

Roseville Early Childhood
Special Education (Birth to 3 Years)

2019-2020 Family Handbook



Your primary provider is: _____

Her phone number is: _____

If you need to cancel a home visit, please call 651-604-3729 or 651-635-1645.



Roseville Area Schools

Quality Teaching & Learning for All... Equity in All We Do



Roseville Area Schools Strategic Plan

OUR MISSION

*Quality Teaching and Learning for All...
Equity in All We Do*

OUR EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.

OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

We will achieve our mission when:

- All students are ready for kindergarten.
- All students read well by third grade.
- All achievement gaps are closed.
- All students are ready for career and college by graduation.
- All students graduate.

CORE VALUES

Equity
 Responsibility
 Integrity
 Respect
 Compassion
 Commitment
 Sense of Belonging
 Curiosity

FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and prekindergarten learners.
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- Strengthen support for the social and emotional development of students.
- Expand support for college and career readiness.
- Secure and manage resources to provide a quality education and improve facilities.

Staff Directory

ECSE Teachers		
Chrissy Christensen	christina.christensen@isd623.org	651-604-3547
Jen Hewitt	jennifer.hewitt@isd623.org	651-604-3722
Emma Horner	emma.horner@isd623.org	651-604-3721
Sara Miller	sara.miller@isd623.org	651-604-3542
Amy Privratsky	amy.privratsky@isd623.org	651-604-3728
Heather Rietz	heather.rietz@isd623.org	651-604-3544
Ali Salsbury	allicia.salsbury@isd623.org	651-604-3713
Laura Schlee	laura.schlee@isd623.org	651-604-3590
Lynn Sedam	lynn.sedam@isd623.org	651-604-3725

Speech-Language Pathologists		
Kirsten Hawkes	kirsten.hawkes@isd623.org	651-604-3540
Kelsi Jenzer	kelsi.jenzer@isd623.org	651-604-3724
Alisha Martell	alisha.martell@isd623.org	651-604-3589
Lauren Renner	lauren.renner@isd623.org	651-604-3727
Brooke Rood	brooke.rood@isd623.org	651-604-3723
Kelli Snyder	kelli.snyder@isd623.org	651-604-3541
Kirsten Vaca	kirsten.vaca@isd623.org	651-604-3551

Occupational and Physical Therapists		
Kathy Antil	kathryn.antil@isd623.org	651-604-3726
Gina Johnson	gina.johnson@isd623.org	651-604-3777
Patty Orme	patricia.orme@isd623.org	651-604-3717
Becca Gangl	rebecca.gangl@isd623.org	651-604-3740

Student Support Services		
Jordan Nelson, Psychologist	jordan.nelson@isd623.org	651-604-3807
Amanda Loge, Social Worker	amanda.loge@isd623.org	651-604-3808
Betsy Difabio, Nurse	betsy.difabio@isd623.org	651-604-3555
Luann Quayle, Health Asst.	luann.quayle@isd623.org	651-604-3531

ECSE Office		
Jolene Moore, Asst. Director	jolene.moore@isd623.org	651-635-1637
Jill Bean, Clerical	jill.bean@isd623.org	651-604-3729
Heidi Stone, ECSE Coach	heidi.stone@isd623.org	651-604-3720

Welcome!

Welcome to Early Childhood Special Education! The staff and I appreciate the opportunity to share your child's early intervention and education experience with you.

Early Childhood Special Education provides safe, nurturing, and equitable learning for children birth to kindergarten. One of our goals in ECSE is to work to ensure high levels of learning for all children and families in the areas of cognition, communication, adaptive, motor and social and emotional development. The staff do this through collaboration with other team members and pre-K staff, family engagement and teaching essential skills. It is our priority to create a learning environment that is welcoming and accessible so all children and families belong.

This handbook contains important information for you and your child. Thank you for taking the time to become familiar with our practices. If you have any questions, please call ECSE at 651-604-3729.

I look forward to working with you and your child.

Sincerely,

Jolene Moore
Assistant Director of Student Services

ECSE Expectations

All children are capable.
They want to learn, belong, and be successful.



Roseville Area Schools
Fairview Early Childhood

I am Safe

I walk.



I stay with adults.

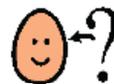


I have a calm body.

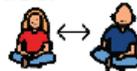


I am Respectful

I ask permission.



I give space.



I listen.



I use nice words.



I Cooperate

I share.



I follow directions.



I do my job.



ECSE Services: Birth to Age 3

Early intervention services are available for infants and toddlers up to 3 years of age. An Individualized Family Service Plan (IFSP), developed by parents and service providers, describes the services for the child and family.

Services are based on each child's individual needs. Services and support are provided by a primary service provider, in the home, with parent/care-giver involvement. The primary service provider is determined according to the child's needs and may be a licensed ECSE teacher, speech-language pathologist, occupational therapist, and/or physical therapist. Services are provided at no cost to you through Roseville Area Schools.

Meet the Team!

Kelli Snyder and Kirsten Vaca are the speech-language pathologists on the team. They work with young children with a variety of communication needs. Kelli can be reached at 651-604-3541 and Kirsten at 651-604-3551.

Amy Privratsky and Lynn Sedam are the early childhood special education (ECSE) teachers. Their roles are to cover all areas of development, but especially cognitive development. Amy can be reached at 651-604-3728 and Lynn at 651-604-3725.

Kathy Antil is the occupational therapist on our team. She specializes in working with young children's fine motor skills and early gross motor skills. She is also very knowledgeable in the area of sensory development, including feeding. Call her at 651-604-3726.

Becca Gangl is the physical therapist

All children are capable.
They want to learn, belong,
and be successful.

on our team. She works with young children who have gross motor needs and can be reached at 651-604-3740.

YOU! You work with your child all of the hours you spend with him or her, and you play a very important role on the team.

Early Intervention Service Model

Members of the Birth-3 Team have a variety of backgrounds and qualifications, such as early childhood special education teacher, speech-language pathology, occupational therapy, and physical therapy. They also work with social workers, school psychologists and nurses.

You will have one person from the team whom you will see most often. This person, your primary service provider, is a member of the larger team. The team supports you and your primary service provider. If you have questions or need some specific assistance, then your primary provider will ask for help from the team. She may talk with one or two of them and get some ideas, or another member of the team may come with your primary provider to visit you.

We provide services using this model because research shows, and families report, that it is more beneficial to have just one person, supported by a team,

Roseville Area Schools
Fairview Community Center
1910 West County Road B
Roseville, MN 55113
651-604-3729

than it is to have a number of people working directly with you and your child. When a lot of different people ask you to do things, that is time taken away from the typical activities that you and your child enjoy doing together.

Our approach supports you in finding the best opportunities for promoting your child's growth and development. These opportunities center on your child's interests and your family's everyday activities. You and your provider will decide together when and where to meet based on what you are focusing on at the time. For example, your primary provider may meet you at home, the park, McDonald's, or support your child care provider in the child care setting.

When you meet with your provider you will be talking about what you've been doing since your last visit and how, or if, it has helped your child do the things that he or she likes and needs to do. During your visits, you and your primary provider will try some things together to help your child take part in playtime, mealtime, morning routines, or other activities that are important for your child and your family. Your primary provider can also talk with

Five Areas of Development

you and share information about child development, parenting ideas, and resources in the community that can help your child's learning. Before your provider leaves each visit, the two of you will develop a plan for what you are going to do until the next home visit.

General Information

TIMELINE OF EVALUATION/ SERVICES

From the date we receive the referral for your child, we have 45 days to complete the evaluation and begin developing a written plan of services.

INITIAL MEETING

We will come to your home to discuss the evaluation process. We will explain the elements of the evaluation and propose a plan.

TESTING

We will come back to your home to do any testing, observation, or parent interviews that need to be completed to determine if your child qualifies for our services.

RESULTS MEETING/IFSP MEETING

At this meeting, we will discuss the results of the testing and whether or not your child qualifies for services. If your child does qualify, we will develop a plan called an Individualized Family Service Plan (IFSP). This plan will include the services that will be provided to you and a list of outcomes you and the team have for your child.

What we provide to you:

Depending on your child's needs, the team will decide with you the amount of service that is appropriate.

COGNITIVE

Cognitive development is the construction of our thought processes. It often refers to those skills and abilities most commonly thought of as "intellectual." This involves activities such as attending to, perceiving, and processing information; remembering; thinking and knowing.

COMMUNICATION

Communication development refers to how effectively a child receives and expresses information and ideas through verbal and nonverbal means. This includes:

- **Receptive Language:** the ability to discriminate, recognize and understand sounds and words as well as information received through gestures and other nonverbal means.
- **Expressive Language:** how well a child produces and uses sounds, words or gestures to relate information to others; a child's ability to use simple rules of grammar; a child's use of language as a tool for social contact.
- **Articulation:** speech production skills – the way sounds are formed and put together to make syllables, words and understandable speech.

SOCIAL/EMOTIONAL

Social/emotional and behavioral development refers to a child's ability to engage in meaningful and appropriate social interactions with adults and peers and to develop his or her own self-concept and sense of social role.

MOTOR

Motor development refers to a child's ability to control and use the large and small muscles of the body. This includes:

- **Fine Motor:** the development of a child's ability to use his or her fingers, hands, and to some extent arms, to grasp and manipulate objects.
- **Gross Motor:** the development of a child's ability to use the large muscles to react to environmental changes, assume a stable posture when not moving, move from place to place, and catch, throw and kick balls.

ADAPTIVE

Adaptive skills include the age-appropriate behaviors necessary to be independent and to function safely and appropriately in daily life. This includes completing self-care tasks and having an understanding of personal responsibility.

We will come to your home to work with your family.

Our most important role is to provide you with the information and tools you need to help your child. You are your child's teacher, and we come to support you.

Important Reminders

CALENDAR

The Birth-3 Team works a stretch calendar. This means that rather than having the summer off like other teachers, our time off is spread over the entire year. This allows us to see your family consistently without a long break over the summer

ILLNESS

If anyone in your house is ill, please call us to cancel the scheduled home visit. We see many young children in their homes and it is important that we minimize our exposure to germs. We will call you as soon as possible if we are ill, as well.

Opportunities

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEAC)

The mission of the SEAC is, "Parents, guardians and educators coming together to support and advise administrators of Roseville Area schools in meeting the needs of students (birth – 21 years old) who receive special education services within the district." If you are interested in participating on the SEAC, please contact Vianney Blomgren at 651-635-1608.

PARENT AND FAMILY ACTIVITIES

Watch for specific information from your child's teacher about parent and family activities that will be scheduled throughout the year. These events will be focused on a specific topic and will be a time for parents and children to connect with other families and ECSE staff.

District Bullying Policy

Roseville Area Schools has revised Policy 508 – Bullying Prohibition, to comply with the requirements of the Safe and Supportive Schools act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence and other prohibited conduct.

Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student's educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying which is the use of technology or other electronic communication transmitted through a computer, cell phone or other electronic device to bully.

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate bullying. The school district will investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district webpage.

Directory Information

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include the student's name, parent's name, address, telephone listing, date and place of birth, grade, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment, degrees and awards received, the most recent educational institution attended by the student, pictures for school-approved publications, including yearbooks, newspapers, social media, or local cablecasts, grade in school, and other similar information. Directory information does not include identifying information on a student's religion, race, color, social position, or nationality.

This information will be public information that the district may disclose from student records without consent. If parents/guardians of a student or eligible student request, directory information will not be disclosed (except to school officials) unless the parent/guardian or eligible students provide written consent to school officials as provided under FERPA.

In order to make the directory information listed above private, the parent/guardian or eligible student must complete a Student Directory Information form (available in Central Enrollment at the District Center or the main office of your student's school).