



EARLY INTERVENTION → EARLY CHILDHOOD

THE TRANSITION/EVALUATION



To ensure a smooth transition from birth-to-three services to CCSD 89 services, an evaluation will need to be completed. The Early Childhood team will complete a Transdisciplinary Play-Based Assessment (TPBA). Components of the evaluation will be agreed on with the parents and the educational team prior to the evaluation. The TPBA approach takes a flexible, dynamic and holistic perspective on a child's individual development, including strengths and needs. It recognizes the importance of play as a natural context for development and acknowledges the expertise and contributions of parents.

The team will review the reports and progress notes from Early Intervention. After the evaluation is completed, an Individual Educational Program (IEP) meeting will be scheduled to review the evaluation results, consider any private reports or information presented by the parents, and determine if the child meets special education eligibility according to state criteria. The IEP team includes: the parents/guardians, individuals who completed the evaluation (e.g. school nurse, social worker, speech language pathologist, occupational therapist, physical therapist, psychologist), a special education teacher, and an administrator who is responsible for overseeing special education services. Parents may bring other individuals to this meeting, such as family members or current service providers who are working with their child.

ELIGIBILITY FOR SPECIAL EDUCATION SERVICES



Following the evaluation, the child's eligibility for special education services is considered using special education criteria established by federal and state regulations. If a child is determined eligible for special education services an Individualized Education Program (IEP) is written. The IEP includes annual goals and short-term objectives to address the educational needs. The IEP team determines special education services, placement, and the need for extended year programming beyond the regular school calendar. Parents are active participants in this process. Upon receiving consent from the parents/guardians, the school staff implements the IEP and services begin on the child's third birthday. A continuum of educational placement options will be discussed at the meeting.

EDUCATIONAL PLACEMENT OPTIONS



BLENDED

Inclusion classrooms are comprised of no more than 20 students. Some students have Individualized Education Programs (IEPs) and some are typically developing students. **There are both morning (8:30-11:10a.m.) and afternoon (12:30-3:10p.m.) sections of our blended classrooms at Briar Glen.**

SPECIALIZED ACADEMIC HALF DAY

A small class of no more than 10 students with Individualized Education Programs (IEPs). This program provides intensive intervention for children with multiple needs (i.e. adaptive, communication, social/emotional and/or motor). **This class is an afternoon section (12:30-3:10p.m.) at Briar Glen.**

SPEECH & LANGUAGE

PHONO - Phonological speech class is for children with severe and profound phonological delays. **This class is on Tuesdays and Thursdays from 1:35-2:55p.m. and held at Westfield.**

P.A.L.S.S. - Playing to Advance Language & Speech Skills which combines a language and phonological therapy approach in a play based manner. **This class is on Thursdays from 9:10-10:10a.m. at Westfield.**

SPECIALIZED ACADEMIC EXTENDED DAY

A small class of no more than 10 students with Individualized Education Programs (IEPs). This program provides intensive intervention for children with multiple needs (i.e. adaptive, communication, social/emotional and/or motor). **This program is an extended day (8:50a.m. - 2:00p.m.) at Arbor View.**