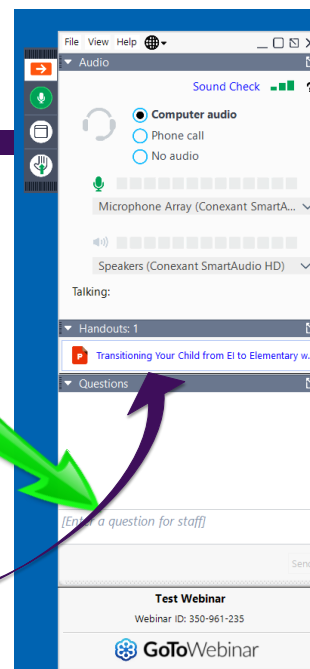




TRANSITIONING YOUR CHILD FROM PRESCHOOL EARLY INTERVENTION TO ELEMENTARY SCHOOL

Webinar Guidelines

- If you have a question that you would like answered, type it into the “Question” pane.
 - We will respond during the webinar any quick or logistical questions
 - For complex questions, we will follow-up via email to provide answers
 - We may have to reach out and get answers from partners
- Download Handouts



Participants will be able to:

- Discuss how the perspectives of adults impact opportunities for students
- Discuss the importance of informed decision making in determining educational placement
- List tools and options for developing an IEP as a child transitions from Preschool Early Intervention to Elementary School



Philosophy

Disability is a natural part of the human experience and in no way diminishes the right of the individual to participate in or contribute to society.



Individuals with
Disabilities Education
Act, 2004, Part A

Evolving language

- **Mainstreaming** implied the need to be “ready”
- **Integrated** focused mostly on social skills
- **Inclusion** means access to the general education curriculum and learning alongside same age peers in general education classrooms



Parent Involvement Matters

- Research shows that all children, including those who have disabilities, do better when parents are engaged in their children’s education.



Focus on Strengths and What Works

- The “Student Snapshot” is a tool families can use to organize information to share at Evaluation, Reevaluation and IEP Meetings.
- Consider what supports and services have worked for your child in Preschool EI
- Build on strengths and interests!
- Don't forget the importance of extracurricular activities
- Know the different parts of the IEP and where you can add your input

FAMILIES TO THE MAX (F2MAX)

Pennsylvania Statewide Family Network, made up of individuals, families and professionals working together to foster change.



Presuming Competence

The belief that, with good instruction and high-quality support, ALL students have the ability to access:

- age-appropriate content
 - general education curriculum
 - curriculum aligned to grade-level standards
-
- Students are viewed through the lens of ABILITY, rather than disability.

Every Child Deserves to be...

- Respected, recognized, and treated with dignity
- Regarded with presumption of competence
- Listened to and provided with structures and supports, if needed, in order to be understood
- Taught the grade-level, academic content as same-age peers, with high expectations for learning
- Valued as a person
- Prepared for a life beyond school

Every Child...

- Has unique thoughts, feelings, and ideas to share
- Receives and expresses communication in many different ways -- words, gestures, behavior, etc.
 - For children who are English Learners, communication may be even more difficult to interpret
- Has the ability to learn challenging academic content and skills
- Belongs and contributes to their family, class, school, and community



...and Families should...

- Have high expectations for their children to learn academic content
- Partner with educators in making decisions about their children's learning



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Access to General Curriculum

- Regardless of a child's placement, having access to the general education curriculum is a requirement of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).
- IDEA regulations (1997) describe the term *general curriculum* as the **same curriculum** as that established for students without disabilities.

Special Education according to IDEA

- It is not a place or placement or pre-packaged program



- It is a service for children rather than a place they are sent.



Framework for Transition

To Elementary School

Preschool Early Intervention Eligibility

(1) has a **developmental delay** OR has one of the following diagnosed disabilities:

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

AND

(2) Needs specially designed instruction

School-Age Eligibility

(1) has one of the following diagnosed disabilities:

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

AND

(2) Needs specially designed instruction

Evaluation Timelines

Preschool Early Intervention

- All students must be reevaluated every 2 years

School-Age Special Education

- Reevaluation must be completed every 3 years
 - Students with an intellectual disability must be reevaluated every 2 years

Other Comparisons

	Preschool Early Intervention	School-Age Special Education
Individualized Education Plan (IEP)	Annually	Annually
School Calendar	12-Month programming (with breaks no longer than 3 weeks)	180 days with option for Extended School Year (ESY) if student qualifies
Entry Age	Children may enter services on their 3rd birthday	Decided by the school district

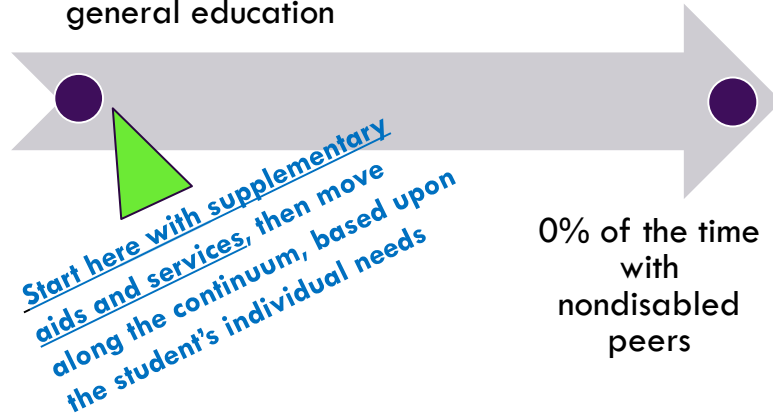
VII. Educational Placement— Section of IEP Form

“It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.”

Full Annotated IEP can be found [here!](#)

SaS and Least Restrictive Environment

100% of the time with
non-disabled peers in
general education



Supplementary Aids and Services

Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate...
(34 CFR 300.42) – PA Special Education Regulations

Supplementary Aids and Services (SaS)

SaS create a system of support that enables students to learn and participate alongside typical peers, regardless of their unique instructional needs and differences.

Some examples include (but are not limited to):

- Co-planning for team members
- Modified curricular goals
- Furniture arrangement
- Social skills instruction

SaS Framework

Collaborative	Adults working together to support students
Instructional	Development and delivery of instruction that addresses diverse learning needs
Physical	Adaptations and modifications to the physical environment
Social-Behavioral	Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

(Etscheidt & Bartlett, 1999)



Options for Teams to Consider

Options for Your Child's Transition

- A child **remains eligible** for school-age special education if they are:
 - Eligible for special education in Preschool Early Intervention, and
 - Registered with their school district or a charter school
- **Unless** a reevaluation determines that the child is no longer eligible for special education
 - The reevaluation can be completed by the School District, Charter, or Preschool EI program
- There are 3 options for developing a school age IEP

Option 1:

Adopt the EI IEP or Evaluation Report

- The IEP team (parents and school district members) can decide to adopt the Preschool EI Evaluation Report or IEP and implement the IEP as the child's school age IEP.
- Once a decision has been made by the team, the school district issues a Notice of Recommended Educational Placement (NOREP).
- The NOREP is the form that provides families with the opportunity to agree or disagree with the placement recommendation.

Option 2:

Adopt the EI IEP with Revisions

- The IEP team (parents and school district members) can decide to adopt the Preschool EI IEP **with revisions.**
- The IEP team discusses the proposed revisions to the IEP and the school district issues a NOREP for the family to agree or disagree with the placement recommendation.

Option 3: Conduct a Reevaluation

The IEP team determines that a reevaluation is necessary and the school district notifies the parent in writing that a reevaluation will be conducted.

- This notification must occur within a reasonable amount of time after the parent completes the Intent to Register form
- The reevaluation begins with a review of existing data

Option 3: RR and IEP

A reevaluation report will be issued to:

- Summarize data reviewed during reevaluation
- Provide information about additional data needed
- Make a determination about continued eligibility for special education

If a child is eligible for school-age special education, the school district will:

- Convene an IEP meeting within 30 calendar days of the date of the report
- This assures a smooth transition to school age programs
- A new IEP will be developed and NOREP issued

Reminder:

Least Restrictive Environment (LRE)

- To the **maximum extent appropriate**, school districts must educate students with disabilities **in the regular classroom with appropriate aids and supports...**
- Every IEP team should first ask the question “how can this student’s special education supports and services be provided within the general education classroom?”

Families lead the way!

- Family is the constant in the child’s life, while the service systems and personnel within those systems change and fluctuate
- Families must act today to prepare for the future
- Families should be equal partners in the relationship with educators



Meet Jamie & Nate



Science Fair



Garden Club

Field Day



LEGO Club

School Dance



Publishing Club

Family Camping Trip to the Poconos!



Resources

- [Early Intervention Technical Assistance \(EITA\)](#)
- [Early Childhood Technical Assistance \(ECTA\)](#)
- Families to the MAX Network
 - F2MAX@pattan.net
- [Education ABCs](#)
- [Transitioning Your Child to School Age](#)
- [Least Restrictive Environment BEC](#)
- [Shelly Moore: Transforming Inclusive Education video](#)
- [PDE BSE COVID-19 Guidance- Early Intervention Evaluations and Virtual Assessment](#)
- [PDE BSE COVID-19 Guidance-Evaluation/Reevaluation](#)

Evaluations

- You will get an email in 1 hour with the link to complete the Webinar Evaluation.
- We have received wonderful feedback from previous evaluations.
- Please share any comments or questions, as we read them all!
- If you don't want to wait an hour, the link is:
<https://www.surveymonkey.com/r/PEALwebinareval>

Thank You!



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