Your Child’s Transition from Preschool to Kindergarten

Kindergarten Transition Orientation
January 2011
Agenda:

Welcome/Introductions

IEP Purpose—Parents As Team Members

Continuum of Services

Kindergarten Information

General Questions
In Kindergarten, your child will learn by exploring with their friends. We emphasize teamwork!
In Kindergarten, your child will learn mathematical skills through the use of manipulatives and hands-on activities.
In Kindergarten, your child will learn to write words and sentences through modeling and independent practice.
In Kindergarten, your child will meet for guided reading. Your child will develop reading skills through small group practice with the teacher.
In Kindergarten, your child will practice reading independently.
In Kindergarten, your child will participate in centers to practice newly acquired skills in all curricular areas.
In Kindergarten, your child will develop social skills by interacting with new friends.
In Kindergarten, families are encouraged to visit the classroom to volunteer. It is a way to build the home-school relationship.
In Kindergarten, your child will develop a variety of skills through instruction in:

- Physical Education (PE)
- Music
- Art
- Library
- Computer Lab
Students will also participate in independent play sessions.
Sample Daily Schedule Includes

Morning Work/Calendar/Phonemic Awareness

Reading – Whole Group

Guiding Reading/Literacy Stations

Art
Lunch
Rest Time
Writing
Math
Snack
Music
Physical Education
Read aloud/Letters
Get Ready for Home
Buses
(LRE) LEAST RESTRICTIVE ENVIRONEMENT

D158 CONTINUUM OF SERVICES
General Education Supports:

• Reading Specialist

• Social Work

• Occupational Therapy consult

• ELL (English Language Learner Program)

• PBIS program
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Least Restrictive Environment

• General Education classroom
• General Education classroom with support
• Resource Program
• Instructional Program
• Primary Program Self-Contained K-2
• Transitional Kindergarten
• Primary Adjusted Learning K-2
• SNAP Special Needs Autism Program
Continuum of Services
Resource Program

• Special Education Teacher’s Role- To provide reinforcement and supplementary aides and to facilitate learning inside the general education class

• Progress is monitored by the special education teacher teaming with the general education teacher

• Curriculum- Parallels the general education curriculum and can be modified
Continuum of Services
Instructional Program

• Special Education Teacher’s Role - To provide instruction in place of what is offered in the general education setting (pull-out service) and students receive group based instruction with researched based curriculum

• Progress is monitored by the special education teacher through goals

• Curriculum is based on individual needs and related to Illinois State Standards
Continuum of Services
Primary Self-Contained Program

• Special Education Teacher’s Role- intensive and individualized instruction through a multisensory teaching approach

• Promotes integration into regular education programs with adaptations and accommodations to the curriculum

• Curriculum- emphasis on building independence and self-help skills

• Related services integrated into the classroom
Continuum of Services
Transitional Kindergarten

• One year transitional program to develop academic and age-appropriate behavior readiness skills

• Uses a multisensory approach and integration of related services

• Modified academic readiness curriculum

• Instruction is individualized
Continuum of Services
Primary Adjusted Learning Program

• Designed to meet specific needs of students in the areas of communication, academics, self-help, social, and practical living skills

• Uses a multisensory approach and integration of related services

• Alternative assessment and curriculum

• Instruction is individualized
An Individualized Education Plan (IEP) must be completed for each student who is eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA). The IEP is a management tool that is developed by the parent(s) and school personnel to ensure that each student with a disability is provided special education and related services which are appropriate to his/her special needs.

(www.ISBE.org)
(IEP) Individualized Education Program

The IEP summarizes your child’s current skills and abilities and establishes education goals for a twelve-month period. The IEP is prepared at the IEP Team meeting.

The purpose of the IEP is twofold:

1. It documents your child’s eligibility for special education services; and

2. It formalizes, in writing, the school system’s plan for providing a free appropriate public education that will meet your child’s unique needs in the least restrictive environment, that is, to the maximum extent appropriate, alongside his or her non-disabled peers.

No document has greater importance to a student with a disability and his or her parents than the IEP.
Parents/Guardians:
Parents are key members of the IEP Team. You know your child very well and can talk about your child’s strengths and needs as well as his/her ideas for enhancing your child’s education. As a member of the IEP Team, the parents:

• offer insight into how your child learns, what his or her interests are and other aspects of the child that only a parent can know.

• listen to what the other team members think their child needs to work on at school and share their suggestions.

• report on whether the skills the child is learning at school are being used at home.
Annual IEP Meetings:
After your child’s initial placement in special education services or programs, there will be annual meetings to review your child’s progress and to review the services he/she has been receiving. The IEP team, of which you are a member may decide to make changes to the IEP or may decide that changes are not necessary. Here are some questions you may want to ask during these meetings:

- How has the teacher accommodated my child’s learning and behavioral needs in the classroom?
- Are there things I can do at home to support the IEP goals?
- What type of learner is my child? Does the teacher attempt to use his/her strengths while teaching?
- How frequently is my child’s progress monitored? What are the best ways for me to stay in touch with my child’s teachers to be informed of academic or behavioral progress?
- Is my child making progress towards his/her IEP goals?
- If a service is not working, how can I work within my child’s IEP team to explore more effective services?
Is your child ready for Kindergarten? Can he/she:

- Recognize first and last name in print
- Identify at least the letters in their name
- Listen quietly to a 15 minute story
- Write their first name with proper pencil grip
- Use glue with control
- Separate from family members
- Share things with others
- Play cooperatively with peers
- Rote count to 20 or higher
- Count objects with one to one correspondence to 10
- Recognize the difference between numbers and letters
- Use scissors appropriately to cut 4 inch line or longer
- Identify basic shapes (4) and colors (8)
- Willingly speak with and listen to adults
- Follow simple 3-step directions
Open Forum:
General Questions

Thank You for coming...