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School Transitions for Students With Disabilities

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Department of Special Education

SECAC Meeting

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS • www.pgcps.org



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Transition to Kindergarten



Transition to Kindergarten

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

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What is 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”.

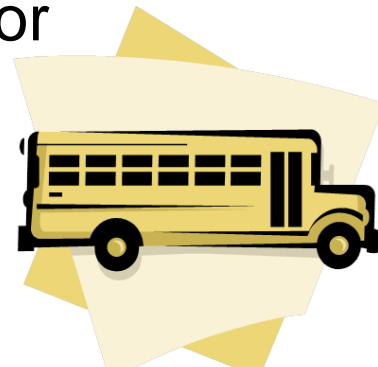
www.pgcps.org/kindergarten



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Where will I go to Kindergarten?

- Schools are identified based on boundaries
- You **MUST** enroll at your boundary school (or IEP program)
- Applications are accepted online for Kindergarten children to attend specialty programs and charter schools (may be outside of your boundary school)
 - Application deadlines for specialty programs
 - A lottery system is used to select applicants
 - Placement notifications will be mailed to parents
 - Early entrance applications are not accepted for specialty programs





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What will I need in order to register at my boundary school for Kindergarten?

Registration Requirements Proof of Residence

- 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 cont.

- Photo ID of Legal Guardian
- Custody/Court Documents (if applicable)
- Current Immunization Record
- Student's Social Security Card



A typical child entering Kindergarten...

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- is aware that written words and symbols mean something
- recognizes a few letters and/or words
- pretends to read and/or write
- loves to have stories read to them
- is becoming independent but still needs limits set
- follows two to three step directions
- can open their own food and juice containers
- is physically strong and coordinated
- communicates with adults and others
- uses the bathroom independently
- can get on and off the school bus independently



Who is in a Kindergarten class?

- Students who are 5 years old by September 1, 2017
- 1 teacher (additional staff based on elementary school staffing)
- Children in the classroom come from:
 - PreK
 - Head Start
 - Early Childhood Centers (ECC)
 - Community Childcare Centers
 - Home





Reading/English Language Arts

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- **135 Minutes time block**

- **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 Practice**

(20 min each)

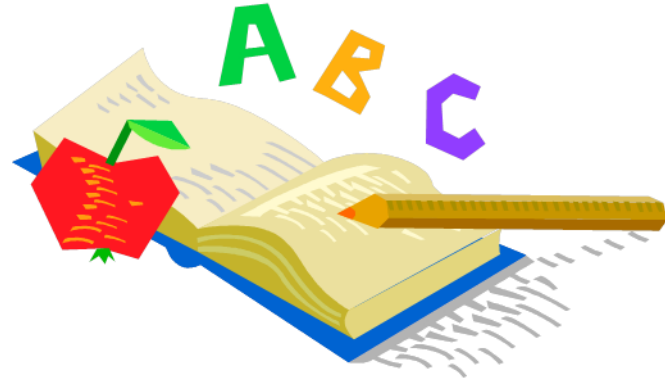
- Teacher guided reading group
- Literacy activity (independent work)
- Centers (such as: library, listening, write the room, read the room, writing, computers)

- **75 Minutes block**
 - **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
- Directed Reading Assessment (DRA)
- Kindergarten Readiness Assessment (KRA)



Grading and Report Cards

- Report cards are sent home quarterly (every 9 weeks)
- Interim progress reports are sent home for each child in the middle of each quarter
- IEP progress reports on IEP goals are sent home quarterly during the school year (same as general education)
- Students receive a minimum of 1 grade per week, per subject



Children with Special Needs

- Placed in a Kindergarten program based on their IEP
- Implementation of special education services and related services occurs in the programs based on:
 - current progress
 - present levels of performance
 - goals and objectives
 - types of accommodations and modifications



How to prepare your child for their transition to Kindergarten

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- Talk about school in a positive way
- Visit the school (please make an appointment) and playground
- Share your child's IEP with the school principal, special education chairperson and classroom teacher
- Find books at the library about starting school
- Get organized (plan for bedtime, morning routines, get supplies)
- Create a plan with your child for the first day of school (dropping off, saying goodbye, etc.)
- Review bus safety, if applicable
- Attend the systemic kindergarten orientation day with your child
- Practice opening lunch containers
- Practice lunch PIN number during the first month of school
- Discuss your/child's feelings about starting school; address their concerns
- Inform teacher and school of any special needs/concerns your child may have (health, allergies, IEP, 504 plan, etc.)

Suggested Books to Read to Your Child to Prepare for Kindergarten

- *When Sophie Gets Angry – Really, Really Angry* by Molly Bang
- *Look Out Kindergarten, Here I Come!* by Nancy L. Carlson
- *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





Resource Websites

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Parent and Family

<http://www1.pgcps.org/judycenter> - Judith P. Hoyer Family Learning Center

<http://families.naeyc.org> - Nation Association for the Education of Young Children

<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.ppmnd.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

<http://www.marylandpublicschools.org/MSDE/programs/ccss> –MCCRS parent tips

<http://msde.state.md.us/cc/> – Common Core resource guide

Transition from Elementary to Middle School

"Keys to a Successful Transition"





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When & 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 Program Services
- Separate Schools



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
- School sponsored field trip for students to visit their future middle school
- Sharing of Student's IEP Snap Shot middle school teachers



Sharing of Information to Ensure a Smooth Transition to Middle School

- Ensure that all IEP records in MOL 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.
- Student IEP needs result into the assignment of the allocation of staff.

Supports for Parents

- Parent Night
- Open House at School during the school day (learning walk)
- 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

"Keys to 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
- Intensive Classes
- Academic Resource
- Designated Special Education Program Services
- Public Separate Day Schools



How are we Preparing for the Transition to High School

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- 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.
- Parent nights are offered in the spring to special education parents for an overview of the programs.
- Back to school night is offered in the fall to provide opportunities for parents to follow the schedule and meet with individual teachers.



Resources

- www.pgcpsready.com - Career Academies
- <http://www1.pgcps.org/ccrip/> - Career Application
- <http://www1.pgcps.org/schoolcounseling/interior.aspx?id=99544> - Graduation Requirements
- <http://www1.pgcps.org/parcc/> - PARCC Assessments

What is Transition?

- According to IDEA 2004

The term “***transition services***” means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities including

What is Transition?

- Postsecondary education,
- Vocational education,
- Integrated employment (including supported employment),
- Continuing and adult education,
- Adult services,
- Independent living or
- Community participation.



What is Secondary Transition?

- Is based on the individual child's needs, taking into account the child's strengths, preferences and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation.



Who Receives Transition Services?

- Reauthorization changed age of service to 16
- COMAR is maintaining the age of 14 for services to begin for all students with a disability.
 - A Transition Plan will be developed as part of the IEP for all students who turn 14 during the implementation year of their IEP.

Example: IEP date is April 1, 2015, student turns 14 on February 1, 2016, a transition plan must have been developed at the April 1, 2015 IEP Meeting.

What's different

Entitlement

- Students are entitled to a free and appropriate education until you earn a diploma or reach 21 years of age.

Eligibility

- As an adult you must meet all eligibility requirements and funding availability to receive services from an adult service provider including postsecondary education.



School Programs

- Academics
- Diploma vs. Certificate
- Community Referenced Instruction (CRI)
- College and Career Research & Development (4-credit completer)
- Service Learning
- Career Academies
- Technical Academies



What is my goal?

Employment

- Job readiness
- Work Study
- Job Sampling
- Community Experiences
- Know what you want to do to make a career not a job.

Post Secondary Education

- Take appropriate classes
- Take entrance tests
- Visit Disability Support Services
- College visits
- College fairs
- Know what is required
- Disclose disability to receive accommodations



Decisions to Make

- Why am I going to college?
- What type of college do I want to attend?
 - 2 year, 4 year
 - Big school, small school
 - Close to home and commute or away and live on campus
- What do I want to study?
- What is my ultimate Career Goal?
- What supports or accommodations will I need to be successful?
- Am I willing to DISCLOSE my disability?

Agency Linkages

- **DORS** - Division of Rehabilitation Services
- **DDA** - Developmental Disability Administration
- **BHA** – Behavioral Health Administration



- You **must** apply and be determined eligible
- Referrals can be made in the students Junior year
- Competitive Employment is the outcome
- You **must** follow through with appointments to determine eligibility
- Case will close without follow through
- Services they may provide include
 - Career assessment
 - Job training,
 - Job Placement
 - Financial Assistance with coursework for employment



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DDA- Options for Transitioning Youth

(Long term supports)

- Supported Employment
- Employment and Discovery Customization
- Day Habilitation
- Medical Day
- Community Learning Service
- Self-Directed Option

Start Getting Ready

- Apply for DDA (Age 14) critical at 18
- Gather records
- Apply for SSI (age 18) Family of 1
- Apply for Medicaid (Age 18)
- Apply for Metro Access
- Attend TY Fairs
- Visit Adult Agency Providers
- Submit Choice letter October of senior year

School Preparation

- In-school training
- Community work experiences
- All students should have a resume and/or visual resume
- Know where and what student is doing for their work experiences
- What skills do they have
- What do they want to do
- Students are creating portfolios



Promoting Independence

- Responsibilities around the house.
- Getting up to alarm clock
- Making choices – clothing, food, activities
- Using a key to come in the house
- Using a phone
- Safety issues
- Preparing a simple meal or snack
- Age appropriate behaviors



Transition = Planning
Plan ahead to achieve your goals

Questions





Presenter's Contact Information

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