



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



**MICHELLE MYLOD**  
DIRECTOR OF SPEC  
ED



**TAMARA  
THORPE-ODOM**  
CPSE/CSE  
CHAIRPERSON



**JILL BARKER**  
AA/CSE SC  
PROGRAMS



**RENEE YOUNG**  
AA/CSE K-5



**KIM DUEMLER**  
BEHAVIOR SPEC.



**BETH TURNER**  
ASSISTIVE TECH



**KIM ROTHWELL**  
PT SUPERVISOR



**PAULA FISCHER**  
OT SUPERVISOR



# Elementary Psychologists



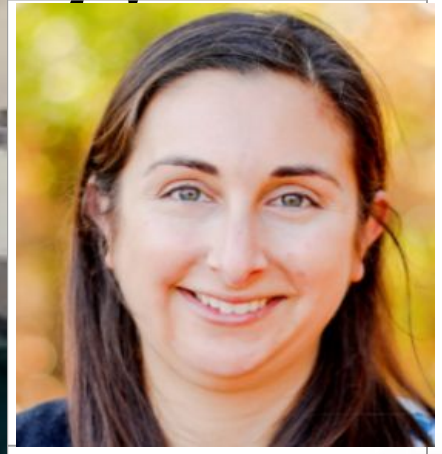
**ARONGEN  
NICOLE CATALDO**



**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/Tesago  
JODI  
CAMPBELL**



**CHANGO  
Claire Vanek**



**KARIGON  
SHANNON  
SHAW**



**ORENDA  
JULIE  
SAWYER**



**OKTE  
EMILY AHL**



**SHATEKON  
Claire  
McCullough**



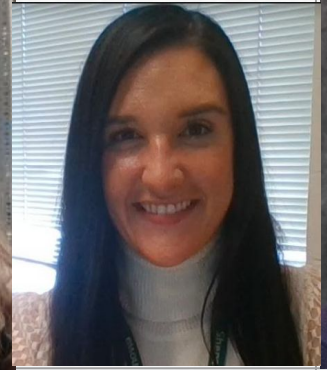
**SHATEKON  
MELISSA  
ORENSTEIN**



**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 - March

**Annual Review Meetings (ESY recommendations)**

## May

**CPSE - CSE Meetings (students in CPSE Programs)**



# Annual Reviews & Transition Meetings

<b><u>Service</u></b>	<b><u>Meeting Type</u></b>	<b><u>When</u></b>	<b><u>Who</u></b>	<b><u>Outcome</u></b>
<b>Special Education Program [Self-Contained or Integrated]</b>	<b>Annual Review</b>	<b>February/ March</b>	<b>CPSE Chair Current CPSE Team</b>	<b>Extended School Year? Refer to CSE?</b>
<b>Related Services ONLY/SEIT</b>	<b>Annual Review</b>	<b>March/April</b>	<b>CPSE Chair Current RSP District RSP District Psych K Teacher(s)</b>	<b>Extended School Year? Eligible for School-based Services Classification</b>
<b>Special Education Program [Self-Contained or Integrated]</b>	<b>Transition to CSE</b>	<b>May</b>	<b>CSE Chair Shen Team</b>	<b>Eligibility Classification Services</b>



# 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 Disability



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

Least Restrictive

Most Restrictive

SHEN CONTINUUM

OUTCOMES

Resource Room  
Consultant  
Teacher

Coteach  
[12:1]

Kindergarten Develop  
[8:1:1]

Functional Skills  
[12:1:1]

Kindergarten Skills [12:1]  
Transition Skills [12:1]  
Behavior/Emotional Skills  
[K-2=8:1:1]  
[3-12=RR]

Individual Skills  
[K-5=6:1:3]  
[6-12=8:1:3]

Connections  
[12:1:1]

Mobility Opportunities  
Via Education  
[12:1(3:1)]

REGENTS DIPLOMA

Career Development & Occupational Studies

SKILLS & ACHIEVEMENT  
Commencement Credential



# 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=CHANGO**



# 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](mailto: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
<b><u>Shenendehowa must complete the initial eligibility review in the Spring.</u></b>		
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

