



Shenendehowa
Central Schools

Special Education

CPSE to CSE





Agenda

- **Introductions**
- **Transition from preschool to school-age services**
- **Special Education defined**
- **School-age continuum of services**
- **Related Services**
- **Kindergarten**
- **Questions and Answers**





School Age Personnel

Who will facilitate the meeting?

- ★ CPSE/CSE Chairperson & Academic Administrator
 - Tamara Thorpe-Odom

Who will observe your child and contact you regarding services?

- ★ School Psychologist
- ★ Related Service Provider (speech, OT, PT)

Who will be at the CSE meeting?

- ★ Classroom Teacher
- ★ Related Service Providers
- ★ Special Education Teacher (if services recommended)





School Age Personnel



MICHELLE MYLOD
DIRECTOR OF SPEC ED



TAMARA THORPE-ODOM
CPSE/CSE CHAIRPERSON



ARMINE SPOELSTRA
ELEMENTARY CSE CHAIR



KIM DUEMLER
BEHAVIOR SPEC.



BETH TURNER
ASSISTIVE TECH



KIM ROTHWELL
PT SUPERVISOR



PAULA FISCHER
OT SUPERVISOR



Elementary Psychologists



**ARONGEN
NICOLE CATALDO**



**CHANGO
BRIGID JEFFERS**



**KARIGON
MACKENZIE
STOCCHETTI**



**OKTE
AMANDA GUIGNARD**



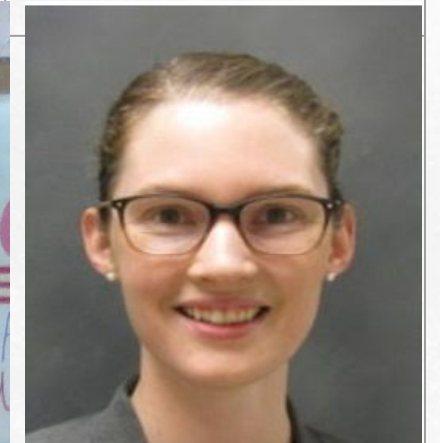
**ORENDA
KRISTEN CULVER**



**SHATEKON
TRISH SMITH**



**SKANO
MICHELE BORETTI**



**TESAGO
SOPHIE
RODENBUSH**



Elementary Speech



**ARONGEN
LAURIE
HALBOHM**



**ARONGEN/SHATEKON
JODI
CAMPBELL**



**CHANGO
DEBBIE SMITH**



**KARIGON
SHANNON
SHAW**



**ORENDA
JULIE
SAWYER**



**OKTE
EMILY AHL**



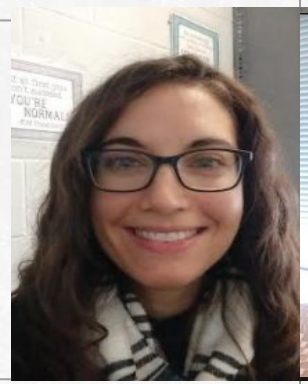
**OKTE
CAITLIN
DUJACK**



**SHATEKON
MELISSA
ORENSTEIN**



**SHATEKON
ERIKA RYAN**



**SKANO
MANDI HALL**



**TESAGO
MEGHAN
PHOENIX**



**TESAGO MOVE
CATHY PIERCE**



Easing the Transition

January-February

CPSE Chairperson, psychs and related service providers review incoming kindergarten students

January - March

Observations and consultations with current preschool teams

February - May

Preschool annual reviews and initial referrals to CSE



Referrals to CSE

Who is referred to the CSE?

Child must meet the criteria for 1 or more of the 13 Disability Categories [NYS Part 200.1(zz)] such as,

- Speech/Language Impaired
- Autistic
- Intellectually Disabled
- Emotional Disturbance



AND

Disability must significantly impact the child's ability to learn or access learning standards

- Lacking pre-academic skills
- Significant management needs



What is Different?



- Criteria/Purpose of Services

- Classification



- Preferral Interventions



What is Special Education?

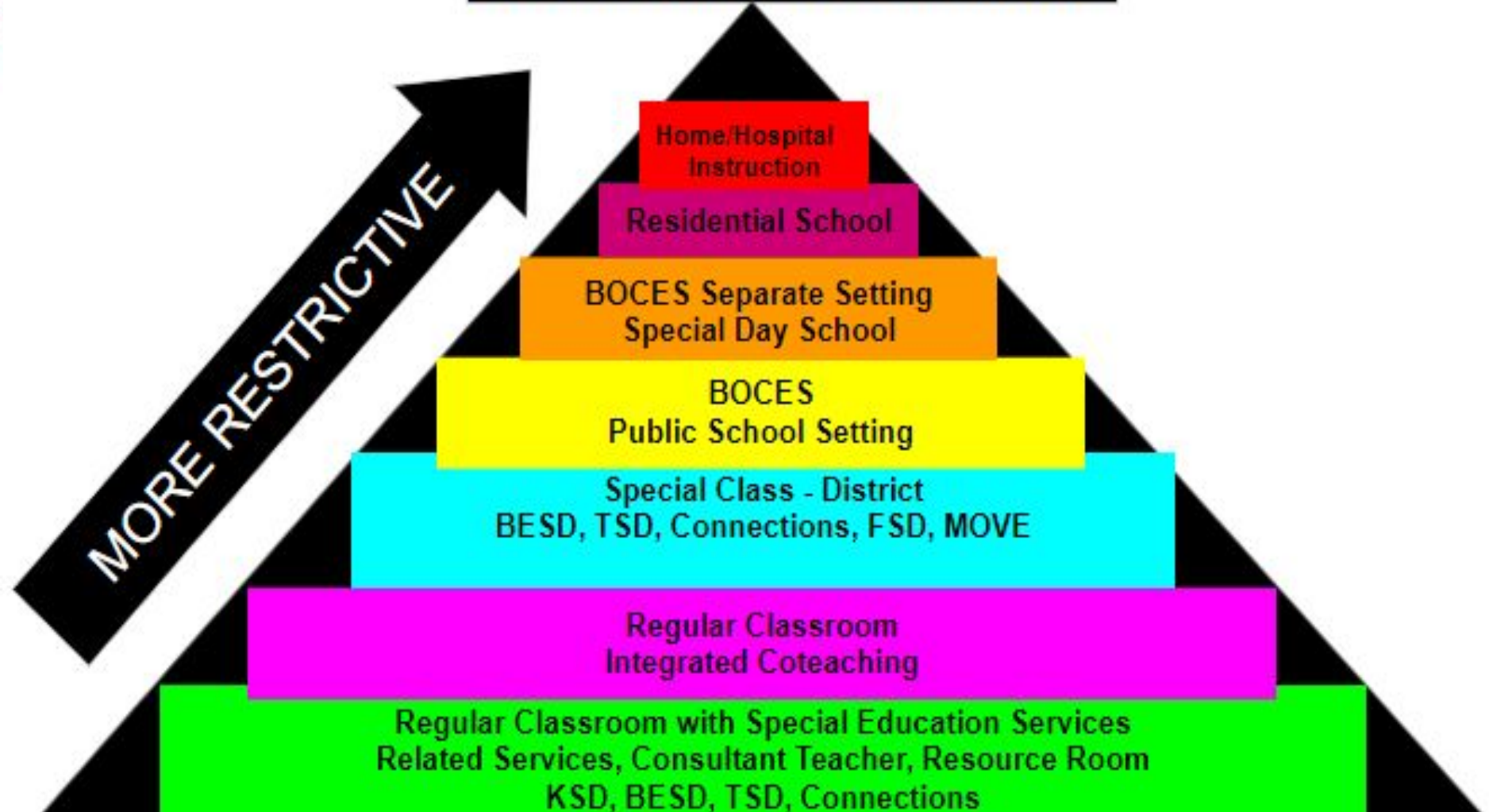
- **Specialized Instruction**
 - Not remediation
 - Designed to support student's access to the CCLS
- **Accommodations including Assistive Technology**
- **Modifications (instruction, materials, expectations)**
- **Individual learning goals**
- **Not a place**





District Special Education Plan

Continuum of Services





Special Programs

Kindergarten Skills Development

- Specialized program for students with significant language-based disabilities and delayed pre-academic skills
- 1/2 day in regular kindergarten class and 1/2 day in special class setting for re-teaching
- Ratio is 12:1
- Location=SKANO





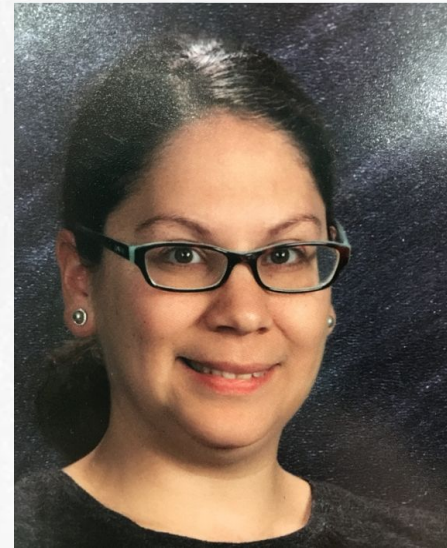
Special Programs

Transition Skills Development

- **Specialized program for students with Mild to Moderate Autism**
 - Typical pre-academic skills
 - Delays in social and language skills
- **1/2 day in regular kindergarten class with Resource Room and aide support**



Location=Karigon





Special Programs

Behavior-Emotional Skills Development

Specialized program for students with emotional and/or behavioral disorders

- Typical pre-academic skills
- Difficulties with coping, self-monitoring and social skills
 - Special Class 2.5 hours/day
 - Ratio is 8:1:1
 - Location=Arongen





Connections

- **Specialized program for students with moderate developmental disabilities**
 - Delayed pre-academic skills
 - Significant delays in social and language skills
- **UP TO ½ day in regular kindergarten class and ½ day in special class setting for re-teaching, social skills, and sensory**

Ratio is 12:1
Location= Tesago





Special Programs

Functional Skills Development

- **Specialized program for students with moderate to significant Developmental Disabilities**
 - deficits in all adaptive domains (cognitive, social, communication, academic, motor, self-help, occupational)
- **Self-Contained for the majority of the day**
- **12:1+1**
- **Location=SHATEKON**





Special Programs

Individual Skills Development

- **Specialized program for students with significant Developmental Disabilities**
 - deficits in all adaptive domains (cognitive, social, communication, academic, motor, self-help, occupational)
- **6:1:3**
- **Location=OKTE**





Special Programs

MOVE



- The MOVE program is to provide a safe and stimulating school environment for students with severe multiple disabilities who are not independently sitting, standing, walking, or transitioning. The program is “habilitative,” meaning that the focus is on increasing basic communication, social interaction, and mobility.
- 12:1 (3:1)
- Location= Tesago





Related Services

Speech & Language Therapy

- **Delivery of Services**
 - Classroom and typical settings
 - Co-taught
 - Self-contained
- **Technology**
- **3:1 Service Delivery Model**



Occupational & Physical Therapy

- **Purpose of School-based Services**
 - Access to general education curriculum
 - Strategies and tools
- **Service Models**
- **Collaboration**





Transportation



1. I.E.P. drives the services for children with special needs
2. Services must be spelled out on the I.E.P.
3. We need to see an adult, at the bus stop, for hand-off
4. Some routes could exceed an hour
5. Bus may arrive 10 minutes before/after the computer generated time
6. Parents - please share as much info as you can with the bus team
7. Bus team not allowed to transport student's medications
8. Bus stops will be close to home (if possible)
9. Transportation@shenschools.org



Welcome to Kindergarten!

- Half day program
- Morning Meeting
- ELA & math
- Centers
- Consultant Teacher
- Related Services

Literacy

*Basic features of print
Knows how to look at a
book*



Math

*Numbers to 10
Length and weight*





Private/Parochial Schools Homeschooling

Private School Outside District Boundaries	Private School INSIDE District Boundaries	Home Schooling
Write a letter to the Director of Special Education requesting services by JUNE 1	Write a letter to the Director of Special Education (Michelle Mylod) requesting services by JUNE 1	Write a letter to the Director of Special Education (Michelle Mylod) requesting services by JUNE 1
<u>Shenendehowa must complete the initial eligibility review in the Spring.</u>		
Public school CSE may follow IEP or hold another meeting	The CSE may need to remeet to develop an appropriate IEP for private school	The CSE will need to meet to determine special education needs for homeschooling
Services are delivered by the public school on or off site	Services may be delivered at the private school or public school (bussed)	Parent must bring student to public school for services

QUESTIONS

