

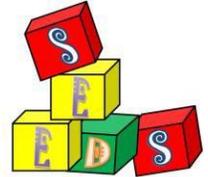
# TRANSITION TO KINDERGARTEN

# A Planning Guide for Parents

School District of Philadelphia



Office of Specialized Services



Revised October 2015





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# Introduction

**The transition from Preschool Early Intervention to Kindergarten is an exciting and challenging time. As the parent/guardian, you are an incredibly important part of the transition process. We hope the information in this Guide helps you answer any questions you may have and helps you in the planning for your child's transition from Elwyn SEEDS Early Intervention program to Kindergarten services in the School District of Philadelphia. The goals of this Guide are to:**

- **Promote an understanding of the transition process**
- **Share the transition timeline**
- **Explain your role and responsibilities as part of the transition team**
- **Explain the roles and responsibilities of Elwyn SEEDS and the Philadelphia School District**
- **Provide information to plan for your child's program**
- **Share some of the forms you will see over the transition period (e.g., Intent to Register)**
- **Provide further resources, support and training information**



## Summary of Transition Timeline

**October 1<sup>st</sup>:** Elwyn SEEDS sends transition letter and *Intent to Register Forms* to all potential transitioning families with return addressed and stamped envelopes.

**Parents/guardians should return form immediately.** If Intent is not returned within 14 days of mailing, then Elwyn Parent Partners will contact family by phone to assist. If the forms are still not returned, a second letter and *Intent to Register Forms* will be mailed.

**October:** Elwyn SEEDS Service Coordinators complete demographic packets for children, including copies of Evaluation Reports (ER) and Individualized Education Plans (IEP) and deliver them to the School District of Philadelphia.

**October:** Elwyn SEEDS sends electronic data with child's name, address, Elwyn SEEDS ID number, date of birth and parental contact information. This information is the basis for future ongoing tracking of all transitioning children.

**January - February:** The face-to-face transition meetings between families, Elwyn SEEDS and the School District of Philadelphia will be held. Meetings will be held in several locations throughout the city and both day and evening meetings will be available.

**January 19, 2016:** Registration begins for kindergarten students in the School District of Philadelphia. **Registration at the child's neighborhood school or neighborhood charter school is essential.**

**Beginning January:** Child is evaluated within 60 calendar days of parent's signature on the Permission to Re-evaluate (PTRE) form. Within 30 calendar days of completion of the Reevaluation Report (RR), a new IEP will be developed for the beginning of the school year if your child is eligible.

If your child is eligible, an IEP team, which includes parent/guardian will meet to develop an IEP with a start date for the first day of school in September. A Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is offered with the IEP. With parent's signature of agreement, service and supports will be in place to start the new school year.

\* Transition guide adapted from IU 15 "Transition: a planning guide for parents," with permission. Inserts included from Education Law Center.

# Quick Checklist for Transition

## SEPTEMBER

- Make sure your child's teacher and Service Coordinator have your correct contact information, including phone numbers and mailing address.** If your information changes throughout the year, make sure you update the records by contacting your Service Coordinator.
- You will receive an introduction letter and "*Intent to Register Form*" from Elwyn SEEDS in the mail.

## OCTOBER

- Please fill out "*Intent to Register Form*" and mail back immediately to ensure a smooth transition.**

## NOVEMBER

- You will receive Notice of Your Child's Transition to School Age Meeting Date.**
- You will receive Notice of Face to Face Transition Meeting Date.**

## JANUARY - FEBRUARY

- Please plan to attend one of several face-to-face transition meetings in your area.**
  - Representatives from Elwyn SEEDS and the School District of Philadelphia will be available to answer your questions and assist with your transition needs.
- You will receive of the Notice of Options at the Face-to-Face Meeting.

## JANUARY

- Please register your child for Kindergarten.**
  - Register at your neighborhood school - this may not be the school your child will attend.

**Registration will begin on January 19, 2016. It is critical that you register as quickly as possible.**

**If appropriate a Permission to Reevaluate (PTRE) will be created by the Office of Specialized Services at the face-to-face meetings.**

## JANUARY - MAY

- **Please sign your child's Permission to Evaluate (PTE) or Reevaluate (PTRE) form.**
  - Review the PTRE form, check for correct name, birth date, contact number and ensure that all areas of concern for your child are being evaluated. Please be sure your address is correct. If it is incorrect, please notify your Early Intervention Service Coordinator, who will notify the School District.
  
- **You will be asked to participate in the Evaluation and IEP (Individualized Education Plan) development.**  
**(After the PTRE are signed by the parent and returned to the School District)**

## THROUGHOUT THE TRANSITION YEAR

- ✓ Use resources listed in this Guide as needed.
- ✓ Develop transition goals and services with your Individualized Education Plan (IEP) team.
- ✓ Contact **Elwyn Parent Partners** or your Elwyn Service Coordinator with questions and for assistance.

**PARENT PARTNERS: 215-222-4181**

**ELWYN SEEDS: 215-921-7164**



## QUESTIONS ABOUT TRANSITION

In this Guide, some of the questions you may have about transition and the events which occur during transition will be answered. It is not always easy to provide direct answers, since transition planning includes individualizing for each child. Children have specific individual needs which can often be met using various instructional approaches.

### What does TRANSITION mean?

Transition means “change.” We have all experienced, and will continue to experience, many transitions in our lives. Most of us have transitioned from elementary school to high school and from high school to leaving school. When you became a parent or guardian you experienced another transition or change in your life. Now you are experiencing a time when your child is transitioning from a developmental program to an educational program.

Since your child has been experiencing some difficulty with speech, language, motor, cognitive, self-help or behavioral development, it is very important that we plan together to help your child progress.

You will be learning some new words and definitions which describe programs and paperwork. You will also be meeting new people. These people care about children just as staff in your child’s preschool program care about children. As you meet staff from the School District of Philadelphia you will learn that educators will always endeavor to teach children appropriately.

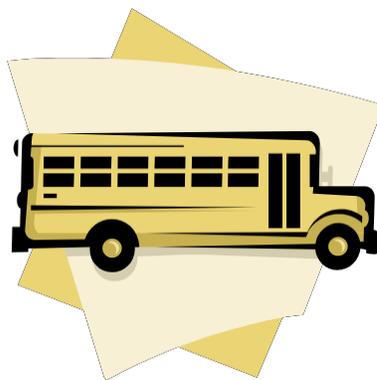


### As a parent, why do I need to become involved in TRANSITION?

As a parent, you are an important part of the team making decisions about the educational plan your child receives in school. As you learn about the programs offered by the School District, it will be easier for you to be an active member in the decision-making process. After all, you know your child better than anyone and you can be your child’s best advocate. Learning the meaning of the words educators use and programs provided by all schools - including traditional public, neighborhood charter, charter and private schools - will help you plan for your child’s educational needs. Learning about school supports, services and programs will help you participate in your child’s education.

### What happens during the TRANSITION year?

The year before your child becomes eligible for kindergarten in the School District of Philadelphia, a transition plan will be included in your child’s Elwyn Individualized Education Plan (IEP). The transition plan should describe how your child and family will be assisted in preparing to move from preschool early intervention into a new program for school-aged children. This will be a busy year! You will be invited to attend face-to-face transition meetings, register your child for kindergarten, have your child evaluated for services for kindergarten and develop a school-age Individualized Education Plan (IEP), if your child continues to be eligible.



## What to expect when your child is Transitioning, month by month

**SEPTEMBER – OCTOBER:** You will receive information about Transition and a document called "*Intent to Register.*" Returning the "*Intent to Register*" is the first step in the process. **Returning the form immediately is crucial for a smooth transition for your child.** If you are not sure if your child will be transitioning, we encourage you to select that you intend for your child to transition.

**NOVEMBER – JANUARY:** Between November and January of the child's transitioning year, parents and other early intervention preschool IEP team members are asked to start planning for the educational needs of the child for the next school year. You will receive a Notice of Your Child's Transition to School Age Meeting. The School District is responsible for determining if a child is eligible for services through an evaluation. You will be asked to give permission for the evaluation and you will be asked to sign a permission form called a "Permission to Re-evaluate (PTRE)."

**It is crucial that as soon as The School District of Philadelphia announces the opening of Kindergarten registration, you register your child immediately beginning **January 19, 2016.****

**The Permission to Reevaluate (PTRE) will be created by the Office of Specialized Services at the face-to-face meetings.**

**JANUARY - FEBRUARY:** Face-to-face meetings will be held throughout the city with representatives of the Philadelphia School District and Elwyn SEEDS. This is a meeting to talk about your child, his/her needs and his/her strengths. It is also an opportunity for The School District of Philadelphia to explain options for your child's transition. As part of the transition planning, the types of evaluations considered appropriate for your child will be discussed with you. Before any evaluation can begin, you will be asked to sign the Permission to Re-evaluate (PTRE) form. Once you have signed the PTRE an evaluation will take place within 60 days. The law requires that the face-to-face meetings be held no later than February 28<sup>th</sup>.

**JANUARY** - You will be asked to register your child for kindergarten. **Do not delay in registering your child. Kindergarten registration begins on January 19, 2016.** You will register your child at your neighborhood school -- this may not be the school your child will attend in September. This will start the Evaluation Process.

**BEGINNING IN JANUARY:** An evaluation will be conducted to determine if your child has a disability and needs specially designed instruction. If eligible, an IEP meeting is held, an IEP developed, an educational placement determined and a NOREP/PWN (Notice of Recommended Educational Placement/Prior Written Notice) developed.

Communication between parents, preschool staff and District representatives will be ongoing. The School District is responsible for providing a program for your child in September. District representatives will be able to provide information, in general, about the types of programs provided by the District.

**SEPTEMBER** – Prior to the start of the school year, IEPs are written, NOREPs issued and your child is ready to start kindergarten. In August you will also receive an exit NOREP from Elwyn SEEDS discharging your child from early intervention services to school age services.



## Transition Timelines and Responsibilities at a Glance

EI Responsibilities	District Responsibilities	Family Responsibilities
Joint planning with District each Fall	Joint planning with EI each Fall	
Send Intent to Register form and Transition Letter to families in September/October	District will provide Elwyn with the correct neighborhood school	Review transition letter and ask questions about transition with EI provider, if needed. Inform provider if you know your child will be attending a Charter School or of your intent to keep your child in EI an additional year. <b>Sign Intent to Register if interested in having your child attend a District program in September.</b>
Send Notice of Your Child's Transition to School Age Meeting in November.	Review of the options for your child's transition.	
District is sent information from EI to aid in planning for children who may transition to District		
Notify families when the District is having open registration in January for kindergarten	Conduct public awareness announcements to inform families of the time to register at the District for kindergarten in January	<b>Register child at neighborhood school IMMEDIATELY. See below for requirements at time of registration</b>
	Issue Permission to Reevaluate (PTRE)	Sign Permission to Re-evaluate(PTRE) if interested in having your child attend a District program
Participate in face-to-face meetings with families and District by February 28	Conduct face-to-face meetings with families and EI by February 28	Participate in face-to-face meetings with District and EI
Facilitate time and place for District evaluation and provide information as requested	Conduct evaluation to determine continued eligibility for special education within 60 calendar days of receipt of signature on Permission to Reevaluate (PTRE)	Bring child to evaluation and participate in evaluation and provide information to District as requested
Participate on IEP team in development of school-age IEP	Complete IEP with September start date	Participate in the development of your child's new IEP

**The following is the information needed at the time of registration:**

- PA driver's license or PA photo ID
- Proof of residency/address in Philadelphia (lease, electric bill, etc. may be used)
- Proof of age: birth certificate or passport
- Child's immunization record (all shots must be current) The following is a list of immunization requirements: \*\*

<b>Vaccines</b>	<b>Requirements (Recommend Vaccines)</b>
Diphtheria & Tetanus	4 doses: At least one dose on/after the 4 <sup>th</sup> birthday (DtaP/DTP/DT/TD)
Pertussis	4 doses: At least one dose on/after the 4 <sup>th</sup> birthday (DTaP or DTP)
Polio	3 doses: (OPV/IPV)
Measles	2 doses: on/after 1 <sup>st</sup> birthday (MMR or MMRV)
Mumps	2 doses: on/after 1 <sup>st</sup> birthday (MMR or MMRV)
Rubella	2 doses: on/after 1 <sup>st</sup> birthday (MMR or MMRV))
Hepatitis B	3 doses: (HBV)
Varicella (Chickenpox)	2 doses: on/after 1 <sup>st</sup> birthday (Varicella or MMRV) <i>or</i> documentation of chickenpox immunity proven by laboratory testing <i>or</i> a written statement of prior chickenpox disease from a healthcare provider

\*\* If your child has a medical reason for not receiving vaccinations, you must get that in writing from your child's pediatrician and take it with you to registration.

If you are considering, but are not sure, about sending your child to a Charter or private school, it is recommended that you complete the transition process with the District. It is always better to have options open to you during this decision making time.

**It is crucial that as soon as The School District of Philadelphia announces the opening of kindergarten registration, you register your child immediately. Kindergarten registration begins on January 19, 2016.**

**The Permission to Reevaluate (PTRE) will be created by the Office of Specialized Services at the face-to-face meetings.**

*\*Please complete and sign the Intent to Register and submit to Elwyn SEEDS or your Elwyn EI Service Provider*

**Your Intent to Register form will look like this:**  
**INTENT TO REGISTER – Kindergarten Age Eligible**  
**Transition from Preschool Early Intervention to School Age Program**  
**ELWYN SEEDS**

Date Sent/Given to Parent/Guardian		Date Received from Parent/Guardian	
Date Sent/Given to School District or Neighborhood Charter School			
Child's Name			
Date of Birth			
Name and Address of Parent/Guardian			

Dear

By completing this form you are documenting for transition planning purposes your intention to register your child in your school district or neighborhood charter school. Within a reasonable period of time from the receipt of this completed form, your school district or neighborhood charter school will proceed with the transition process to determine your child's continued eligibility for special education in order to have your child's *IEP* in place by the beginning of the school year.

<b>MY INTENTION TO REGISTER MY CHILD FOR SCHOOL</b>
<b>CHILD WHO IS KINDERGARTEN AGE ELIGIBLE</b>
Your child is age eligible for kindergarten in your school district. Please check 1, 2, or 3 below to indicate your intention to register your child. Note that registering with your school district or a neighborhood charter school does not affect the option for your kindergarten age eligible child to remain in the Preschool Early Intervention Program.
1. _____ I currently intend to register my child in my school district or neighborhood charter school for the next school year. I understand there are several options the school district or neighborhood charter school will discuss with me regarding how the school district or neighborhood charter school team could proceed with my child's transition. I understand that, within a reasonable period of time from the receipt of this signed form, the school district or neighborhood charter school will notify me in writing and initiate the transition process. I understand that my child's educational records will be provided to my school district or neighborhood charter school. I also understand that in order to receive special education services in a public school my child must be determined eligible and enrolled in the school district or neighborhood charter school.
2. _____ I currently do not intend to register my child in my school district or a neighborhood charter school. Instead, I want my child to remain in the Preschool Early Intervention Program for the next school year. I understand that directory information (such as my child's name and birthdate and my name, address, and phone number) will be provided to my school district.
3. _____ I do not intend to enroll my child in kindergarten.
<b>Directions for parent/guardian – Please check 1, 2, or 3 above.</b>

If you have any questions regarding the transition process for your child, please contact your school district or neighborhood charter school.

School District of Residence or Neighborhood Charter School		
Special Education Director/Designee		
Special Education Office Telephone		
Parent/Guardian Signature	Daytime Telephone	Date

A copy of the Procedural Safeguards Notice explaining your rights is available from your child's school.

**Your transition plan will look like this, but it will be specific for your child**

## Transition Plan

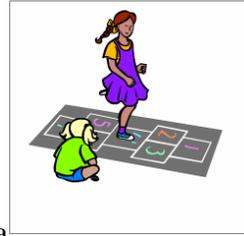
A transition plan should be completed for children as identified in the Special Considerations section

<b>Transition Outcome/Goal:</b> 1) Service Coordinator will inform child's family of the transition to school-age process through verbal and written correspondence in September. 2) The family, Service Coordinator staff, and School District staff, will maintain on-going communication in order to ensure a smooth transition to school-age services. 3) Child will be familiarized with routines and activities appropriate for children entering school-age programs.			
<b>What is happening now?</b> Child is in service and is participating in activities that will prepare him/her for school-age programs. <b>What information and child and family considerations should be shared with the team in order to better prepare for transition?</b>			
<b>Activities/Services Designed to Ensure a Smooth Transition In Early Intervention</b>			
The plan should include at least the following:			
1. Discussions with the parent regarding future support and other matters related to transition; 2. Steps to prepare the toddler/young child for changes based on developmental needs, including activities to help the adjustment to and participation in new settings; 3. Steps to ensure a smooth transition, including sharing of information, and convening a meeting with the family, MAWA and/or community provider, or school district at least 90 days and up to 9 months prior to the child's 3 <sup>rd</sup> birthday (infant/toddler) or by February 28 of the current program year for preschool EI.	<b>Person Respon- sible</b>	<b>Date To be Comple- ted</b>	<b>Actual Comple- tion Date</b>
Gather child progress measurement information, review with family, and complete child outcome summary form.	EI Staff	9/30/14	
Service Coordinator will complete and submit the child's demographic form, ER, and IEP to School District of Philadelphia as identification of Child's eligibility for school-age services.	EI Staff	10/15/14	
EI staff will mail the family a letter indicating that the child is eligible to transition to school-age programming. Families will also be asked to complete and sign Intent to Register form indicating intentions for registration with School District.	EI Staff	Sept. thru Oct.	
Child's family will be invited to attend and the transition meeting will be held with EI and School District staff between January and February to discuss the complete transition process, including appropriate community resources.	EI and School District Staff	Nov. thru Feb	
Family will need to register child at neighborhood school or neighborhood charter school. During registration process, family will request PTRE.	Family	1/19/16	
School District will issue PTRE and complete Re-evaluation for school age services. Re-evaluations will be conducted beginning in January.	School District	Jan. thru June	
School District will complete IEP for each eligible child.	School District	6/30/16	

<b>Transition Plan Dates</b>	<b>Transition meeting held on:</b>	
Transition plan initially developed on: _____ Transition plan updated on: _____	<b>Participants at Required Transition Meeting:</b> (Write in participant's name and initial to indicate attendance at required transition meeting.) _____ Parent/Guardian _____ County EI Rep _____ Preschool EI Rep _____ School Dist. Rep	_____ Comm. Prog. Rep* _____ IFSP/IEP provider* _____ Others* _____ Others*
	<i>To be completed during transition meeting along with any other required documents</i>	* as needed

# TIPS FOR PARENTS

## HOW TO BE A GOOD ADVOCATE FOR YOUR CHILD



### Get Involved, Be Informed:

- ▶ Know the facts of your child's situation, including his/her strengths and needs and the views of those who work first-hand with your child in school. If your child has a disability, know how it affects your child's ability to access the curriculum in school.
  - ▶ Know your rights and legal procedures. Make sure that you have all the details.
  - ▶ Know your school. Get to know teachers, therapists, and other personnel.
- Build positive relationships and contribute to the school environment. Know who the decision-makers are and what motivates them. Stay informed about what is happening in your school and school district.

### Keep Records:

- ▶ Make your requests in writing (they do not have to be typed), even if you have also spoken directly to school personnel.
- ▶ Keep copies of everything you get or send to the school.
- ▶ If possible, send important letters to the school with "Return Receipt Requested." If you hand-deliver materials, make note of the date and time, and the person who receives it.
- ▶ Do not rely on phone calls or casual conversations. Keep a record of the conversation: date, time, name and position of the school personnel and any decisions reached.
- ▶ Whenever possible, ask for written confirmation of what is promised to you.
- ▶ Organize your records. A notebook or binder is helpful.

### Prepare:

- ▶ Decide what you think the District could do to solve the problems you have identified; if you can figure out what should be done there is a much better chance of a successful outcome.
- ▶ What kind of meeting is being scheduled? Is it an IEP meeting? A mediation session? If you are not sure, call the district to find out. Ask what will be discussed. Identify any legal requirements that relate to the meeting, such as the kind of notice you must receive, staff that must participate, and any time deadlines that apply.
- ▶ Find out the real story; do not rely on gossip or hearsay.
- ▶ Decide what you want to accomplish. Prioritize. Be selective. It may help to bring a checklist and to agree with the District concerning the agenda or topics to be discussed before you go.
- ▶ Bring materials that will help you get your point across: evaluations, report cards, evidence of your child's performance, records, private evaluations, etc.
- ▶ Bring someone to help you at the meeting. If you cannot locate an advocate, bring a friend, neighbor or a member of your church or synagogue.

- ▶ If necessary, bring others who have worked with your child who may help the school see the problem differently – a psychologist or therapist, or a community leader who works with your child.
- ▶ List questions that you want answered to keep your focus during the meeting.
- ▶ Make appointments for meetings and call to confirm them the day before.

### **Use Meeting Time Effectively:**

- ▶ Be polite and courteous at all meetings. **Be on time and respect reasonable time limits.**
- ▶ Acknowledge when good things have happened and special efforts have been made.
- ▶ You are a part of this process and your input is important. Keep eye contact. Take notes, or have a friend take notes while you listen.
- ▶ Say what you want in your own words. Be clear, concise.
- ▶ Ask questions! And make sure you get answers.
- ▶ Take the time to make good decisions:
  - Repeat what they say to make sure you understand.
  - Do not feel pressured to discuss something if you are not prepared to, or to make a decision immediately if you need a day to think about it.
  - Take breaks when needed to cool off, consult, or compose yourself.
- ▶ End meetings with a plan of action or “next steps.” Set deadlines.
- ▶ Get a summary of what was agreed to and who was present.



### **Use Resources Creatively:**

- ▶ Use the “chain of command”, for assistance resolving concerns you may have. If you are unsuccessful in resolving matters on the school level with the Special Education Teacher, Special Education Liaison (SEL), or Principal, you can relay your concerns on a district level. In the Office of Specialized Services (OSS) contact the Parent Coordinator or Special Education Director that serves your school, and if necessary the Executive Director of OSS.
- ▶ Find other parents who share your concerns, and approach the problem as a group
  - use your Home and School Association, support groups, or talk to other parents in your child’s class.
- ▶ Look for other programs or resources that may help: violence prevention programs, instructional support centers, mediation.
- ▶ Talk with other parents and advocates about what works and what does not work. Learn from each other’s experiences.

### **Follow Up:**

- ▶ Keep track of deadlines. Communicate with personnel.
- ▶ Report on progress as well as problems.
- ▶ Be firm about timelines, but patient enough for the School District to accomplish what it needs within those timelines.

**Remember:**

- ▶ **YOU** are an expert on your child.
- ▶ Focus on the concerns you have, not the people. Avoid getting sidetracked by personal conflicts. Bring the focus back to your child.
- ▶ Do not get bogged down in “legalese.” You will be the most convincing in your own words. Make sure the school district staff speak clearly and do not get bogged down in jargon you do not understand – ask questions!
- ▶ Focus on the present and future, not the past. Work first on fixing the present problem; address remedies for the past second.
- ▶ **There may be more than one way to get what your child needs.** Work towards mutually agreeable solutions. Be flexible and creative. Problem solve! Problem solve! Problem solve!
- ▶ The “big picture” – remember what is truly important to you and your child and advocate for it!



*Prepared by: Education Law Center (Rev. 8/08) with minor adoptions 2011  
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[www.elc-pa.org](http://www.elc-pa.org)*

# SPECIAL EDUCATION ACRONYMS

Below are several informal definitions of many of the terms and acronyms used by educators when working with other professionals or parents of children with special needs. Parents of children with disabilities should be familiar with these terms and acronyms in order to actively participate in their child's education.

<b>ABA</b>	Applied Behavior Analysis
<b>ACCESS</b>	Plastic identification card issued to Medical Assistance recipients.
<b>ADA</b>	Americans with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>APS</b>	Approved Private School
<b>ASD</b>	Autism Spectrum Disorder
<b>ASL</b>	American Sign Language
<b>AT</b>	Assistive Technology
<b>Assistive Technology Device</b>	Equipment used to maintain or improve the capabilities of a child with a disability.
<b>AYP</b>	Annual Yearly Progress
<b>BIP</b>	Behavior Intervention Plan
<b>Due Process Hearing</b>	An administrative hearing before an impartial hearing officer. These are not court hearings and the hearing officer is from the State. He/she is not a School District or Elwyn employee.
<b>ER</b>	Evaluation Report
<b>ESY</b>	Extended School Year
<b>FAPE</b>	Free Appropriate Public Education
<b>FBA</b>	Functional Behavioral Assessment
<b>FERPA</b>	Family Educational Rights and Privacy Act. FERPA deals with confidentiality and access to student records
<b>HI</b>	Hearing Impaired
<b>ID</b>	Intellectually Disabled
<b>IDEA</b>	Individuals with Disabilities Education Improvement Act of 2004 – federal law that protects children with disabilities right to a free appropriate public education.
<b>IEE</b>	Independent Educational Evaluation – if a parent disagrees with the results of the evaluation the school district performed they can request an IEE.
<b>IEP</b>	Individualized Education Plan – must be conducted yearly – an extremely important document stating what level the child is currently learning in, his strengths and weaknesses, what is expected in the next year, how they intend to educate the child and related services.
<b>Inclusion</b>	The practice of educating children with special needs in regular education classrooms in their neighborhood schools
<b>IQ</b>	Intelligence Quotient. An IQ score is an artificial number that is used to indicate levels of mental development, not to be confused with a person's capabilities.
<b>LD</b>	Learning Disabled
<b>LEA</b>	Local Education Agency

<b>LRE</b>	Least Restrictive Environment. LRE is the concept of educating children with disabilities in an educational environment that allows them to participate to the maximum extent possible with their non-disabled peers.
<b>LTF</b>	Local Task Force
<b>MA</b>	Medical Assistance
<b>MD</b>	Multiple Disabilities
<b>MDE</b>	Multidisciplinary Evaluation
<b>Mediation</b>	A meeting to resolve issues between school and home amicably, for it is voluntary, thusly both parties must agree to it.
<b>NCLB</b>	No Child Left Behind
<b>NOREP</b>	Notice of Recommended Educational Placement – is issued after an IEP meeting and states type of placement and level of service to be provided, parents must sign for their approval or disapproval.
<b>OCD</b>	Obsessive Compulsive Disorder
<b>ODD</b>	Oppositional Defiant Disorder
<b>ODR</b>	Office for Dispute Resolution
<b>OHI</b>	Other Health Impaired
<b>OSEP</b>	Office of Special Education Programs
<b>OT</b>	Occupational Therapy - therapy for fine motor, sensory skills
<b>OVR</b>	Office of Vocational Rehabilitation
<b>PASA</b>	Pennsylvania Alternative System of Assessment – for children who cannot, because of their severe disabilities, take the PSSA. (Grades 3, 5, 8, & 11)
<b>PBI</b>	Positive Behavioral Interventions
<b>PDD</b>	Pervasive Developmental Disorder
<b>PSSA</b>	Pennsylvania System of School Assessment – All children are tested, including special education children. Must make accommodations for child to participate. (Math & Reading at grades: 3, 5, 8, & 11, Writing at grades: 5, 8, & 11) If a child can not participate then the PASA should be administered.
<b>PT</b>	Physical Therapy - Therapy for gross motor skills
<b>Related Services</b>	Services to supplement special education, such as counseling services, behavioral therapy, and occupational therapy.
<b>SDI</b>	Specially Designed Instruction - modification or changes to the general curriculum instruction necessary to implement the goals, benchmarks, and objectives of a child's IEP.
<b>Section 504</b>	Part of the Rehabilitation Act of 1973 that provides that program recipients that receive federal funds cannot discriminate on the basis of a child's disability.
<b>SED</b>	Seriously Emotionally Disturbed
<b>SLD</b>	Specific Learning Disability
<b>TBI</b>	Traumatic Brain Injury
<b>VAAS</b>	Value Added Assessment System
<b>VI</b>	Visually Impaired



## THE PARENT PARTNERSHIP PROGRAM

*Have Your  
Questions Answered Here!*

Questions  
or Concerns?



CALL US!!  
215-222-4181

Hours:  
10 AM - 2 PM

- Do you have questions about your child's IEP?
- Would you like to talk with a Parent Partner who has been through the system before?
- Are you interested in learning about community resources?

**Contact a Parent Partner today at 215-222-4181**

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**\*\*GETTHE SUPPORT YOU NEED...**

**FROM PARENTS WHO HAVE BEEN THERE.**

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## **SPECIAL EDUCATION QUESTIONS AND HELP IN PHILADELPHIA**

School District of Philadelphia Office of Specialized Services Parent Coordinator:  
215-400-6065

The Arc of Philadelphia – Special Education Advocacy Team: 215-229-4550

Hispanics United for Exceptional Children (HUNE, Inc.): 215-425-6203

Parents Involved Network of Philadelphia (PIN): 267-507-3860

PARENT PARTNERS: 215-222-4181 (Hours: 10 AM – 2 PM)

Pennsylvania’s Education for All Coalition (PEAC): 267-232-0570

Philadelphia Right to Education Task Force: 215-400-5151

Public Interest Law Center of Philadelphia (PILCOP): 215-627-7100

Vision for Equality: 215-923-3349

## **SPECIAL EDUCATION QUESTIONS AND HELP IN PENNSYLVANIA**

Bureau of Special Education’s ConsultLine: 1-800-879-2301

The Disability Rights Network of Pennsylvania (DRN): 1-800-692-7443 (Toll-Free Voice); 1-877-375-7139 (TDD)

Parent Education Network (PEN): 1-800-522-5827

## **WHAT IF I HAVE A CONCERN ABOUT MY CHILD’S EDUCATIONAL PROGRAM OR DISAGREE WITH A DECISION MADE ABOUT MY CHILD?**

If you have a concern about your child’s educational program you may wish to contact your child’s preschool teachers, kindergarten teacher, principal, or school administrators. This type of communication is often helpful in resolving issues. You also have the right under federal law to file a complaint with the Pennsylvania Department of Education and/or to initiate due process procedures as described in the Procedural Safeguards Notice. The Procedural Safeguards Notice for both preschool and school age can be found on the internet at [www.pattan.net](http://www.pattan.net) in the “Forms” section. If you wish to file a complaint, you should contact:

Chief, Division of Compliance, Monitoring and Planning  
Bureau of Special Education  
Pennsylvania Department of Education  
333 Market Street, 7<sup>th</sup> Floor  
Harrisburg, PA 17126-033







