

ECSE to Kindergarten Transition Process

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- Objectives:

- Participants will learn a process currently in place and strategies to support students transitioning from ECSE to kindergarten.
- Participants will know and understand the IDEA requirements in order to provide a seamless transition to school age services.

- Transition Process Outline
- Parent Brochure
- January meetings, purpose
- March meetings, purpose
- April/May meetings, purpose
- Doyce Bedortha, ECSE Service Coordinator, HDESD
- Example of transition meeting
- Questions?
- Contact: Kerry Desmarais,
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- Fall meeting with lead ECSE Coordinator, ECSE Secretary, and Student Services staff
 - Review incoming students
 - Identify/Review particular high needs for transition year and following year for budget preparation
 - Set dates for January/March/April meetings
 - Identify students who will need a January meeting vs. a March meeting (DD)
 - Identify which IFSPs need to attend
 - December 1 date for DD eligibilities

- Student Services secretary gathers all ECSE paperwork and attaches to appropriate students in OrSped
- Notices sent to staff who are able to access appropriate students in OrSped
- All meetings are held at the ECSE main building as it is a known location for parents and adds to them feeling more comfortable

- Begin first round of meetings in January/February, set up by the ECSE Secretary
 - Prep paperwork ahead of time
 - Sign-in sheets
 - Parent Rights booklets
 - Meeting notes
 - Written Agreements for gen. ed. Teacher
 - Draft of PWN of Consent for Evaluation
 - Consent for Evaluation meetings to determine if the team needs more information or not
 - Review present levels beginning with strengths identified by the parent
 - Gather input from all other team members (SLP, Teacher, ECSE Specialists, etc.)

- Meetings are generally 30 minutes in length
- Decide as a team if any additional assessment is needed
- If so, complete PWN for Consent for Evaluation accordingly
 - Gain parent consent for evaluation
 - Give team members a heads up for timeline and that there will be another meeting to review the evaluation results, decide as a team if the student meets criteria for a school-age eligibility, and if so, create the IEP and determine placement
- If not, complete PWN for Consent accordingly
 - If the student already has a school-age eligibility, the team sets the next meeting to create the IEP and determine placement

- If student is eligible under DD and that DD will be dismissed at the end of the school year, student will continue to receive ECSE services until then

- Schedule March meetings, set up by the Student Services Secretary
 - Includes all students with school-age eligibilities
 - Often, many are Communication Disorder
 - Invite all required team members including a kindergarten teacher, SLP if appropriate, preschool teacher, ECSE service coordinator, ERC special education teacher if appropriate, ILS special education teacher if appropriate, ABA special education teacher if appropriate, OT/PT/School Nurse/ASD Specialist/Hi Teacher/VI Teacher, etc.
 - Teams vary depending on student need

- If student attends private school and will continue to attend private school for kindergarten:
 - Follow same protocol but create a service plan instead of an IEP
 - Explain how services can be delivered
 - Consult through private school teacher
 - Direct service at neighborhood school
 - Provide families with contact numbers
- Use Teacher Input form to gather needed academic information

- March IEP meetings are generally 1 hour in length but are typically shorter for articulation only students
- Always begin with introductions, purpose, and brief overview
- Ask for parent to speak of student strengths first then invite others to contribute
- Review present levels and address parent concerns
- Determine impact on participation in general education classroom

- Determine participation in the Kindergarten Readiness Assessment and identify needed accommodations, if appropriate
- Determine participation in district-wide assessments and identify needed accommodations, if appropriate

- Use iPad to type directly into IEP (try not to use a laptop as it is uninviting and cuts others out)
- Cover all required components of the IEP including academics, speech/language, behavior, health, etc.
- Be sure to allow time for parent to express any concerns or fears they are having about their student beginning kindergarten
- Review Considerations of Special Factors (use IFSP as a guide)

- Move from Present Level directly into Annual Goal development
- Address needs in order of priority
- Don't get "goal happy"
- Keep the meeting moving forward and don't "admire the pile"

- Next, Service Summary
- Invite those who are actually going to be providing the services to speak to service times and location
- Identify Related Services, if needed
- Document needed accommodations for the student to access the general education classroom/curriculum
- Include Supports to School Personnel (consultations for specialists)

- No ESY offered by school district during summer between preschool and kindergarten
- Explain purpose and eligibility for ESY
- Review that data will be collected during the kindergarten year and IEP team will determine need the following year

- Cover Non-Participation Justification
- Move right into Placement Determination
- Invite Kindergarten teacher to review expectations in a general education classroom
- If appropriate, invite ERC special education teacher to review program and service model
- If appropriate, invite ABA and/or ILS special education teacher to review program and service model
- If appropriate, invite SLP to review program and service model

- Team makes a placement determination decision
- If needed, invite parent to visit the school and/or program
- If needed, preschool teacher or ECSE service coordinator creates social story for new school/program/teacher/other staff
- If needed, offer 1/3, 1/3, 1/3 option for starting kindergarten
- Review how/when parent should register their student for kindergarten
(Kindergarten Round-up when possible)

- Offer Parent Rights booklet with contact phone numbers written on the cover
- Review Prior Written Notice for Initial Provision of Special Education Services in its entirety
- Invite the parent to give consent so that services start as soon as student begins kindergarten
- Address any additional questions
- State who will receive a copy of all paperwork generated
- Meeting adjourned

- Complete as much as the IEP during the meeting as possible
- Occasionally, staff need to write the goals that were drafted during the meeting but we try to complete this before everyone leaves
- Goal – finalize the IEP before the next meeting starts

- April/May meetings are generally 1 and ½ hours long, set up by the Student Services Secretary
- Review introductions, purpose of meeting, and brief overview
- Invite staff who completed evaluations to review results
- While information is presented, collect evaluation reports to draft eligibility statement(s)

- After information is presented, review eligibility statements
- Address if student truly requires Specially Designed Instruction
- Determine if the student is eligible or not
- Sign off on eligibility statement

- If student is eligible, proceed to IEP and agenda as previously presented
- If student is not eligible, determine if a 504 or a PEP is appropriate
- If so, create 504 or PEP
- Review decision made
- State who will receive a copy of all paperwork generated
- Meeting adjourned

- Once the meetings for the day are completed, organize each file of paperwork into the proper order to be copied
- Paperclip packet and write a Post-It for who gets a copy (typically the parent, special education teacher, and SLP or other specialists as appropriate)
- Turnaround should be no more than 5 working days
- File goes to Student Services secretary for permanent file creation

- End of transition season debrief with ECSE and school-age staff
 - Review transition process
 - Identify strengths and areas needing further development
 - Review incoming students for the following year

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