



PGCPS

School Transitions for Students With Disabilities

March 23, 2021

Department of Special Education

SECAC Meeting

Transition to Kindergarten



Transition to Kindergarten

*“Talk, Listen, Read, Play ...
Learning takes place in everyday
moments”.*

Kindergarten

“Kindergarten forms the basis for the development of the critical academic, intellectual, social and emotional experiences and learning foundations that will guide and inform students throughout the duration of their school careers”.

“The experiences are planned using the Maryland College and Career-Ready Standards (MCCRS) for Kindergarten and include reading, writing, mathematics, social studies, science and health”.

www.pgcps.org/kindergarten

Kindergarten Enrollment

- Schools are identified based on boundaries
- You **MUST** register using PGCPS Scribble Registration Portal.
- Applications are accepted online for Kindergarten children to attend specialty programs and charter schools (may be outside of your boundary school)



Student Transfer Office

- Parent requests for an out of boundary ES or boundary IEP Program must apply in the School Family Portal
- Parents/guardians who would like to transfer their child from their neighborhood school to another PGCPS school may submit a transfer request during the open student transfer season

Documents Needed for Registration Through Scribes

- Settlement papers with signature, rental agreement with signature, deed of property with signature, current months mortgage statement or tax assessment bill, 2 current pieces of mail in parent's name within the last 30 days
- In the case of shared housing with a family member or a friend, a Shared Housing Affidavit must be completed and notarized, along with a copy of any document listed above. Also, 2 current utility bills for the owner of the house are required



Registration Requirements

- Photo ID of Legal Guardian
- Custody/Court Documents (if applicable)
- Current Immunization Record
- Student's Social Security Card
- Boundary ES and Boundary IEP Program are aware that the child will attend based on Early Childhood Articulation held May 17-28, 2021

Supporting Children with Special Needs

- Placement in a Kindergarten program is based on the IEP
- Implementation of special education services and related services occurs in the programs is based on many factors including but not limited to:
 - current progress
 - present levels of performance
 - goals and objectives
 - types of supplemental aids and services
 - Consideration of least restrictive setting/ continuum of services
- All instruction is based on Maryland College and Career Ready Standards



Special Education Continuum of Services

- Monitoring/Consultative Services
- Resource Support: “Push-In”
- Resource Support: “Pull-out” in a Resource room
- Designated Special Education Programs
- Public Separate Day Schools

Make up of a Kindergarten Class

- Students who are 5 years old by September 1, 2021
- Children in the classroom come from:
 - Pre K
 - Early Childhood Centers (ECC)
 - Community Childcare Centers
 - Home



- **Whole Group Instruction**

- Opening routines
- Comprehension mini-lesson
- Phonemic awareness/phonics
- Word work
- Writing and Language mini-lesson
- Read aloud



- **Small Group Instruction/Guided Independent Practices**

- Teacher guided reading group
- Literacy activity (independent work)
- Centers (such as: library, listening, write the room, read the room, writing, computers)

– Whole Group Instruction

- Problem of the day
- Manipulatives/Hands-on materials
- Literature experience
- Defining and developing vocabulary



– Small Group Instruction

- Teacher guided math group
- Independent activity (journal, math workbook pages, games, etc.)
- Centers

Kindergarten Assessments

- Kindergarten Literacy Assessment
- Developmental Reading Assessment (DRA)
- Kindergarten Readiness Assessment (KRA)



Supports for Parents

- Attend the systemic Kindergarten Orientation Day with your child
- Open House
- Back to School Night
- Request an IEP Review to discuss your student's progress and services, if needed.
- Meet the key players on your student's team:
 - IEP Case Manager
 - Special Education Chairperson
 - Related Service Providers
 - Guidance Counselor

Preparing Your Child For Their Transition to Kindergarten

- ☐ Find books at the library about starting school
- ☐ Create a personal picture book
- ☐ Get organized (plan for bedtime, morning routines, get supplies)
- ☐ Change/ modify /develop individual schedule for morning and afternoon
- ☐ Meet with support care givers, such as a babysitter, family members or childcare center staff to talk about or review any new routines, new resources to support, etc.

Preparing Your Child For Their Transition to Kindergarten

- ☐ Talk about school in a positive way
- ☐ Consider visiting your school location and explore the playground. Consider repeating visits during the summer.
- ☐ Share your child's IEP with the school principal, special education chairperson and classroom teacher

Preparing Your Child For Their Transition to Kindergarten

- ☐ Create a plan with your child for the first day of school (dropping off, saying goodbye, etc.) This may include whatever strategies work best for your child... conversation, story, visuals. You may practice new routines, model using a sibling or use a story.
- ☐ Review bus safety, if applicable, with all adults responsible for getting child to and from/ on and off the bus
- ☐ Practice lunch PIN number during the first month of school as appropriate to your child's abilities at this time
- ☐ Encourage and build independence with self care, attending for a little bit longer, participating in a less preferred activity, etc.



Preparing Your Child For Their Transition to Kindergarten

- ☐ Facilitate independence during lunch as appropriate by providing things that child can easily manage. Practice opening lunch containers, unwrapping food and opening drink containers such as juice and milk. These can be things you can experiment with over the over the summer. Be mindful, not able to heat up or refrigerate food unless medically necessary
- ☐ Discuss your/child's feelings about starting school; address their concerns. Build in supports to reduce anxiety by keeping some familiar things as part of routine
- ☐ Inform teacher and school of any special needs/concerns your child may have (health, allergies, accessibility.)
- ☐ Use the CORE board or whatever communication system your child uses to refamiliarize him or her with teachers, bus, school building, school routines, etc.



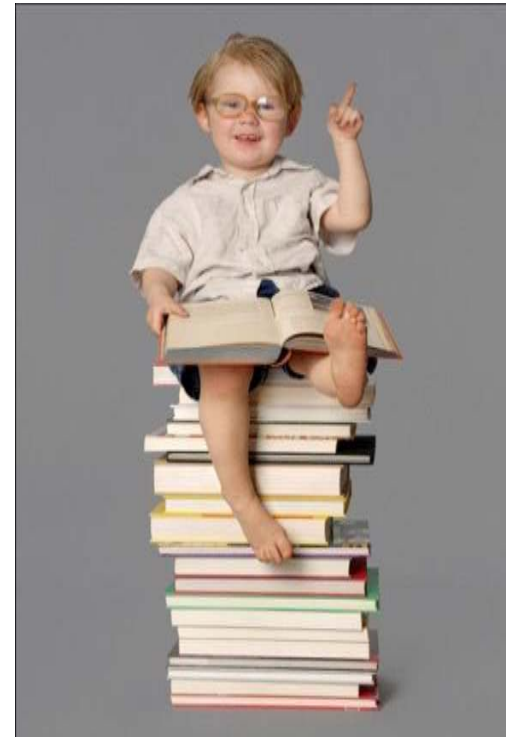
Early Childhood and Kindergarten Teams Partner to Support Transition

- **January 2021** – ECC and K staff meet to talk about transitioning children. Discussion includes need for observations, additional data, enhanced opportunities for certain types of experiences, such as, larger group, smaller group, inclusion
- **May 2021** - ECC's will meet with receiving schools to discuss IEP present levels, health and behavioral concerns
- **May 2021** - Will complete observations
- **May 2021** – Will identify any student specific communication needs
- **Spring 2021** - Transition to Kindergarten Parent Learning Opportunity
- **June 2021** - Will organize records and materials for instructional purpose to be sent to the receiving schools

Suggested Children's Books

- *When Sophie Gets Angry – Really, Really Angry* by Molly Bang
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *I Love School!* by Philemon Sturges
- *My Kindergarten* by Rosemary Wells
- *Lots of Feelings* by Shelley Rotner
- *The Neighborhood Mother Goose* by Nina Crews
- *ABC for You and Me* by Margaret Girnis
- *Countdown to Kindergarten* by Alison McGhee

Available at your public library



Suggested Children's Books

- Countdown to Kindergarten by Alison McGhee
- David Goes to School by David Shannon
- Froggy Goes to School by Jonathan London
- I Am Too Absolutely Small for School by Lauren Child
- Kindergarten Rocks! by Katie Davis
- Look Out Kindergarten, Here I Come! by Nancy Carlson
- Prepare, kindergarten! Allavoy! by Nancy Carlson
- Mae's First Day of School by Kate Berube
- Off to Kindergarten by Tony Johnston
- School's First Day of School by Adam Rex
- Splat the Cat by Rob Scotton
- Welcome to Kindergarten by Anne Rockwell
- Wemberly Worried by Kevin Henkes
- Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate and Ashley Wolf
- A Place Called Kindergarten by Jessica Harper

Resource Websites



Parent and Family

<http://www.readyatfive.org/raf/for-parents/parent-tips.html> - Ready at Five Parent Tips

Support Information

<http://www.ncpad.org> – National Center on Physical Activity and Disability

<http://www.ppmd.org> – Center for Parents of Special Need

Educational Information

<http://www.getreadytoread.org> – Literary activities and online games

<http://www.thearcofpgc.org> – Support for People with Disabilities and their Families

Transition from Elementary to Middle School

”Keys to a Successful Transition”





When and Where Does the Middle School Transition Begin?

- Neighborhood Elementary School
- Boundary Area Middle School
- K-8 Academy
- K-8 Specialty School
- Public Charter School





Special Education Continuum of Services

- Monitoring/Consultative Services
- Supported Inclusion
- Co-taught Classes
- Academic Resource
- Designated Special Education Programs
- Public Separate Day School



Supports to Help Students Prepare for Transition to Middle School

- Elementary school practices and routines establish a mindset for middle school.
- Access to academic interventions, as appropriate.
- Strengthen reading, writing, thinking and literacy skills.
- Middle School Guidance Counselor and Special Education Chairperson visit feeder schools to introduce themselves.
- Each middle school will notify parents of information nights as they are scheduled.



Sharing of Information to Ensure a Smooth Transition to Middle School

- Ensure that all IEP records in Maryland Online are accurate and complete.
- Attend articulation meetings between the sending and receiving middle schools.
- Share student data, IEP needs, academic intervention needs and if appropriate the need for positive behavioral supports.
- Sharing of student's IEP Snapshot with middle school teachers.

Supports for Parents

- Request an IEP Review to discuss your student's progress and services, if needed.
- Identify the key players on your student's team:
 - IEP Case Manager
 - Special Education Chairperson
 - Guidance Counselor
 - School Administrator
 - Special Education Instructional Specialist (SEIS)

Transition from Middle to High School

"Steps for a Successful Transition"



Preparing Students and Parents

STUDENTS

- Students begin to attend their IEP meetings at age 14.
- Students should know and understand their IEP.
- Students enrolled in Academic Resource will work on self-advocacy skills or it can be addressed with their individual case manager.

PARENTS

- Meet with your child's guidance counselor and case manager to ensure effective communication.
- Assist in an organization system that works for your child.
- Assist your child with studying and note taking skills.
- Promote independence and self- determination.



Special Education Continuum of Services

- Monitoring/Consultative Services
- Supported Inclusion
- Co-taught Classes
- Academic Resource
- Designated Special Education Programs
- Public Separate Day School



How are we Preparing

PGCPS

for the Transition to High School

- Articulation is completed with middle school and high school special education chairs.
- IEPs and information is shared regarding individual student needs.
- High school guidance counselors and the special education chairperson visit feeder schools to meet students.
- Each high school will notify parents of information nights as they are scheduled
- Back to school night is offered in the fall to provide opportunities for parents to follow the schedule and meet with individual teachers.



Resources

- <https://www.pgcps.org/offices/college-readiness>
College Readiness
- <https://www.naviance.com/>
Naviance Career Academies and Applications
(Parents can access via their child's credentials in Clever)
- <https://www.pgcps.org/offices/curriculum-and-instruction/graduation-requirements>
Graduation Requirements
- <https://www.pgcps.org/offices/college-readiness/dual-enrollment>
Dual Enrollment
- <https://www.pgcps.org/about-pgcps/applications>
Specialty Programs, Career and Technical Education Programs, and Charter School Application Process
- <http://www.marylandpublicschools.org/about/Documents/DAAIT/MCAP/MCAPOverview.pdf>
Required Assessments

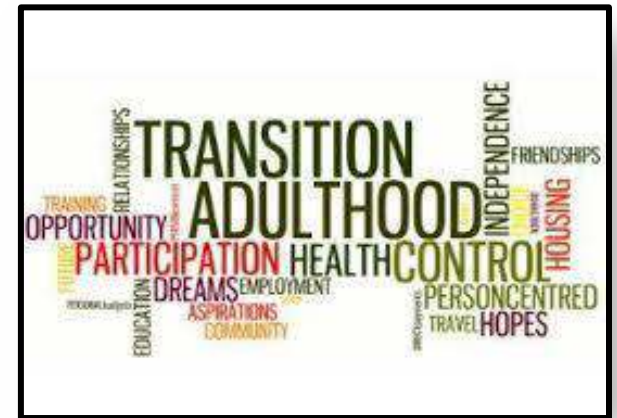
Transition from High School to Post-Secondary



Transition Planning

The goal of Transition Planning is to assist students with disabilities as they progress through school and prepare for life in the adult world. The adult activities can be a combination of any of the following:

- ❖ Employment
- ❖ Post-Secondary Education (College or Trade School)
- ❖ Supported Employment/Job Coaching
- ❖ Community Participation
- ❖ Independent Living
- ❖ Adult Day Services



Elementary Transition Focus

What should Transition Planning look like in elementary school?

Activities should include topics such as:

- ❖ Self Awareness
- ❖ Community knowledge
- ❖ Independence
- ❖ Work Habits



Middle School Transition Focus

What should Transition Planning look like in middle school?

Activities should include topics such as:

- ❖ Self-Awareness
- ❖ Community Awareness
- ❖ Decision-Making
- ❖ Developing Independence
- ❖ Work Habits/Values
- ❖ Self-Regulation



High School Transition Focus

What should Transition Planning look like in high school?

Activities should include topics such as:

- ❖ Self-Awareness
- ❖ Exploration of Careers
- ❖ Developing Employability Skills, Social Skills and Work Habits
- ❖ Employment



Before Graduation

Employment

- Job Readiness Skills (Pre-ETS)
- Work Study Experience
- Job Sampling
- Community Experiences
- Volunteer Opportunities



Higher Education

- Appropriate HS Classes/Electives
- Entrance Requirements
- SAT/ACT/Placement Tests
- College Fairs
- College Visits
- Disability Support Services Center



After Graduation

Entitlement

Students are entitled to a free and appropriate education (FAPE) until they earn a HS Diploma or reach 21 years of age.



Eligibility

As an adult they must meet all eligibility requirements to receive funding for services from an adult service provider (DDA/DORS) including support for post-secondary education.

Agency Linkages

- ❖ **DORS** - Division of Rehabilitation Services
<https://dors.maryland.gov/Pages/default.aspx>
- ❖ **DDA** - Developmental Disabilities Administration
<https://dda.health.maryland.gov/Pages/home.aspx>
- ❖ **BHA** - Behavioral Health Administration
<https://bha.health.maryland.gov/pages/index.aspx>
- ❖ **MDL** - Maryland Department of Labor
<https://www.dllr.state.md.us/employment/Maryland>



Maryland Transition Planning Guide



[Secondary Transition Planning Guide for Individuals with Disabilities](#)

[Special Education College & Career Fair](#)

[Career Expo](#)

[TY Fair Website](#)

[Ready @ 21 \(Pre-ETS\) - Spring Session](#)

[Benefits Enrollment Center - ARC of PGC](#)

[Ready 2B Healthy](#)

[Summer Youth Employment Program](#)

[Project Access](#)

[Parks & Rec Therapeutic Recreation Program](#)



[Cup of Joe Session \(DDA\)](#)

[DORS Workforce & Technology Center
\(Programs & Job Descriptions\)](#)

[Hands of Hope \(DDA\)](#)

[CORE Program for Adults With Developmental Disabilities](#)

[Terps EXCEED \(application\)](#)



Questions





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