

A background image of three women of diverse backgrounds sitting at a table and smiling warmly. The image is overlaid with a semi-transparent blue and purple gradient.

# Transition From Early Intervention to Kindergarten

Strategies for Families

# Welcome!



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During  
our time  
together  
please:

Keep yourself **muted** unless you want to speak

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Use **chat to make comments or ask questions** until discussion period

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Refrain from disclosing **personal details**

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Let us know if you have any **accessibility needs**

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# Our Mission



The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.



# Participants will be able to:

- Identify differences between eligibility for special education in Early Intervention and School-Age programs
- Understand options for developing an IEP as a child transitions from Early Intervention to School-Age
- Describe the importance of informed decision making in determining educational placement while maximizing your child's participation and inclusion with typically-developing peers

# Poll

- How much do you feel you already know about your child's new school?
  - Very little
  - Some
  - A lot
- What aspects of your child's new classroom are you most concerned about?
  - IEP plan
  - Making sure supports are in place
  - Making sure my child is a full participant at school
  - Making sure my child has friends
  - All the above

# Let's start with the basics!



Differences  
between systems

Preparing for  
Transition

Ensuring  
inclusion

# Preschool EI Eligibility

- **Developmental Delay** or Specific Diagnosis as described by PA regulations
- AND
- Needs Specially Designed Instruction



# IDEA Categories of Disability

- 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



# School Age Eligibility: 2-Pronged

- Qualify under one of the categories of IDEA disabilities
- AND
- Needs Specially Designed Instruction



# Evaluations

## **Preschool EI**

- Initial evaluation completed within 60 calendar days of the date parent permission is received
- All students reevaluated every 2 years

## **School Age Special Education**

- Initial evaluation completed within 60 calendar days of the date parent permission is received
- Reevaluation must be completed every 3 years
  - Students with an intellectual disability reevaluated every 2 years

# Differences

	Preschool Early Intervention	School-Age Special Education
<b>Individualized Education Plan (IEP)</b>	Annually	Annually
<b>School Calendar</b>	12-Month programming (with breaks no longer than 3 weeks)	180 days with consideration for extended school year
<b>Entry Age</b>	Children may enter services on their 3rd birthday	Decided by the school district: compulsory age is 6 years

# Preparing for Transition to School



- EI entity must send you a notice a year in advance about the need to transition to your district program (or charter school) and schedule a Transition Meeting by the end of February to select school placement

# Question:

Have you received  
notice of your  
transition meeting?

# 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
  - Registered with their school district or a charter school
- Unless a reevaluation determines that the child is no longer eligible for special education is completed
  - by the school district, Charter, or Preschool EI program

# Collaborating with Districts: 3 Options

- Adopt Preschool IEP/Evaluation Report
- Adopt IEP/Evaluation Report with Revisions
- Conduct a Reevaluation



# #1 Adopt the EI IEP or Evaluation Report



- The IEP team (parents and school district) can decide to adopt the EI Preschool Evaluation Report or IEP and implement as the child's school age IEP
- Once team decision is made, 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



## #2 Adopt the EI IEP with Revisions

The IEP team (parents and school district members) can decide to adopt the EI Preschool 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

## # 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
- Parent may request a reevaluation before Kindergarten

# # 3: The Re-Evaluation Report

A reevaluation report is issued to:

- Summarize data reviewed during reevaluation
- Provide information about additional data needed
- Determine 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
- Assures a smooth transition to school age programs
- A new IEP will be developed and **NOREP** issued

# Preparing in Advance: Transition Strategies

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- Collaborate with your EI and Preschool staff to create a Transition Plan
- Schedule visiting days so you and your child can become familiarized and to identify needs for support
- Create portfolio about your child to share with your child's teachers



# Example

- [All About Me!](#)





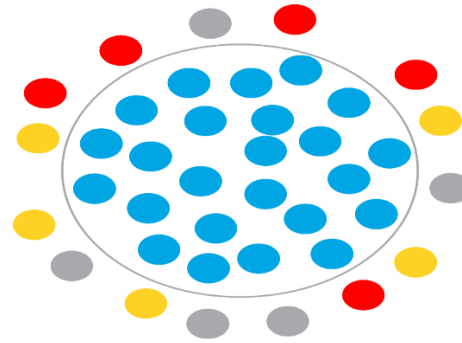
# Supporting Inclusion: Why it Matters

Inclusion means that a person with a disability has the same rights, access and choices as everyone else in a community

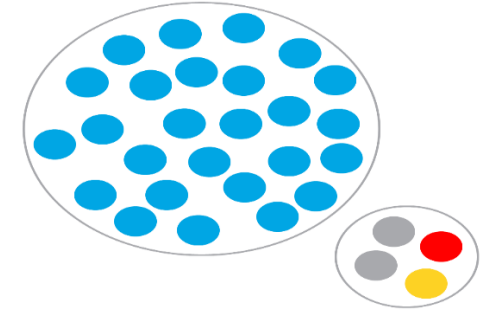
Inclusion is now considered a universal human right



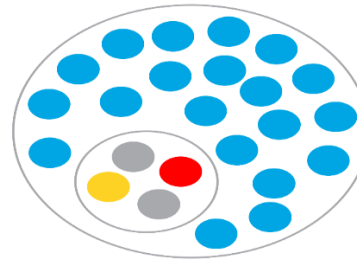
# The concept of inclusion: illustrated



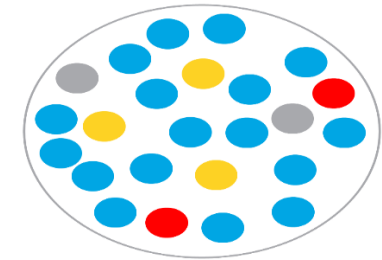
Exclusion



Segregation



Integration

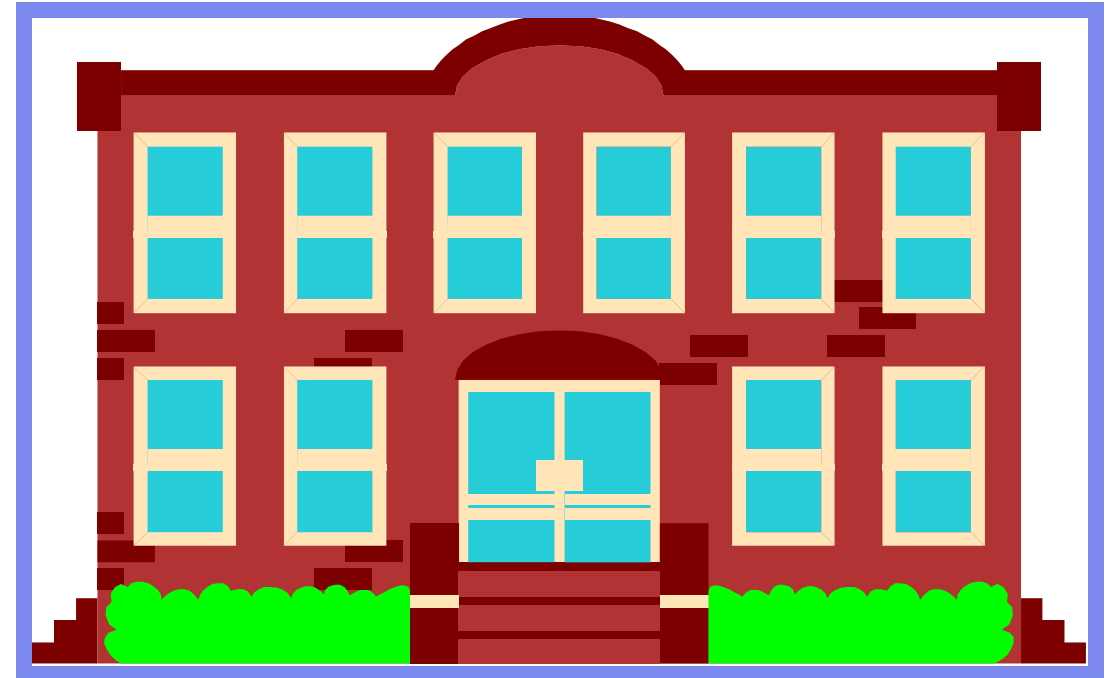


Inclusion

<https://sites.google.com/pattan.net/fab-framework-for-access-belon/priority-for-inclusion?authuser=0>

# Rationale for Inclusive Education

- Least Restrictive Environment (LRE) . . . It's the Law!
- Schools should mirror our communities
- Inclusive education benefits all students





# IDEA Supports Inclusion

## 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?”

# 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



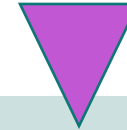
# Making Inclusion Happen: Start with SMART Goals!



- **Specific**--The goal is specific in naming the skill or subject area and the targeted result
- **Measurable**--The goal is stated in a way that your child's progress can be measured
- **Attainable**--The goal represents progress that is realistic
- **Results-Oriented**--The goal clearly lays out what your child will do to accomplish it
- **Time-bound**—The goal includes performance criteria

# Supplementary Aids and Supports and Least Restrictive Environment

Always start here with  
Supplementary and Services!



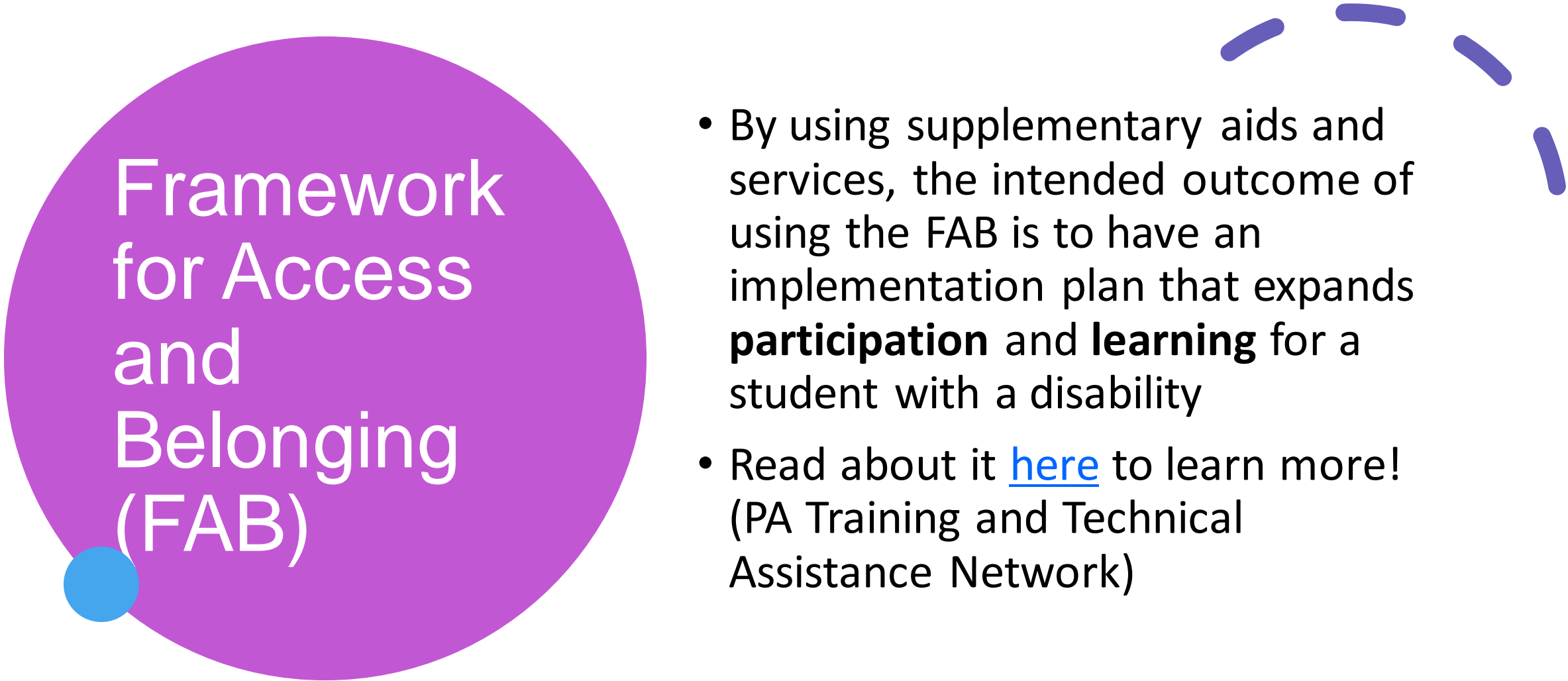
0% of the time with  
non-disabled peers  
in general  
education

100% of the time  
with nondisabled  
peers

# Making Inclusion Happen: Supplementary Aids and Services!

- Offer strategies about how your child will be **supported by adults** and peers your child is with every day
- Are specific about how your child will effectively **communicate needs**
- Offer strategies about how your child will successfully **interact** with others
- Provide concrete steps toward how your child we be **included across routines/activities** with typical peers





# Framework for Access and Belonging (FAB)

- By using supplementary aids and services, the intended outcome of using the FAB is to have an implementation plan that expands **participation** and **learning** for a student with a disability
- Read about it [here](#) to learn more! (PA Training and Technical Assistance Network)



# Family Involvement Matters

- Research shows that all children do better when families are involved in their children's education, *including* children with disabilities



# Families Lead the Way!


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







Have more  
questions?

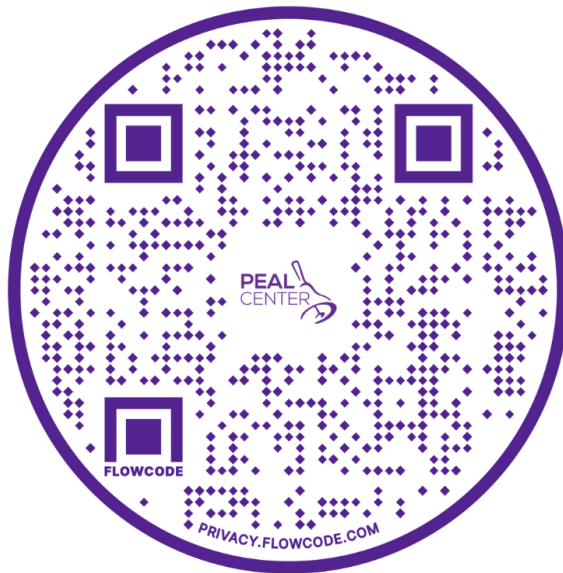


Contact The PEAL Center  
to talk to a Family  
Resource Specialist!

<https://www.pealcenter.org/need-to-talk/>



# Evaluation: Transition to Kindergarten



## HOW TO SCAN QR CODE



**Open the Camera APP on your phone.**



**Point the camera at the circle.**



**Tap the screen to open the page.**



**SCAN ME**

<https://www.surveymonkey.com/r/PEALtrainingeval>

Serving families across PA with offices in Pittsburgh and Philadelphia

# Questions and Discussion



# Resources

- The Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents, PA Training and Technical Assistance Network. <https://www.pattan.net/Publications/The-Transition-Process-From-Early-Intervention-to>
- Framework for Access and Belonging: PA Training and Technical Assistance Network. <https://www.pattan.net/Publications/Framework-for-Access-and-Belonging-FAB>

# Thank You!



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Serving Families Statewide