

January 2013

Dear Parents,

Your child will be entering kindergarten in the fall. This is an exciting time in your child's life. Sending a child to public school for the first time sometimes makes parents anxious – perhaps even more so when your child has some communication needs. You can be assured that your child's Early Childhood CARES service coordinator (speech language pathologist), your child's new school, and the speech language pathologist who serves your child's new school will all be assisting with this transition.

First, it is important that you contact your child's elementary school soon – preferably by the end of March – to ask when they will be registering incoming kindergarten children. If you are unsure which school your child will be attending, you can call your school district office (see attached list). When you register your child, you will be asked to complete some general information about your child, and you will probably be asked to bring:

- Proof of your child's date of birth (birth certificate, medical card, etc.)
- Your child's immunization record
- Something that shows your address (drivers license, mail addressed to your home, etc.)

We would also strongly recommend you take:

- Your child's most recent IFSP (Individualized Family Service Plan)

Your child's school will probably want to make a copy of the IFSP (the document which shows the services your child is currently receiving). The IFSP will help them to be ready to serve your child's communication needs as soon as school begins.

Many of the school districts reevaluate children's eligibility for special education before children begin kindergarten. Your child may or may not qualify for special education services in school. If you do not hear from your school district by May, or have questions about the transition process, please contact your child's Early Childhood CARES service coordinator, your child's new school or your school district's speech/language team.

The attached information further explains the transition process and the IEP (school-age IFSP equivalent); it also lists school district offices and books about school that your child may enjoy. If you do not plan to enroll your child in your local public kindergarten, please call your local school to discuss speech-language therapy options for your child. If you should move to a new school district in Lane County before school begins, please call Kathy Clark at Early Childhood CARES, 541-346-3518, so that we can send documents to your new district.

Beginning the transition process now will help you, your child and the school prepare for fall. We hope that the move to kindergarten will be a fun and exciting time for your child!

Sincerely,

The Staff of Early Childhood CARES

## **Differences Between Early Childhood Special Education and Special Education in Public School**

The laws and rules governing early intervention/early childhood special education (EI/ECSE) programs differ from the laws and rules for school-age children receiving special education in a few significant ways.

### **IFSP to IEP**

Your child has been receiving special education services as specified by his/her *Individualized Family Service Plan* (IFSP). In kindergarten, services will be specified on an *Individualized Education Plan* (IEP). Both plans have measurable annual goals and short-term objectives. An IFSP also includes family goals if a family wishes. One form is used throughout the State of Oregon for the IFSP, while each school district has its own IEP form.

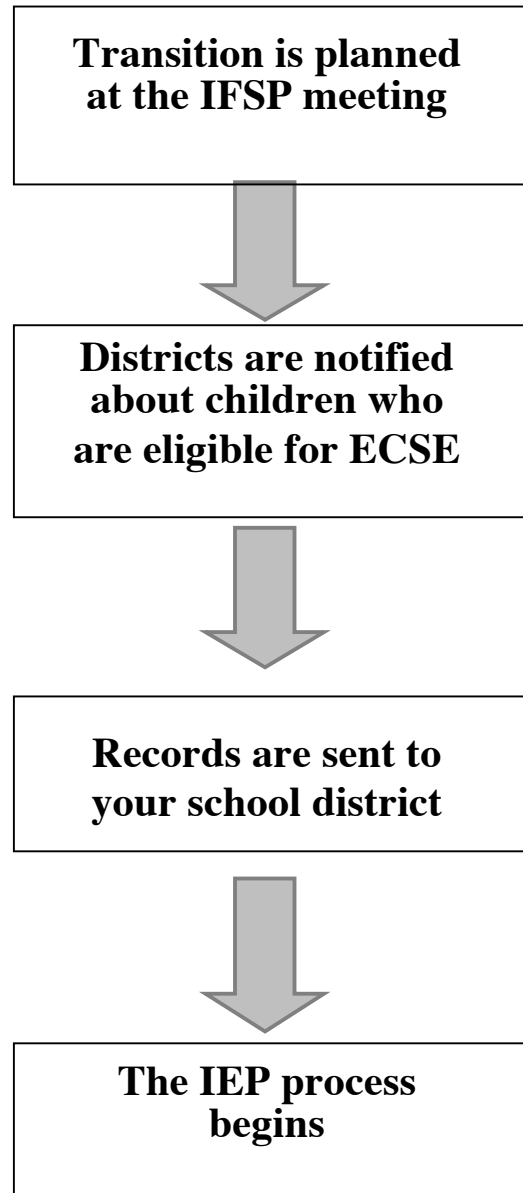
An IFSP is intended to be an integrated plan that identifies all relevant services for the child and family – educational, medical and/or social services – and designates which resources are to pay for each identified service. An IEP identifies the child’s educational goals, objectives and services to be addressed in the school setting. IEP meetings are typically held at the child’s school.

### **Family Focus to Child Focus**

In early intervention/early childhood special education, families are involved as partners in all levels of the process. Family outcomes and other types of services are included in an IFSP. Parents are partners with the school district and are valuable members of the IEP team. However, as children enter public school, the focus shifts away from the family to the child’s educational needs at school. This shift is reflected in the IEP.

## **The Typical Transition Sequence**

As your child moves from a preschool special education setting to a kindergarten level class, your family will interact with people from both your current early childhood special education (ECSE) program and the school district in which you live. Although each district varies somewhat in how it will prepare your child for kindergarten, most transitions from ECSE to school follow the general sequence described below.



You will be notified and invited to the eligibility and IEP meetings.

## **The Individualized Education Plan (IEP)**

An Individualized Education Plan (IEP) is a written description of the special education services your child will receive in public school. At least once a year, an IEP team, including parents, teachers and school district staff, will review and revise the plan as needed. The IEP must include:

- Statement of the present levels of performance, including how the child's disability affects the child's involvement and progress in the general curriculum.
- Statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting both the needs that result from the child's disability (to enable the child to be involved in and progress in the general curriculum) and the child's other educational needs.
- Statement of special education and related services, as well as supplementary aids and services, and any program modifications or supports for school personnel that will be provided to help the child advance appropriately toward the annual goals. These services will help your child be involved in and progress in the general curriculum, participate in extracurricular and non-academic activities, and be educated and participate with other children with disabilities and non-disabled children.
- An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and activities.
- The projected date for beginning of services and modifications, and anticipated frequency, location and duration of services.
- Statement of how the child's progress toward annual goals will be measured, and how the parents will be informed – on a regular basis and at least as often as a parent of non-disabled children – of progress toward both annual goals and the extent to which that progress is sufficient to meet annual goals.

**Lane County School District  
Special Education Offices**

<b>District</b>	<b>Phone</b>
Bethel	541-689-3283
Blachy	541-925-3262
Creswell	541-895-6005
Crow-Applegate-Lorane	541-686-5024
Eugene 4J	541-790-7828
Fern Ridge	541-935-8230
Junction City	541-998-6311
Lowell	541-937-2105
Mapleton	541-268-4471
Marcola	541-933-2411
McKenzie	541-822-3338
Oakridge	541-782-3226
Pleasant Hill	541-736-0417
Siuslaw	541-997-5456
South Lane	541-942-3381
Springfield	541-747-3250
Early Childhood CARES	541-346-2578

## **Books to Prepare Children for the Transition to Kindergarten**

These books are available at the Eugene Public Library. To find the library in your community, visit the website [www.olaweb.org/oregon-libraries.shtml](http://www.olaweb.org/oregon-libraries.shtml); then, click on the library in your area to find these books.

**Annabelle Swift, Kindergartner**, by Amy Schwartz

**Boomer Goes to School**, by Constance W. McGeorge

(**Boomer va a la escuela**), by Constance W. McGeorge

**Countdown to Kindergarten**, by Alison McGhee

**Curious George Goes to School**, by Margret Rey (Eugene Public Library-DVD Only)

**David Goes to School**, by David Shannon

**Elizabeti's School**, by Stephanie Stuve-Bodeen

**First Day Jitters**, by Julie Danneberg

**First Day, Hooray!**, by Nancy Poydar

**Francine's Day**, by Anna Alter

**Franklin Goes to School**, by Paulette Bourgeois

(**Franklin va a la escuela**), by Paulette Bourgeois

**Froggy Goes to School**, by Jonathan London

**If You Take a Mouse to School**, by Laura Numeroff

(**Si llevas un ratón a la escuela**), by Laura Numeroff

**Little Cliff's First Day of School**, by Clifton L. Taulbert

**Look Out Kindergarten, Here I Come**, by Nancy L. Carlson

(**Prepare, Kindergarten! Allá Voy!**), by Nancy L. Carlson

**Mama, Don't Go!**, by Rosemary Wells

**Miss Bindergarten Gets Ready for Kindergarten**, by Joseph Slate

(Many other titles in the Miss Bindergarten series)

**Mouse's First Day of School**, by Lauren Thompson

**My Kindergarten**, by Rosemary Wells

**My Teacher Sleeps in School**, by Leatie Weiss

**The Kissing Hand**, by Audrey Penn

**(Un beso en mi mano)**, by Audrey Penn

**One Happy Classroom**, by Charnan Simon

**Starting School**, by Johanna Hurwitz

**Tiptoe Into Kindergarten**, by Jacqueline Rogers

**The Night Before Kindergarten**, by Natasha Wing

**Those Mean Nasty Dirty Downright Disgusting But...Invisible Germs**, by

Judith Anne Rice

**Tom Goes to Kindergarten**, by Margaret Wild

**Twelve Days of Kindergarten**, by Deborah Lee Rose

**Welcome to Kindergarten**, by Anne F. Rockwell

**When You Go to Kindergarten**, by James Howe

**Who Will Go to School Today?**, by Karl Ruhmann