

**Preschool  
Program for  
Children  
with  
Disabilities**

**2020-2021  
Forms &  
Procedures**

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## **Preschool Program for Children with Disabilities (PPCD)**

Under IDEA “eligible” children with disabilities, ages 3-21, are entitled to receive a free and appropriate public education (FAPE). The Preschool program for Children with Disabilities (PPCD) provides educational and support services for children ages 3 to 5 with identified delays in one or more of the five developmental areas. These developmental areas include: motor, social/emotional, self-help, communication, and pre-academic areas. Students are eligible for services on their third birthday regardless of when the date falls within the school year.

South San Antonio ISD provides a continuum of services for children who are eligible for PPCD. Services are designed for the successful implementation of each student’s IEP in the least restrictive environment. The amount of time and type of services provided are determined by an Admission, Review, and Dismissal committee.

### **Preschool Program for Children with Disabilities (PPCD) Objectives**

- To support and promote a child’s development of cognitive, fine and gross motor, adaptive, social/emotional, and communication skills.
- To expose a child to pre-literacy skills that will increase the chance of participating in the general education curriculum.
- To promote developmentally appropriate independence so a child may more fully participate in family, school and community.

### **Where do the children come from for the PPCD program?**

- Early Childhood Intervention agencies for South San Antonio ISD.
- Parent request for children not enrolled in school, but are within 90 days of their third birthday or already three years old.
- Child Care Facility referrals
- Private School referrals

### **Early Childhood Intervention (ECI)**

ECI – provides services to children from birth to their third birthday. To be eligible for services the child must have significant delays or a medical diagnosis.

- The Early Childhood team reviews the ECI assessment and will obtain updates and progress from the parent and the caseworker.
- Child Find meetings are held monthly by South San Antonio Special Education Department.
- SSAISD will collect information and complete any necessary assessments.
- To be in compliance with the State Performance Plan Indicator 12, an ARD must be held before the child’s third birthday for any child that may be eligible for special education services.

## **Parent Requests**

- A parent may call the Special Education office and request an evaluation for their child if the child is older than three or within 90 days of the child's third birthday.
- The request must be based on the parent suspecting a disability. The Special Education Department will schedule an appointment with the parent and together will complete the Non-Enrolled Early Childhood referral packet and give it to the speech therapist if the concern is with language development or articulation. If the concern includes the cognitive, developmental, or behavioral delays the referral should be sent to the Early Childhood team at Special Education.
- \*See Flow Chart in appendices\*

## **Eligibility for PPCD**

South San Antonio ISD ARD committee will use information from a variety of sources including parent referral information, observation, and evaluations from the Special Education Evaluation staff but not limited to the (LSSP) Licensed Specialist in School Psychology and the Educational Diagnostician to determine eligibility according to state and federal guidelines. The services provided are determined by an Admission, Review, and Dismissal Committee, which includes full parental participation.

Eligibility for PPCD services is determined from evaluation results. The Developmental Profile may be used in conjunction with other evaluation instruments. Eligibility for services is based on assessment. Each child will receive services based on his/her Individualized Educational Program (IEP).

Appropriate eligibility is based on Texas Education Agency guidelines.

## **Eligibility categories, as defined by TEA, are:**

- Speech/Language Impairment (SI)
- Orthopedic Impairment (OI)
- Visual Impairment (VI)
- Auditory Impairment (AI)
- Non Categorical Early Childhood (NCEC)  
*A child between the ages of 3-5 may be described as NCEC if he or she has one of the following:*
- Intellectual Disability
- Emotional Disturbance
- Specific Learning Disability
- Autism (If the Child is NCEC with an AU eligibility the AU supplements must be completed annually)
- Other Health Impairment (OHI)
- The child must have a REED (re-evaluation) to be retested and have eligibility (instead of NCEC) on or by their sixth birthday.

## **Continuum of Services**

South San Antonio ISD provides a continuum of special education services for 3, 4 and 5 year olds. PPCD services that are available include:

- Speech-Language Therapy as a related service (**Note:** A Speech only student does not qualify for PPCD)
- Half-Day Self-Contained PPCD classrooms (3 year olds)
- Full-Day Self-Contained PPCD classrooms (must be 4 years old by September 1)
- Prekindergarten/Kindergarten with inclusion support
- Head Start Program with PPCD (a collaborative and inclusive model).

## **Grade Levels and Half Day or Full Day Enrollment**

### **Children enrolled in PPCD**

- If the child was 3 or 4 on September 1 and entering PPCD for the first time the parent must complete a PK eligibility form at the designated PPCD campus.
- The PK eligibility form must go through the same approval procedure as all other PK students.
- If the child does not meet eligibility for PK he/she has an EE grade level.
- If the child does meet eligibility for PK and is 4 years old the child has a PK grade level.
- The registration forms will be filed in the child's PRC, regardless of eligibility.
- Parents must complete the registration paperwork at the designated campus after the initial/permanent placement ARD meeting takes place at the home campus.
- Children younger than 3 years of age prior to September 1 of the current school year do not need a PK packet, but do need to complete registration paperwork. They are not old enough to be eligible for PK. They automatically have an EE grade level for the current school year.

### **Children 3 to 5 years old**

- Non-enrolled children will be tested at the home campus by the Early Childhood team.
- An ARD will then be held to determine eligibility and services before the child's third birthday.
- Children are eligible to start services on their third birthday.
- Designation of the most appropriate PPCD classroom will be based on the needs of the child, the results of the evaluation, and the current class ratios by the early childhood team and the Special Education Facilitator.

### **Transfers**

Children who transfer in to SSAISD and are PPCD eligible are placed in PPCD at the transfer ARD. If the home campus does not have a PPCD unit, the Special Education Facilitator is to be contacted to determine the appropriate placement.

- **The home campus must register the student and keep the student until a transfer ARD can be coordinated with the receiving campus.**
- **SSAISD will duplicate the instructional arrangement from the previous district.**

## Children “Graduating” from PPCD

Children “Graduating” from PPCD will be provided a continuum of services based on the functioning level and the type of support needed.

- The PPCD teacher should contact the Special Education Facilitator to determine the most appropriate type of program (Life Skills, General Education, Resource, Itinerant Support, etc.) for the child aging out of PPCD.
- Children should be placed by functioning level and type of support needed.
- A child with a physical disability (i.e. in a wheelchair) should not automatically be placed in Life Skills, they should be placed in the curriculum that matches their cognitive ability not their physical abilities.
- Once a Life skills placement is determined, the Special Education Facilitator will assign the campus.
- The receiving campus must be invited to the promotional ARD. A staffing where the student’s IEP is discussed and collaboration regarding goals and objectives should occur **PRIOR** to the promotional ARD.

### At a Glance: PPCD PEIMS Codes

00	45/98	44/95	43/94	42/93	41/92	40/91
No Instructional Arrangement t Possible PPCD location codes 3, 4, 5, 6, 7, 8	Full Time Early Childhood SPED 3, 5, 6	Self - Contained more than 60% of the day 5, 6	Self - Contained at least 50% and no more than 60% 5, 6	Resource at least 21% and less than 50% 1, 5, 4, 6	Resource Services less than 21% 1, 5, 4, 6	Mainstream ** 1, 5, 4, 6

For further information see the 2014-15 Student Attendance Accounting Handbook, including the sections referenced below.

Section 4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus

“An off-home-campus instructional arrangement/setting code should not be used when a district establishes a program on a regular campus to serve students from a single district in a central setting (e.g., a centralized class on a regular campus that is not a separate campus to serve young children with disabilities).”

\*\*Mainstream is explained in the section 4.7.10 Mainstream students can receive speech therapy.

“Monitoring student progress in and of itself does **not** constitute a special education service. If certified special education personnel are **only monitoring** student progress, **mainstream special education funding cannot be generated.**” Section 4.7.10.1

Use decision tree in Appendices for more information on PPCD Location Codes.

## **Field Trips**

- Permission forms are required for each field trip. Forms can be obtained from the campus secretary.
- The PPCD teacher will coordinate with the school administrator and general education teacher for grade level field trips.
- All special education students ***will be included*** with their general education grade level peers or assigned classroom for school field trips.
- PPCD students must be accompanied by a special education staff member on all field trips.

## **H.E.B Monies**

- Each teacher in the PPCD programs will receive a designated amount per semester to be determined by the Special Education Director.
- Requests for HEB, Please complete the additional Purchase Request form to include with your request.
- Submit your request to your assigned Sp.Ed. Instructional Facilitator for review.
- Your assigned Sp.Ed. Instructional Facilitator will review your request. If your request meets their approval and verifies that it is completed, he/she will submit it to the Special Education Director for approval and processing.
- H.E.B. card will be returned and with all receipts. Receipts must be signed, dated and to include the campus name. They are submitted to Special Education by the next business day.

## **Early Childhood Outcomes Guidance State Performance Plan (SPP Indicator 7)**

Percent of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and use of appropriate behaviors to meet their needs.

Based upon the specifics designated within indicator 7 and the requirements to report data for all local education agencies (LEAs), the state will use the Early Childhood Outcome Center's Childhood Outcomes Summary Form (COSF) model as a method for developing an Early Childhood Outcomes Measurement System. The COSF is a template which allows LEA staff to record multiple sources of assessment information regarding a student's level of functioning in each of the prescribed outcome areas. The form also serves as a template for converting individualized assessment data into a consistent system for statewide reporting.

Comprehensive details regarding the parameters of the COSF model are presented on the ECO Center's website within the Overview of the Child Outcomes Summary Form (September 2006). Also available on the ECO Center's website is the list of assessment instrument crosswalks that link assessment instrument scores to the COSF 7-point rating scale.

### **What is the criteria for Entry and Exit for children age five who are in**

#### **Kindergarten?**

##### **Entry**

If a five-year-old child is determined eligible to receive special education services, Entry is defined as the date the child begins receiving special education services as documented on the child's IEP.

##### **Exit**

If a 5-year-old child turns six after September 1 of the current school year and the ARDC has determined the child will continue receiving special education services, then the assessment must be conducted and results recorded on the COSF not earlier than 30 school days (not calendar days) before the child exits the program. The ARDC may make the decision that the exit COSF should be completed at the end of the school year.

### **Who completes the COSF for students with speech impairments (SI) who are served in the regular early childhood program?**

The team completing the COSF would need to include the parent and other educational providers (e.g. Speech-Language Pathologist) who are familiar with the child's functioning in the outcome areas *Please see the Appendices for the COSF decision Tree and the Early Childhood Outcomes Form.*



## Non Negotiable for PPCD Teachers

- Create an enriched and engaging classroom to meet the cognitive and physical needs of each student.
- Assess each student 3 times a year; within the first 4 weeks of school, 4 weeks prior Winter Break, and 4 weeks prior to school ending.
- Ensure each student has the appropriate instructional, communication and visual supports needed to help them become independent.
- Naps will be limited to 20 minutes maximum.
- All teachers will attend PE class with students.
- The High scope curriculum will be used in all PPCD classrooms.
- Data Collection for all students is required.
- No South San ISD staff is authorized to fix, repair or modify any students' equipment that has been damaged or working ineffectively.
- All Special Education students **will be included** with their general education grade level peers in all school activities and for school field trips.
- All special education students **will be included** in any special education field trip. You may not require parent participation in order for a child to attend a field trip or other school sponsored activity.
- Decision making tree PEIMs interactive tool must be used to determine IA, grading level and coding.
- Class list must be updated in Google Drive. All changes and updates to students must be documented immediately. Notify facilitator of class list changes.
- Student folders must be maintained throughout the school year, using folder checklist.
- Your daily Teacher and Paraprofessionals schedules must be submitted for final approval to the Special Education Facilitator by September 18, 2020. Your schedule must be updated in Google Drive when there is a change immediately.
- ***Do not sit idly by if you are a witness to teachers or other staff utilizing inappropriate strategies to discipline or restrain students but are to immediately report it to a supervisor, the principal or the campus intervention team.***