

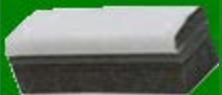
*Roslyn Public Schools
Pupil Personnel and Special
Education*

*Committee on Preschool
Special Education to
Committee on Special
Education
Transition Meeting*



Introductions

- Related Service Providers
- Teachers
- PFA's
- Administration
- Clerical Support Staff



When your child has special needs and it is time to plan for kindergarten it can be:

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

- A TIME FOR TRANSITION...



*We are here to serve you and
your child...*

- Have questions...just ask!



We know most of your children already!

- Director of Pupil Personnel Services and Special Education
- Assistant Director of Pupil Personnel Services and Special Education
- Psychologist, Social Worker, Speech Pathologists, Special Education Teachers, OT, PT
- Clerical Support Staff



What will happen at the annual review meeting?

- It will be longer than the meetings you had in the past, CPSE meeting and CSE meeting will run back to back
- The CPSE will determine if your child is eligible for summer services and if your child should be referred to the CSE
- The CSE will determine if your child is eligible to receive special education services in September of 2019



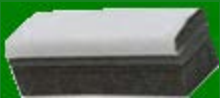
Role of The Committee

- Identify and determine eligibility
- Develop present levels of performance, strengths and needs which generate goals and services
- Recommend services in LRE
- Forward recommendations to BOE



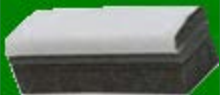
Use of Evaluations and Reports

- To determine eligibility
- To determine levels of performance
- To develop individualized goals
- To determine level of participation with non-disabled peers
- To determine appropriate modifications or supports needed to participate in age-appropriate activities with non-disabled peers



Some Questions to Think About

- Will my child continue to need special education services?
- Where will my child attend school?
- How many adults will be in the classroom?
- What will my child's placement be?
- Is any specialized equipment needed?
- Will my child receive summer services?
- What is declassification?



Who are the members of the CSE?

- Parent
- General Education Teacher
- Special Education Teacher and or Related Service Provider(s)
- School Psychologist
- Individual who can interpret testing
- School District Administrator qualified to supervise special education programs



Preparing for the CSE

- Review past reports and plans
- Write down any questions
- Contact the PPS office if you have any questions or concerns
- Speak to your current providers
- Register your child for Kindergarten
 - * week of March 11th &
 - * week of March 25th



The Least Restrictive Environment (LRE)

Placement of students with disabilities in special classes, special schools or other removal from the general education environment occurs only when the nature of the disability is such that even with the use of supplementary aides and services, education cannot be satisfactorily achieved.



LRE

- LRE is part of the Federal Mandate
- IDEA presumes that all children with disabilities will be educated in the general education classroom



Why a classification?

- For children 5 - 21 needing special education services, a specific classification is required
- Specific classifications can be linked to types of frequencies and services
- REMEMBER...Always think of your child as a child first. Remind others of that often!



Classifications

- Autism
- Deafness
- Deaf-blindness
- Emotional Disturbance
- Hearing Impairment
- Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment



Annual Review Meeting CPSE to CSE transition

CPSE
Meeting

Declassify
No services

Declassify
Building Level
Support

Committee on
Special
Education
(CSE)



Building Level Services

- The Instructional Support Team (IST) at Heights determines building level services students may need.
- Building level services are provided without an IEP.



Building Level Services

- Speech Improvement (SI) - All incoming students are screened for SI to address articulation and/or language delays.
- Occupational Therapy (OT)- An OT provides a push-in handwriting workshop for all kindergarten classes for ten weeks beginning in October. Through this process the OT may refer some students to be screened for additional OT support.
- RtI - Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is administered three times a year. Students who score below established benchmarks are considered for additional support using a push in or pull out model.
- Social Skills - Social skills groups are conducted by the school psychologist to address a variety of social and emotional needs.
- Physical Therapy (PT)- Students may be screened for PT to address gross motor needs.



Placement Options

We do not place students into programs, we create programs based on student need.



Placements Can Include...

- General Education Kindergarten with no supports
- GE K with related services
- GE K with special education program
- GE K with special education program and related services
- Special Class
- Separate School



What if?

- I keep my child in preschool for an extra year.
- I send my child to a private kindergarten program.



Important Dates for Private Kindergarten

- Transportation request must be completed by April 1st
- Notify District of Location in writing if your child has an IEP by June 1st



A Move to Advocacy

- Build Supports (SEPTA; PFA)
- Be honest
- Be assertive
- Be your child's primary advocate!



What would you like others to know about your child?

- Strengths
- Challenges
- What works
- Ways that your child learns
- How to read your child's cues



Summer Services

Extended school year services must be provided only if a CSE /CPSE determines that services are necessary for the provision of a free appropriate public education of the student. Some students may require special education services during the months of July and August to prevent substantial regression. Substantial regression means a student's inability to maintain developmental levels due to loss of skill or knowledge over the summer months of such a severity as to require an inordinate period of review at the beginning of the school year in order to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.



Summer Services Continued

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- Students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- Students who are recommended for home and hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individual attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- Students whose needs are so severe that they can be met only in a seven-day residential program; or
- Students receiving other special education services who, because of their disabilities, exhibit the need for a twelve-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression.



Questions and Touch Base with Your Supports

- Questions
- Meet staff, administrators and PFA's

