Preschool Director's Meeting

Nazareth Area School District
Wednesday, March 23, 2022

SCAN ME

Agenda

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

3 Levels of Phonological Awareness

Early

Rhyming

Alliteration

Syllable Segmentation

First Sound Identification

Basic

Phoneme Blending

Phoneme Segmentation

Phoneme Isolation & Identification

• Medial
• Final

Advanced

Phoneme Deletion

• Initial
• Medial
• Final

Phoneme Substitution

• Initial
• Medial
• Final

Phoneme Reversal

THE IMPACT OF PHONOLOGICAL AWARENESS ON PHONICS DEVELOPMENT

Early Phonological Awareness
- Rhyming
- Segment words into syllables
- Onset Fluency (alliteration and isolating the first sound)

Level 1: Letters and Sounds: Children learn letter names and sounds

Basic: Phonemic Awareness
- Blending
- Segmenting

Level 2: Phonic Decoding Children combine letter-sound knowledge with phonological blending to sound out unfamiliar words

Advanced Phonemic Awareness
Proficiency in manipulating sounds through
- Substituting
- Deleting

Level 3: Orthographic mapping Children efficiently expand their sight vocabularies

Reading Assessments in KDG

Letter and Sound Recognition (T1, T2, T3)

 *52 letters upper and lower case

Blue Eagle Words: Total of 40 words (T1, T2, T3)

T1 (5 words) T2 (20 words) T3 (40 words)

Running Record- only assessed in T2 and T3

NASD Kindergarten Reading Levels

Instructional Expectations for T2 and T3

Kindergarten Instructional Reading Level Expectations			
	Trimester 1	**Trimester 2**	**Trimester 3**
1		Pre-A	PreA-A/1
2		A/1	B/2 - C/4
3		B/2 - D/5	D/5 - E/8
4		D/6 +	F/9 +

Lower Nazareth Kindergarten Teachers

Social and Emotional Learning in Kindergarten

Lower Nazareth Elementary School   Kindergarten Teachers
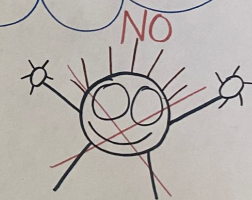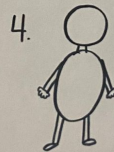
Preparing for Writing Instruction

- Start the year with telling stories with pictures and labeling
- Focus on Kidwriting where students spell words phonetically (wrm/warm, pritty/pretty, drest/dressed, ugen/again)
- Learn sight words/irregularly spelled words (I am…)
- Three modes of writing: narrative, informational, and opinion
- Keep is relatable and child-centered
- Mini lessons
- Lots of modeling and shared writing
- Building confidence to stretch words ("Say it like a turtle…stretch it like a snake)

Do My Colors Make Sense?

How to Draw a Person

1. ◯
2.
3.
4.
5.

NO

WRITING

Do My Colors Make Sense?

The Alphabet

Characters
people animals creatures
Setting
where
when

How to Draw a Person
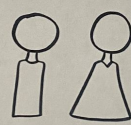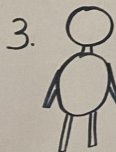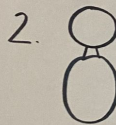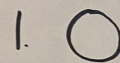
Post-it
SUPERSTICKY EASELPAD
TABLEAU À FEUILLES MOBILES SUPERCOLLANTES
SUPERADHESIVAS BLOC DE HOJAS REPOSICIONABLES
30 SHEETS/FEUILLES/HOJAS
25 IN/PO x 30 IN/PO
63,5 cm x 76,2 cm
5.2 SQ FT/PI² (0,48 m²)

Informational Writing

• Write about a real thing or place.

• Write to give information.

turtles

are
slow
green
brown
reptile

can
protect themselves
walk
swim
lay eggs
eat plants, insects, and fish

have
shell
4 legs
tail
head

Igtoo6
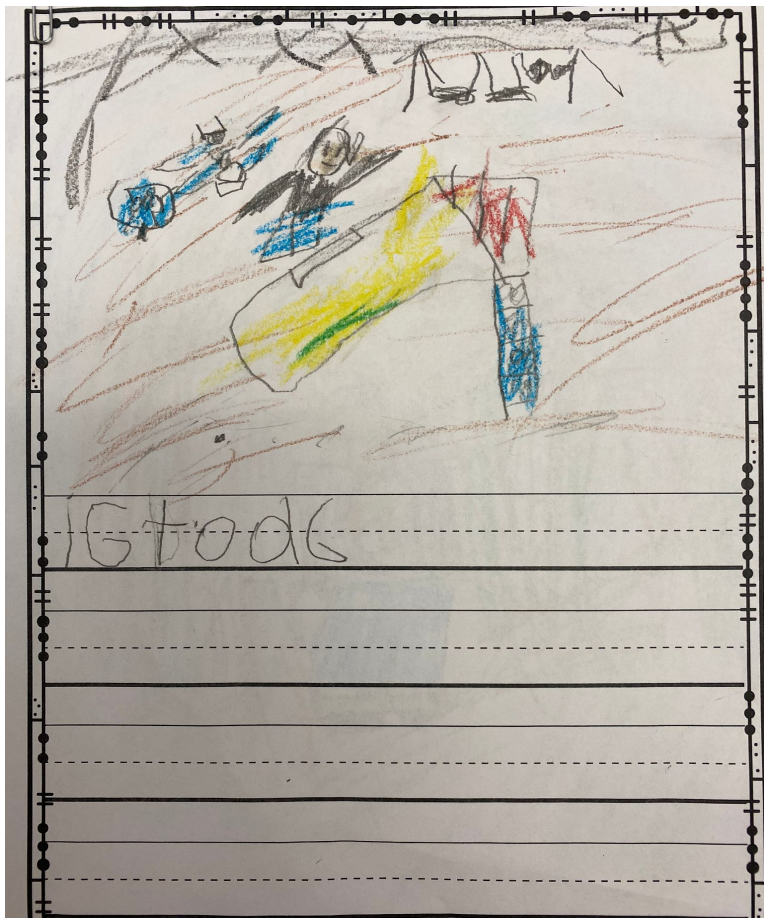
I go to the playground.

my sis
had a brde
and we
had kok
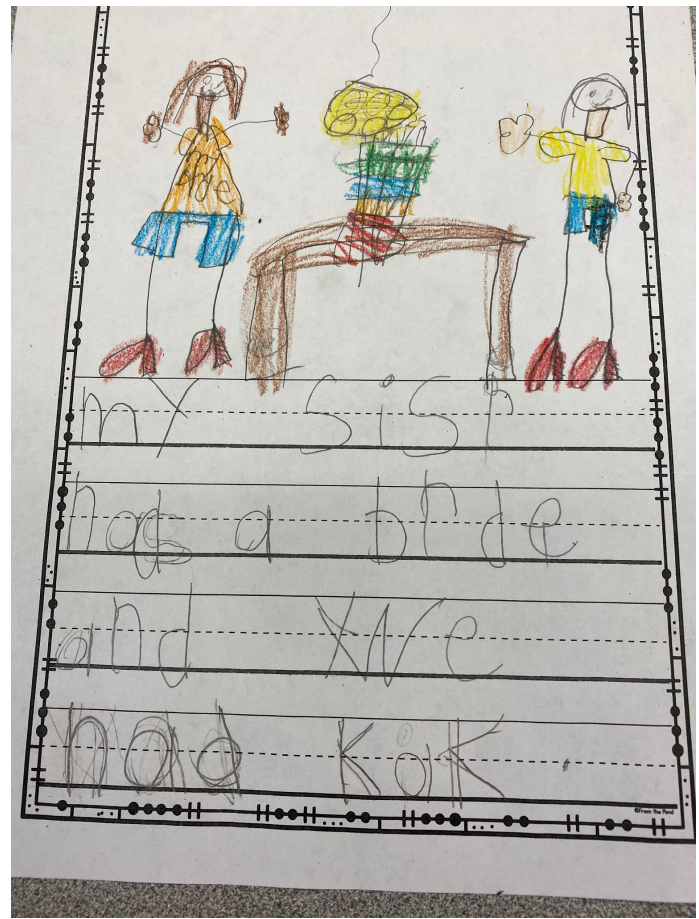
My sister had a birthday
and we had cake.

I do hors bak
ridinge beecus
I like horis

I wwus playing
in the snow
with my dad
wus snow browing
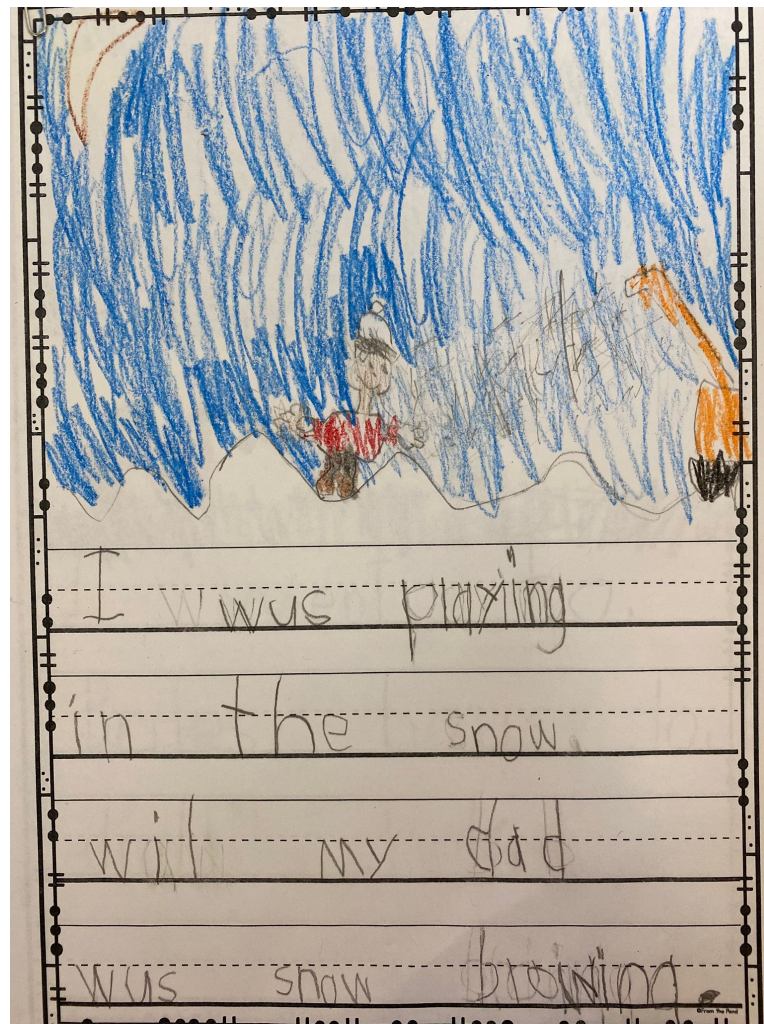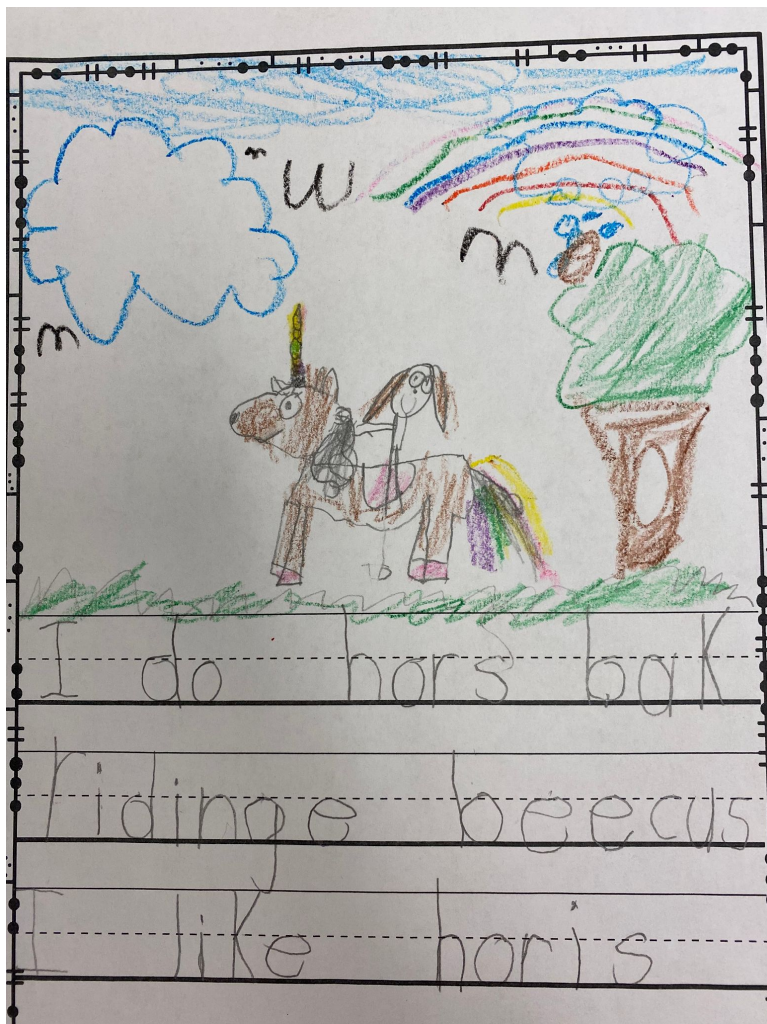
How to Help Prepare Students for Kindergarten Writing

- Understanding that pictures tell stories
- Adding details to pictures
- Colors make sense
- How to draw a person
- Writing letters top to bottom
- Writing name properly (not all uppercase)

Shafer Kindergarten Teachers

Kindergarten Readiness

Shafer Elementary School

Kindergarten Teachers

Preparing for Math Instruction

NASD Kindergarten Math Program

What We Have...

What We Are Looking At...
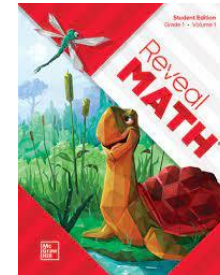
Kindergarten Math Skills

- Counting and Cardinality
  - Know number names and the count sequence
  - Count to tell the number of objects
  - Compare numbers
- Operations and Algebraic Thinking
  - Understand addition as putting together and adding to
  - Understand subtraction as taking apart and taking from
- Number and Operations In Base Ten
  - Work with numbers 11-19 to gain foundations for place value
- Measurement and Data
  - Describe and compare measurable attributes
  - Classify objects and count to number of objects in each category
- Geometry
  - Identify and describe shapes
  - Analyze, compare, create, and compose shapes

Preschool Activities and Skills

- Count forward to 20 orally
- Count backwards from 10
- Point to and count objects in a group (one to one correspondence)
- Number recognition
- Sort objects by color, shape, size , purpose, etc. and compare differences
- Introduce basic shapes (circle, triangle, square, rectangle)
- Identify patterns

Butz
Kindergarten Teachers

The Instructional Day

Kenneth N. Butz, Jr. Elementary School

Kindergarten Teachers

Assessment and Intervention

Meeting the Reading Needs of our Students
Assessments and Interventions

STAR EARLY LITERACY ASSESSMENT

★ A universal screener designed to give a quick snapshot of a student's skills in the folllowing areas of reading:
  ○ **Alphabet**
  ○ **Phonemic Awareness**
  ○ **Phonics**
  ○ **Vocabulary**
  ○ **Comprehension**
★ Administered to Kindergarten students four times a year
★ Students who score at the 40th percentile or lower will be able to qualify for a reading intervention group
★ Students are progress monitored throughout the year to determine whether or not they need additional support

Other Assessments Considered:

STAR is a great source of reading and math data but should not be the ONLY source of data that is considered when determining a student's placement in an intervention group.

Kindergarten teachers as well as the RtII team also look at the following:

- **Letter ID (All trimesters)**
- **Blue Eagle Words (Total of 40 words)**
- **Guided Reading Level (Trimesters 2 and 3)**

Kindergarten Reading Intervention Groups

Once students are selected for an intervention group, they are given a placement test to determine which reading program would best fit their needs. These placement tests are part of the intervention programs that our schools use.

Our Kindergarten Intervention Programs:

- Language for Learning
- ERI (Early Reading Intervention)

Language for Learning
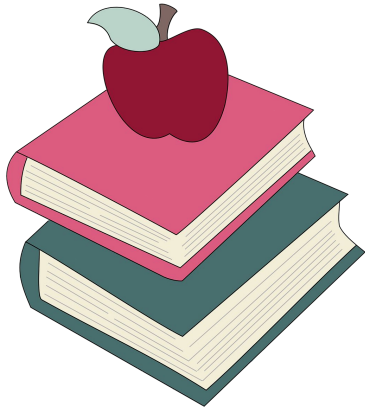
Program addresses auditory memory, following directions, vocabulary, oral language, and oral comprehension

ERI (Early Reading Intervention)
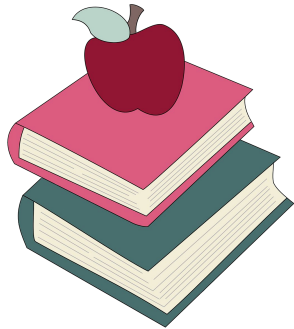
Program addresses letter naming, sounds, phonemic awareness, and blending

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

Meet the Building Principals
&
Kindergarten Orientation

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.

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.

pennsylvania
DEPARTMENT OF EDUCATION

Bureau of Special Education
Pennsylvania Training and Technical Assistance Network

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?

If your child is

Birth to three years old:

Three to the age of beginners*:

Infants and Toddlers who have:

- A 25 percent delay in one or more areas of development

OR

- A specialist's determination that there is a delay even though it doesn't show up on the assessments (called informed clinical opinion)

OR

- A known physical or mental condition that has a high probability for developmental delays (such as Down syndrome)

Preschoolers who have:

- A 25 percent delay in one or more areas of development

OR

- Any of the following physical or mental disabilities: autism; visual impairments, including blindness; hearing Impairments; deafness; intellectual disability; traumatic brain injury; orthopedic Impairment; other Health Impairment; serious emotional disturbance; specific learning disability; speech or language impairments; deaf-blindness; multiple disabilities;

AND

- Are in need of special education and related 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 <u>no longer eligible</u> 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!

Please take a moment to fill out our survey.