
Preschool Director's Meeting



Nazareth Area School District
Wednesday, March 27, 2024



Agenda

- Welcome/Introductions
- Key Questions
 - How can we collectively prepare and support children as they transition into Kindergarten?
 - What foundational skills in reading and math do students need to support their transition into kindergarten?
- Kindergarten Skills and Preparedness ~ Station Rotations
- Kindergarten Registration
- Kindergarten Orientation and Visits
- Special Education
- Closing



Welcome & Introductions



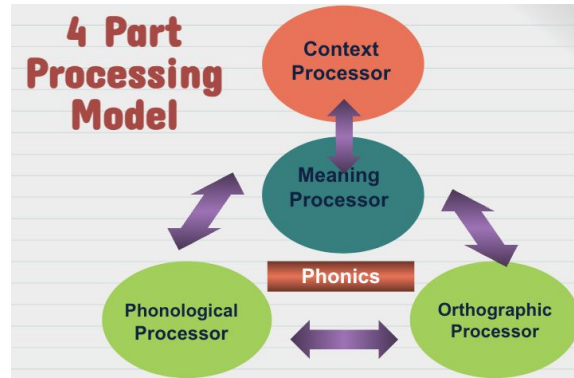
What's new in Kindergarten?

*Director of Elementary
Teaching & Learning*



Science of Reading

- A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.
- The brain is not “hard-wired” for reading.
- The brain/neural connections needed for reading must be built through successful, instructional interactions.



Structured Literacy

- Structured literacy is defined as systematic, explicit instruction that provides a strong core of foundational skills in the language systems of English, integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.
- Structured Literacy Pre-Implementation in kindergarten, first, and second grades

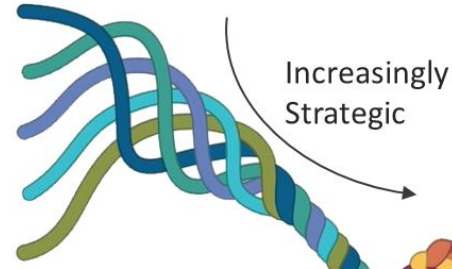


Scarborough's Rope



Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

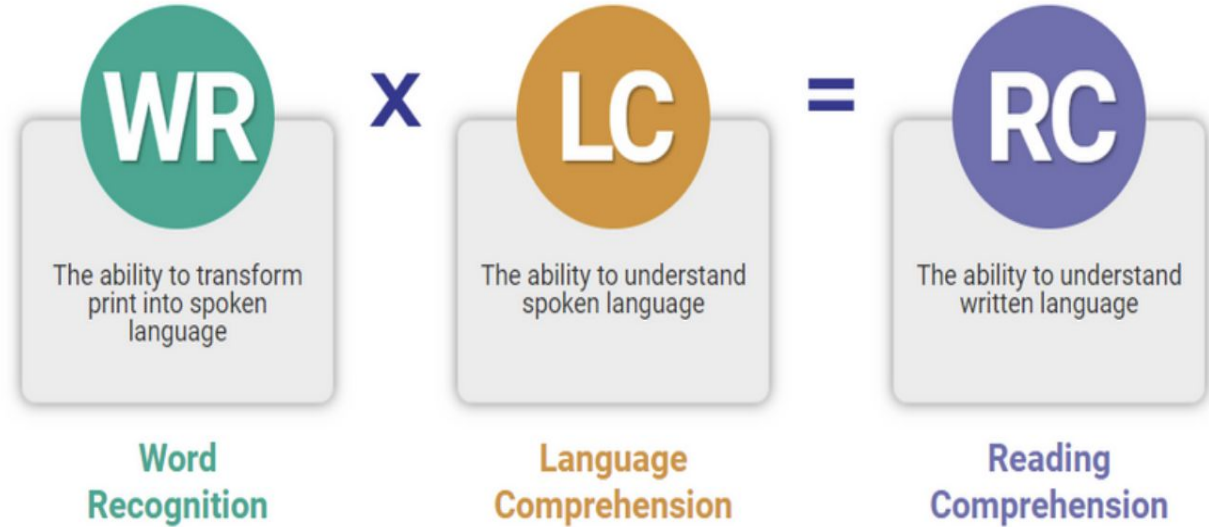


Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Language Comprehension x Word Recognition = Skilled Reading

Simple View of Reading

The Simple View Formula



Simple View of Reading

$$1 \times 0 = 0$$

WR

x

LC

=

RC

The ability to transform
print into spoken
language

The ability to understand
spoken language

The ability to understand
written language

Word
Recognition

Language
Comprehension

Reading
Comprehension



Simple View of Reading

$$0 \times 1 = 0$$



The ability to transform
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The ability to understand
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Reading
Comprehension



Structured Literacy includes Explicit and Systematic teaching of...

- Phonological skills/Phonemic Awareness (early, basic, advanced)
- Phonics (Advanced word work, spelling)
- Fluent word recognition
- Vocabulary (Morphology)
- Text Comprehension
- Written Comprehension (Handwriting, Syntax- Grammar)



Balanced Literacy vs Structured Literacy

BALANCED LITERACY

- Haphazard approach to phonemic awareness instruction
- Phonics may be taught, but lessons are short and do not necessarily follow a scope and sequence
- Rote memorization of high-frequency words
- Read leveled texts using the three-cueing system
- Greater focus on the meaning of text rather than accuracy of what is read
- Students get better at reading by reading

STRUCTURED LITERACY

- Explicit, systematic, sequential instruction in phonics and phonemic awareness
- High frequency words are taught according to their phonics patterns (irregular words are taught explicitly)
- Read decodable texts that include already learned phonics patterns
- Misread words are corrected & focus is on sounding them out
- Students get better at reading by learning and practicing the code
- The point of reading instruction is to teach children to read

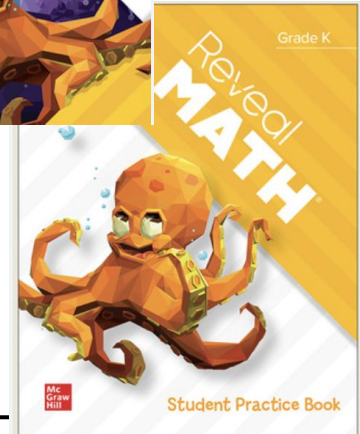


Reading Horizons Structured Literacy Pre-Implementation

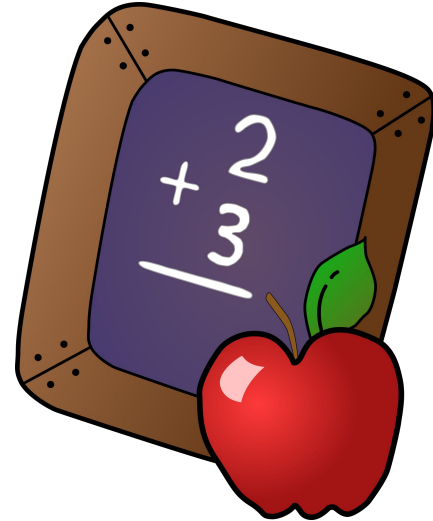
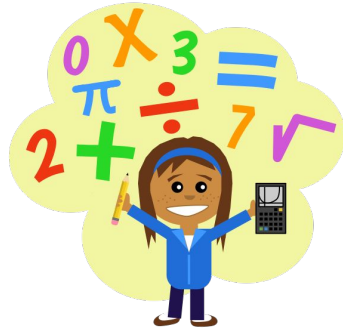


Mathematics

- Unit 1: Math Is...
- Unit 2: Numbers to 5
- Unit 3: Numbers to 10
- Unit 4: Sort, Classify, and Count Objects
- Unit 5: 2-Dimensional Shapes
- Unit 6: Understand Addition
- Unit 7: Understand Subtraction
- Unit 8: Addition and Subtraction Strategies
- Unit 9: Numbers 11 to 15
- Unit 10: Numbers 16 to 19
- Unit 11: 3-Dimensional Shapes
- Unit 12: Count to 100
- Unit 13: Analyze, Compare, and Compose Shapes
- Unit 14: Compare Measurable Attributes



Making Sense of Math



Station Rotations



Station Rotations

- Phonics Station ~ *Mrs. Fehr*
- Phonemic Awareness Station ~ *Mrs. Israel*
- Math Station ~ *Mrs. Pettinelli & Mr. Rohn*
- We will rotate stations about every 10-12 minutes!



Kindergarten Registration



- Students must be 5 years old before September 1
- Students must reside within the Nazareth Area School District
- Registration occurs remotely
<https://www.nazarethasd.k12.pa.us/>
 - Click on Register Student
- Registration documents:
 - Birth Certificate
 - Immunization Records
 - Parent/Guardian ID
 - 2 Proofs of Residency



Kindergarten Orientation



Kindergarten Orientation Dates

- Kenneth N Butz, Jr. Elementary: April 11, 2024 @ 6:30pm
- Lower Nazareth Elementary: April 11, 2024 @ 6:30pm
- Shafer Elementary School: April 11, 2024 @ 6:30pm



Special Education



Important Acronyms

- IDEA - Individual with Disabilities Education Act
- FAPE - Free Appropriate Public Education
- IEP - Individualized Education Plan
- BSE - Bureau of Special Education
- BEIS - Bureau of Early Intervention Services
- BEC - Basic Education Circular
- ECE - Early Childhood Education
- OCDEL - Office of Child Development and Early Literacy
- PSEI - Pre-School Early Intervention
- RR - Re-Evaluation Report
- NOREP - Notice of Recommended Education Placement



Individuals with Disabilities Education Act (IDEA)



- The Individuals with Disabilities Education Act (IDEA) is a piece of **Federal legislation** that ensures students with a disability are provided with **Free Appropriate Public Education (FAPE)** that is tailored to their individual needs. IDEA was previously known as the Education for All Handicapped Children Act (EHA) from 1975 to 1990. In 1990, the United States Congress reauthorized EHA and changed the title to IDEA.
 - **IDEA is composed of four parts**, the main two being part A and part B. **Part A** covers the general provisions of the law; **Part B** covers assistance for education of all children with disabilities; **Part C** covers infants and toddlers with disabilities, including children from birth to age three; and **Part D** consists of the national support programs administered at the federal level. Each part of the law has remained largely the same since the original enactment in 1975.
 - In practice, **IDEA is composed of six main elements** that illuminate its main points. These six elements are: Individualized Education Program (IEP); Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE); Appropriate Evaluation; Parent and Teacher Participation; and Procedural Safeguards. To go along with those six main elements, there are also a few other important components that tie into IDEA: Confidentiality of Information, Transition Services, and Discipline. Throughout the years of IDEA's being reauthorized, these components have become key concepts when learning about IDEA.
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Chapter 14 - Pennsylvania School Code

- The purpose of this chapter is to specify how the Commonwealth will meet its obligation to both suspected and identified exceptional students and to provide appropriate, quality education services. That obligation entails an evaluation and screening process, including a multidisciplinary evaluation, which is mandated by both state and Federal law.



What is Early Intervention in PA?

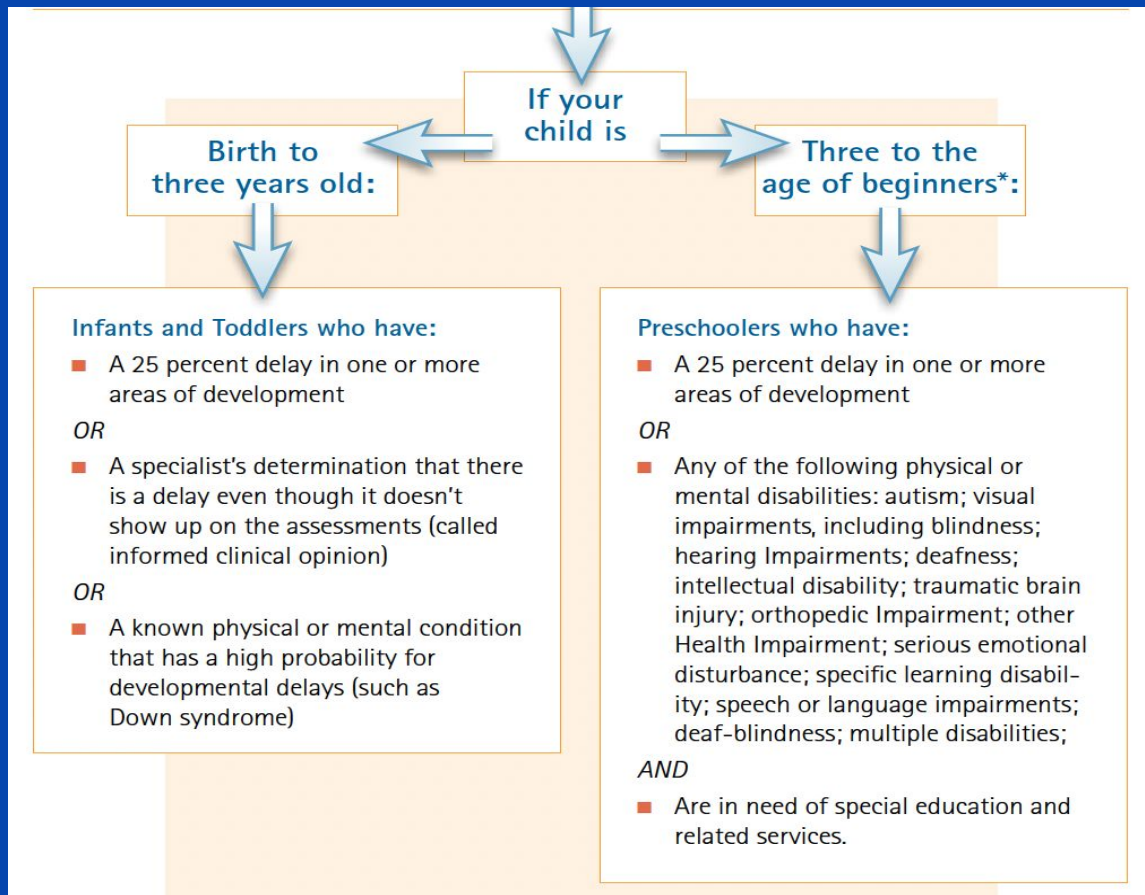


Early Intervention (EI) in Pennsylvania consists of coaching supports designed to help families (at not cost) with children who have developmental delays or disabilities.

- Supports families and caregivers as the child's first teacher
- Helps children with disabilities develop and learn through typical routines, at home, in the community or in their early childhood education program.
- Is individualized and considers the values, culture and priorities of the child and family
- Has the role of EI service personnel/ providers to coach and support the family, caregivers or early childhood education professionals in a child's life



Who is Eligible for Early Intervention Services?



Transition Preschool Programs to School-Aged Programs



Transition Process

- By February 1st of each year Preschool Early Intervention (PSEI) programs must identify children who are approaching age for K or 1st grade in the their SD of residence.
- The PSEI records of a child who are no longer eligible for special education services cannot be shared with SDs or charter schools without parental consent.

Transition Meeting

- PSEI program must convene transition meeting by the end of February for all children approaching age for K or 1st grade
- Must provide appropriate **Intent to Register** form
- PSEI program reviews choices on this form with families
- SD or charter school responsibilities commence with receipt of **Intent to Register** form



Resources



Thank you for coming!

[CLICK HERE](#) or scan the QR
Code to fill out the survey

