on Special Education (CSE) makes the placement decision and develops the IEP (Individual Educational Plan) for the next year with your input and consent.

If you are not in agreement with the placement decision, you have alternatives. Usually, disagreements between parents and districts can be resolved with more discussion. You will be told what your rights are.

Even if you agree with the placement decision, remember there are always alternatives for any child with special needs. Your child's success is the first consideration of everyone involved in his or her education.



Every child responds differently. Don't prejudge how your child will react to his or her new program.

Visit the school that your child will be attending. Learn as much as you can about the school so that you can participate in the transition process.

Realize that any transition, especially when it involves a young child, is traumatic. Many parents of typical children sending their youngsters off to the first day of kindergarten feel the same trauma.

Communication is the key. Communicate with your school district as you start the process. Once your child is in his or her local district school, communicate with his/her teacher. Ask the teacher to communicate regularly with you.

Positive Connections from CPSE to CSE

Prepared by School District Committees on Special Education

You have been working with the Committee on Preschool Special Education (CPSE). Now you will be meeting with your district's Committee on Special Education (CSE)

The Committee on Special Education is a multisensory team in your school district that recommends services and programs for school-age children with disabilities. According to New York State Regulations, when your child becomes eligible for kindergarten, the decision about his/her program and services becomes the jurisdiction of the CSE.

Yes, registration is required. Contact Alexis Ricci in Central Registration at _____ and follow the directions on our website:
http://www.eischools.org/parents/new_student_registration_information

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Your child must meet the eligibility criteria for one or more of these classifications.

If your child is classified by the CSE, an IEP will be developed with your input that will describe the recommendations of the CSE.

District programs may vary. However, all districts have a continuum of available services. The specific program and/or related services for your child will be determined with your input at the CSE meeting.

State regulations require that the CSE in making placement recommendations, consider the Least Restrictive Environment appropriate for your child. The needs of most children with disabilities can be met in a public-school setting with peers who are not disabled. Alternative programs should be considered only when the student's needs cannot be met within the regular school setting even with supplementary aids and services. (From a Parent's Guide to Special Education, a New York State Education Department publication that is available from the CSE office)

are trained to do the following: identify and measure types and degrees of hearing loss; assess the extent of the hearing disability; recommend rehabilitation; fit hearing aids; and counsel parents on how to help their child adjust to a hearing loss.

in the educational setting, focus on the impact a

are physicians who specialize in the diagnosis and treatment of emotional problems and mental disorders. They are trained in psychotherapy.

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504 Plan: The 504 Plan is a plan developed to ensure that a child who has a disability identified under the Rehabilitation Act and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. These accommodations and modifications must ensure that there is no

of ABA is discrete trial training (DTT), in which a skill is broken down into its most basic components so that these components may be taught one at a time.

Assessment: Evaluations

cognitive functioning and/or his or her current strengths or weaknesses; they can also test hearing and vision. Assessments can consist of anything from the observations of a teacher or aide to standardized and criterion-referenced tests to complex, multi-

Behavior Management: Responding to, preventing and de-escalating disruptive behavior.

Behavior Support Plan (BSP): A proactive action plan to address behavior(s) that are impeding learning of a student or of others in his or her classroom.

Child Find Program: A program, mandated by IDEA, that continuously searches for and evaluates children who may have a disability. Child Find Programs can vary widely from school district to school district.

Classroom Management: The way in which a class is arranged. This involves planning every aspect of a lesson, routines, procedures, interactions and the discipline in the classroom.

Informed Consent: The signed consent of a parent that describes what the parent is consenting to; informed consent must be obtained before a district assesses, makes a major

Interventions: Sets of teaching procedures used by educators to help students who are struggling with a skill or lesson succeed in the classroom.

Intelligence Quotient (IQ):

Student Baseline:

s baseline is used to measure his or her progress throughout the year.

Student Study Team (SST): A more common term is Multidisciplinary Evaluation Team (MET or MDT). It is a team comprised of the school psy special education team that meets when a child continues to struggle after attempts have been made to remedy problems without special education services. The SST or MET decides if the student should be evaluated, or if he or she will continue without special education services.

Transition/Transition Plan: Transition is a general term used to describe a change in a specific to an IEP: a student who will turn 16 within the life of his or her individualized education program must have a transition goal and plan that outlines how he or she will transition to life beyond high school.

Transition Meeting: A meeting of the individualized education program (IEP) team prior to a student moving into a new program or school.

Traumatic Brain Injury (TBI): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability and/or psychosocial impairment, that

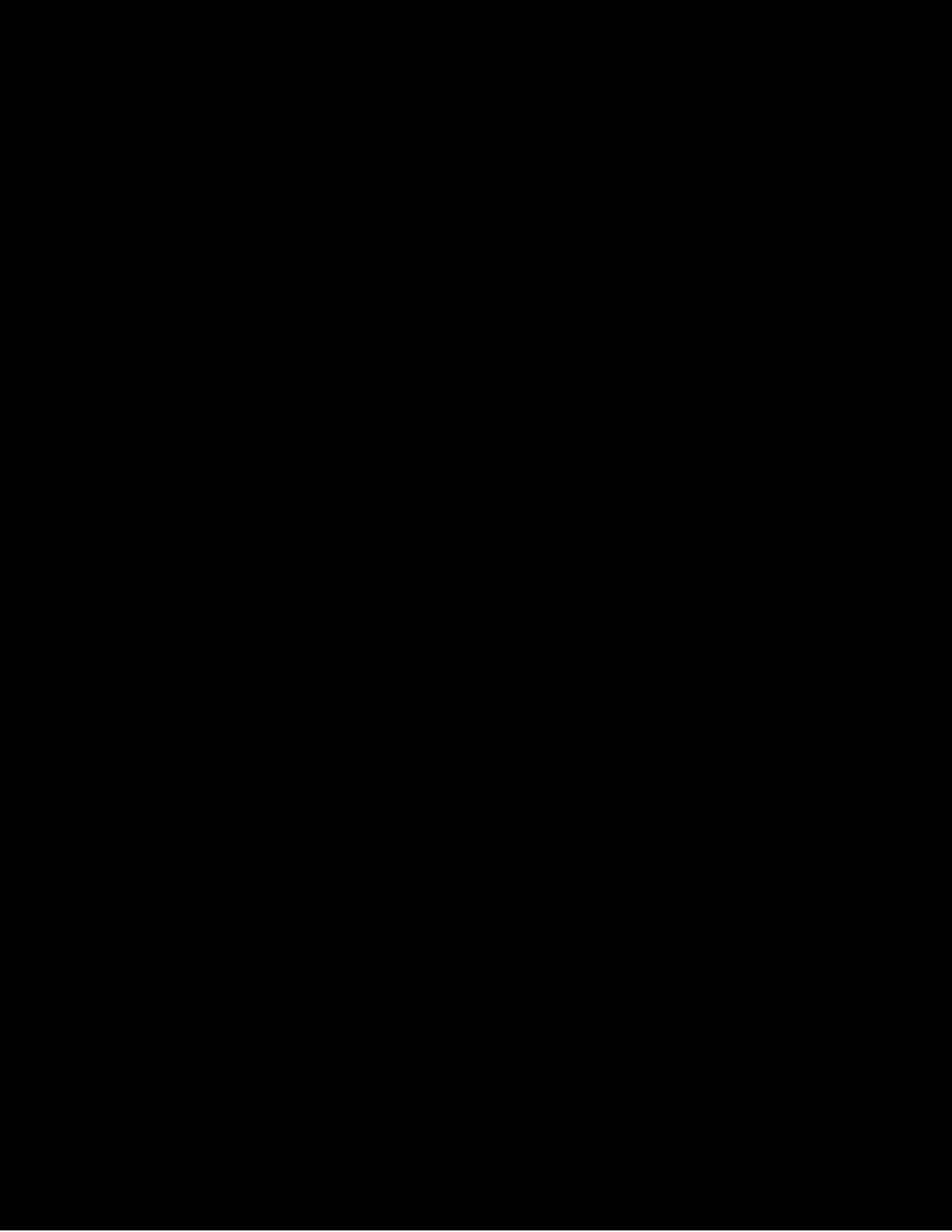
Universal Design: An approach that makes a curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities.

Universal Screening Tool: A test that can correctly identify students who are struggling with grade-level concepts or skills. A universal screening tool is used as part of the RTI process.

Visual Impairment (VI): An impairment in vision that, even with correction, adversely affects a

Wechsler Intelligence Scale for Children (WISC): An individual intelligence test, usually

of areas, including linguistic and spatial intelligence. This is a norm-referenced test, meaning that it has statistical validity and reliability for what it states it measures.



_____ means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.

_____ means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance.

_____ means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

_____ means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.