



# WELCOME TO ELEMENTARY SCHOOL!

*A parent's introduction to the transition from early childhood special education to kindergarten.*

*A new journey begins ...*

Starting kindergarten is one of the biggest milestones in your child's life... and yours! It is a time to celebrate, but also a time that understandably may come with some uneasy feelings and fear of the unknown. This guide includes information we hope will ease the transition including what you can expect at meetings and from your child's Individualized Education Program (IEP) team, what special education services for your child may look like at the elementary level, as well as tips for helping your child's transition.

**INSIDE**

- What can I expect from my child's IEP team?
- What will special education services look like?
- How can I plan for my child's transition?



# WHAT CAN I EXPECT FROM MY CHILD'S IEP TEAM?

## *Early Childhood to Kindergarten Transition Meeting:*

Before the end of your child's final early childhood year, you will be asked to attend a transition meeting.

→ Purpose of Meeting:

- Sharing basic information about your child's strengths, needs and success strategies
- Learning general information about kindergarten
- Discussing possible services and supports based on your child's needs
- Providing an opportunity for you and the elementary team to ask questions

This meeting will typically include staff from your child's current IEP team as well as staff from the elementary team.

→ Possible Participants:

- Early Childhood teacher(s)
- Kindergarten teacher(s)
- Elementary principal
- Special education teacher(s)
- Related service provider(s)
- Early Childhood Special Services Coordinator
- Elementary Special Services Coordinator

## *Individualized Education Program (IEP) Meeting:*

IEP meetings for your child will continue to occur on an annual basis. In preparation for kindergarten, your child's IEP may need to be adjusted. These adjustments can be made during the kindergarten transition meeting, during a separate IEP meeting, and/or via an IEP addendum (no meeting required).

→ Possible Adjustments:

- Attending school
- IEP manager
- Duration of school day
- Service providers
- Service times
- Transportation

**REMEMBER: You have the right to call an IEP meeting at any time. Your child's team may choose to hold an IEP meeting prior to the start of kindergarten, shortly after the school year begins, or in accordance with the IEP due date.**

# WHAT WILL SPECIAL EDUCATION SERVICES LOOK LIKE?

## *My Child's School Day*

In Westside Community Schools, students with IEPs are served in their neighborhood school within the district, regardless of disability. IEPs are designed to meet the unique needs of each student. All kindergartners are assigned to a kindergarten teacher and placed in a kindergarten general education classroom. Your child's IEP team will design an IEP that will enable your child to participate in the general education setting to the greatest extent appropriate. Supports provided vary depending on your child's specific academic, social, behavioral, health, physical, and functional needs. Your child's IEP is a working document with the flexibility to be modified and adjusted as the needs of your child change.

## *... Continuum of Support ...*

### MINIMAL:

- **Consultation Only** – When a student is maintaining grade-level progress, consultation may be used. Consultation includes collaboration between general education and special education staff. Collaboration focuses on student progress, recommended accommodations and modifications, and a review of pertinent data.
- **Collaboration & In-Class Support** – Classroom teachers provide the majority of instruction with special education staff present in order to provide any additional assistance needed to access curriculum and classroom activities. The IEP team will identify the type of in-class support needed for specific times of the school day.

### MODERATE:

- **Collaboration, In-Class Support & Additional Instruction** – This model is used when students exhibit skill delays that require additional instruction in order to accelerate growth in a specific area. Instruction outside of the general education curriculum can be paired with in-class support and/or instruction to assist students with accessing the general education curriculum to the greatest extent appropriate. Collaboration between general education and special education staff continues.

### MAXIMAL:

- **Collaboration & Alternate Curriculum Instruction** – Students who have developmental and academic delays significant enough to require an alternate curriculum may receive some or all core instruction outside of the general education setting and/or as a replacement for the general education curriculum. Students receiving this level of support have been determined as eligible for participation in an alternate state assessment by their IEP team. These students may or may not require special education assistance throughout their school day across settings for a variety of reasons.

# HOW CAN I PLAN FOR MY CHILD'S TRANSITION?

## *Early Childhood to Kindergarten Transition Meeting:*

The following planning worksheets are provided to further help you prepare for your child's upcoming transition meeting.

PLANNING FOR QUESTIONS YOU CAN EXPECT TO BE ASKED	
POTENTIAL QUESTIONS	YOUR RESPONSE
What are your child's strengths?	
What are your greatest concerns?	
What are some special considerations we need to know about your child that impacts his/her learning (i.e., medical conditions, positive reinforcers, sleep habits, etc.)?	
How can we help make this a smoother transition for you and your child/family?	
How and when do you prefer to receive communication from your child's IEP manager?	

*Coming together is a beginning, keeping together is progress, working together is success.*

# HOW CAN I PLAN FOR MY CHILD'S TRANSITION?

## *Early Childhood to Kindergarten Transition Meeting Continued.*

Your child's transition meeting will not only be a good time to provide input to members of the next team, but also a great time for you to ask any questions you may have.

### PLANNING FOR QUESTIONS YOU MAY WANT TO ASK

#### **POTENTIAL QUESTIONS**

What will my child's school day look like?

What if my child needs help at lunch or recess?

What kind of communication can I expect?

Who will be working with my child?

Is my child eligible to receive specialized transportation?

#### **OTHER QUESTIONS YOU PLAN TO ASK**

# HOW CAN I PLAN FOR MY CHILD'S TRANSITION?

## *Easing the Transition*

### STAY INVOLVED!

#### TAKE ADVANTAGE OF BUILDING OPPORTUNITIES:

- Kindergarten Roundup
- Open House/Sneak-a-Peek
- Community activities at the school
- Unified events

#### VISIT THE SCHOOL:

- Contact building administration to ask about touring the school

#### KEEP TEACHERS INFORMED:

- Stay in contact with your child's teachers, especially if:
  - A change in your child's life is causing significant new stress
  - Your child starts taking medication that may affect his or her behavior or learning
  - You have any concerns about your child's performance in school

## *Have Questions?*

As questions arise this year, please don't hesitate to reach out to your child's current IEP manager and/or Jeanette Lengemann, Coordinator of Early Childhood Special Services (contact info. on the right).

For elementary-specific questions, you can contact your elementary building principal or Sarah Ehlers (contact info. on the right). Closer to the end of the school year, your elementary building will be able to share more specific information regarding kindergarten case manager, classroom teacher, and related service providers.

## MY CHILD'S IEP TEAM

*The following team information can be added once staffing decisions have been finalized.*

*As questions arise, please reach out to your child's current IEP manager and/or Jeanette Lengemann, Coordinator of Early Childhood Special Services (contact info. below).*

### IEP Manager:

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### Classroom Teacher:

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### Principal:

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### Related Service Providers:

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## ... DISTRICT CONTACTS ...

#### **Jeanette Lengemann**

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#### **Sarah Ehlers**

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# NOTES



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