

The Home-School Relationship & Transitions

East Islip Parent Training
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Today's topics include

- Infinite Campus
- Parent Square
- IEP documents
- Communication Expectations
- Linking Home/School Relationships
- Transitions



Methods of communication: Infinite Campus Parent Portal



1. Stores general demographic information

- Household information
- Contact information
- Emergency contacts

*Please keep phone numbers and emergency contacts up to date!

2. Access to report cards

To access:

→ East Islip Website

→ Parents Tab

→ Infinite Campus Parent Portal

http://www.eischools.org/parents/infinite_campus_pp

Method of Communication: Parent Square



District based:

- Messages from our Superintendent such as school closures

School based:

- You will receive messages from your administrators regarding building specific procedures

Teacher communication:

- Preferred method for teachers to send messages. However, time sensitive materials should be called in to the school staff members.

School Calendar: Planned Meetings

Scheduled times for school-parent communication

- Progress reports and report cards
- K-5 trimesters, 6-12 quarters
- Students with IEPs: at least one CSE per year, the Annual Review meeting.

If you have any questions in between these scheduled times, please contact your child's teacher, school nurse, social worker, school psychologist, or administrator. Additional CSE meetings can be scheduled, as needed.

- Changes to medical history or treatment
- Changes in household or environment
- Significant behavioral changes

Consistency between home & school



Methods of Communication: Special Education Documents

- Documents:
 - IEPs will be mailed home to you annually (or when amended)
 - Progress reports sent home quarterly
 - Prior Written Notice forms
 - Consent for initial/reevaluations
 - Descriptions of actions proposed
- Questions about special education services: Who to contact (via parentsquare)
 - School psychologist is the case manager who can answer general questions about IEPs
 - Start with the teacher for questions focused on academic skills, goals, or classroom functioning
 - For questions about specific related services:
 - Counseling: contact building social worker
 - Speech therapy: contact building speech therapist
 - OT/PT/other: contact school psychologist

Helpful hint: this is often a lot of paperwork! It can be helpful to have a binder, folder to store special education documents, copies of evaluations, etc.



Common lingo in special education

- IEP: Individualized Education Plan
- CSE: Committee on Special Education
- FBA: Functional Behavior Assessment
- BIP: Behavior Intervention Plan
- RTI: Response to Intervention
- 504: formal plans for students with disabilities
- PLEP: Present Levels of Performance
- ESY: Extended School Year (Summer)
- FERPA: Family Education Rights Provider Act

Any others you need us to debunk?



Communication Expectations

- Reciprocal Relationships for any pertinent information.
- Please know it is always helpful to be made aware of any changes your child may be experiencing as that may impact academic/social functioning in school.
 - I.e., medication changes , changes in home
- Your teachers preferred contact methods.
- Social worker and school psychologist have confidential voicemails
- Call the building directly for time sensitive information (i.e., change in dismissal procedure)
- Building hours parameters & teacher school day schedule



School-Home-Community Relationships

- FERPA limits of communication to outside providers
- Release of records to coordinate with outside providers
- Custody/Change of Guardianship/Court Orders will impact who information is shared with and who can be contacted for an emergency during school hours.
- Please make sure if there are any changes or updates that the school is aware. The schools do not know the information unless it is given to us.



UNDERSTANDING HOW LATENESS IMPACTS ON YOUR LEARNING TIME

MINUTES LATE PER DAY

(If you are late by the following number of minutes each and every day, the numbers on the right show how much learning has been missed)

HOW MANY SCHOOL
DAYS/SCHOOL WEEKS
MISSED IN 1 YEAR

5 minutes

3.4 school days

10 minutes

1.4 school weeks

15 minutes

2.6 school
weeks

20 minutes

2.8 school
weeks

30 minutes

4 school weeks

Attendance/Lateness

- Notify the school main office of a child's absence
- Doctor note is needed for more than 6 consecutive days related to illness
- Tardiness counts towards days of absence
- Families are contacted when a child is flagged at-risk for frequent absences or tardies
- Impacts academics and routine!
- Sleep hygiene is essential!



WHEN IS SICK TOO SICK FOR SCHOOL?



Send me to school if...

I have a runny nose or just a little cough, but no other symptoms.

I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.

I haven't thrown up or had any diarrhea for 24 hours.



Keep me at home if...

I have a temperature higher than 100 degrees even after taking medicine.

I'm throwing up or have diarrhea.

My eyes are pink and crusty.



Call the doctor if...

I have a temperature higher than 100 degrees for more than two days.

I've been throwing up or have diarrhea for more than two days.

I've had the sniffles for more than a week, and they aren't getting better.

I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).



Adapted with permission from Baltimore City Public Schools.

Transitions



Transitions

- Any change: from the playground to the classroom, or from the summer to start of school
- Can be a trigger for problem behaviors, as transitions often come with big emotions
- Children might try to **avoid** or **stall** transitions, in order to delay the big emotions that come with a change
- Our goal is to help our children have the tools to cope with the emotions associated with the change



Transitions and...

- o Children with ADHD:
 - have difficulty regulating their attention to what is expected versus what is rewarding
 - can become hyper focused on what is rewarding (i.e., video games), and then can be resistant to shift towards less rewarding activities
 - difficulty with emotion regulation, so you will see larger emotional reactions

- o Children with ASD:
 - have desire for the world to be predictable or routine to make their environment more comfortable, so periods of transition are confusing and overwhelming
 - tend to be cognitively inflexible. Increasing a child's ability to think flexibly (like a rubber band) is helpful.

- o Children with Anxiety:
 - fear of the unknown, fear of what's going to happen
 - increased difficulty transitioning if the location includes something the child is afraid of (i.e., a dog)
 - Knowing their triggers can be helpful to prepare them for the transition, provide what information that is known before a transition





House Rules

- ☐  Eat and drink only in the kitchen
- ☐  You make a mess, you clean it up
- ☐  Try everything on your plate
- ☐  No hitting, kicking, or biting
- ☐  Tell the truth
- ☐  Keep your promises
- ☐  Say please and thank you
- ☐  Work hard



Take a breath



Blow bubbles



Listen to music



Color

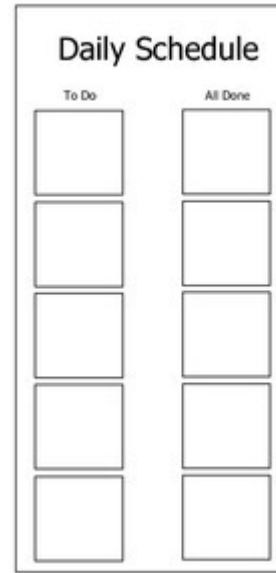


Clear Expectations/Rules

- Prepare the child for the change! Let them know what to expect during the transition and what the rules are.
- Clear rules... children know what they are required to do, and what consequences there will be.
- Validate feelings (i.e., it's OK to feel nervous) and let them know behaviors that can help cope (i.e., deep breathes, taking a favorite toy).
- Remind child of the transitions, the rules, and how to cope through the change.

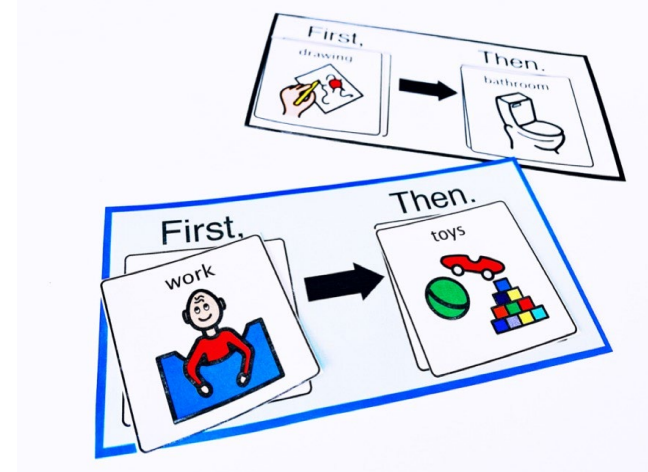
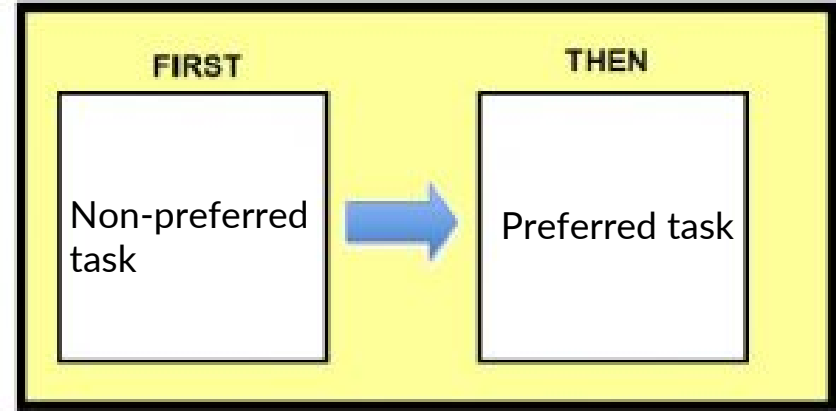
Visual to help build the new routine

- Help us to **set a routine** and stick to it!
- Helps children as **they know what to expect**
- Helps develop organizational skills and time management skills



First – Then

- Helps build compliance
- Operates on the **premack principle**: we are more likely to do a non-preferred task, if it is followed by a preferred task
- I'm more likely to do my homework, if I'm allowed to play with my ipad after
- Can use verbally, or with visuals
- **Follow through is essential!!** The child needs to know this works, otherwise, the motivation will decrease



Thank you!

