

## AGENDA

- Eligibility criteria for kindergarten
- Overview of the transition process from preschool to kindergarten
- Olentangy kindergarten information
- Next steps

## WELCOME/INTRODUCTIONS



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## Parent Mentor

Parent Mentors provide information and support to families of children with disabilities and their school districts.

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## THANK YOU FOR ATTENDING

Transition is an exciting time. Parents are always full of questions.

Transition is different for each child. During tonight's presentation, you will have to try to listen for the information that is applicable for your child.

We hope to provide an overview that answers most of the frequently asked questions regarding kindergarten transition.

## DOES MY CHILD HAVE TO GO TO KINDERGARTEN?



A child is **REQUIRED** to go to kindergarten if the child is **6 years of age as of September 30<sup>th</sup>**.

A child is **ELIGIBLE** to go to kindergarten if the child is **5 years of age as of September 30<sup>th</sup>**.

## WHEN DO I HAVE TO DECIDE WHETHER OR NOT MY CHILD WILL GO TO KINDERGARTEN?




Parents of children who are eligible for kindergarten will be asked to make a decision as soon as possible regarding whether their child will attend kindergarten for the following school year. (Intent forms are due electronically on or before 12/17)

### WHY DO I HAVE TO MAKE A DECISION SO SOON?



- Large numbers of students transition from preschool to kindergarten. Last year **154** students transitioned.
- This year **200** students are required or are eligible to transition to kindergarten.
- There are many steps and preschool/school age personnel involved in the process. Coordination and collaboration takes a tremendous amount of time with the large number of students/staff involved.
- Whenever possible, we encourage parents to make the decision ASAP so preschool staff can participate in the transition process.


### WHO MAKES THE FINAL DECISION ABOUT WHETHER AN ELIGIBLE CHILD WILL ATTEND KINDERGARTEN?



Olentangy preschool staff will make a **recommendation**.


Parents/Guardians make the decision.

### WHAT INFORMATION CAN BE CONSIDERED WHEN MAKING THE DECISION ABOUT WHETHER TO SEND YOUR CHILD TO KINDERGARTEN?



- Date of birth of the child. How old or how young will the child be when entering kindergarten?
- Family's belief systems
- Your child's current developmental status/readiness. Parents can request teacher input.
- Education supports/services for the child. Parents can consider the comparison of supports/ services that their child will receive whether in preschool vs. kindergarten. We will discuss general options and your transition team can discuss the specific options that may be considered for your child.
- Expectations of kindergarten environment. The Kindergarten Performance Level Descriptors for each area is provided on the district website. Later in the presentation we will discuss the academic and behavioral expectations for kindergarten.

### WHAT DO I HAVE TO DO IF I DECIDE TO KEEP MY CHILD IN PRESCHOOL ANOTHER YEAR?



If the decision is made to keep the child in preschool for another year, indicate your intent on the same electronic intent form.

No further action is required.

### WHAT DO I HAVE TO DO IF I DECIDE TO SEND MY CHILD TO KINDERGARTEN?



If the decision is made to send your child to kindergarten, indicate on the electronic intent form.

For all children going to kindergarten for the 22-23 school year, there is a transition process that will be followed.

Next slides are about the process if your child is transitioning to kindergarten to determine special education services and supports.

### THE TRANSITION PROCESS STARTS WITH A TRANSITION PLANNING MEETING

- A 20-minute virtual Transition Planning Meeting (TPM) will be held some time in January, February or March.
- Parent(s), a District Representative, your child's preschool teacher, a general education teacher representative, and a school psychologist or speech-language pathologist will attend.
- During the TPM, the team will decide if a re-evaluation is needed before the transition to kindergarten.



## STATE OF OHIO OPERATING STANDARDS

Operating Standards for the State of Ohio state that a re-evaluation is required for a transition to kindergarten if any of the following exist:

1. Children are receiving services under the disability category of Developmental Delay.
2. The three year re-evaluation period is expiring.
3. Any team member (including the parent) requests a re-evaluation.

### 1. When children are receiving services under the disability category of Developmental Delay, a re-evaluation is required.

There are 12 disability categories (see lilac handout) that apply to both preschool and school age students.

The Developmental Delay (DD) category is used only for preschool students ages 3-5. Development Delay is preschool specific. Many students in preschool are served under the Development Delay category.

If the child is receiving services under the Developmental Delay category, the team is required to make a recommendation to re-evaluate. The team will discuss which of the 12 disability conditions may apply or whether the child may exit services.

### 2. If the three-year re-evaluation period is expiring, a re-evaluation is required.

All children must receive a re-evaluation within three years of the date of the last evaluation.

If the child's re-evaluation due date is approaching, the team will be required to re-evaluate.

IEP TIMELINES	
ETR COMPLETION DATE	05/09/2019
NEXT ETR DUE DATE	05/07/2022
IEP EFFECTIVE DATES	
START	04/21/2021
END	04/18/2022
NEXT IEP REVIEW	04/18/2022

### 3. Any member of the transitional planning team (including the parent) can request a re-evaluation.

Even though a student may not be served under the disability condition Developmental Delay and may not be due for a three year re-evaluation, the team may decide that a re-evaluation would be beneficial in helping the child make a smooth transition to kindergarten.

### IF A RE-EVALUATION IS REQUIRED OR RECOMMENDED, THE TEAM MAKES IMPORTANT EVALUATION DECISIONS SUCH AS:

- Which disability category may apply or whether the child may exit services. (lilac handout)
- Who needs to participate in the re-evaluation.
- What assessments, observations, interviews, etc. need to be included as part of the evaluation.

### WHAT ARE SOME REASONS A RE-EVALUATION MAY BE REQUESTED?



- The child may be receiving services under a particular disability condition, but the team believes a different disability condition may better describe the needs and/or services of the child.
- The team believes additional/updated evaluations may provide helpful information.
- The team believes the child may exit from special education services and enter kindergarten as a regular education student.

**At the transition planning meeting, the team may decide in some cases that a re-evaluation is not necessary for a smooth transition if:**

- The team believes the child will continue to be eligible for services under the same disability condition.
- The team believes there is enough information regarding the child to develop a new IEP for kindergarten without the need to re-evaluate.
- Transition Planning Meeting Flowchart (grey handout)

### WHAT IS THE TIMELINE FOR TRANSITION ACTIVITIES?



#### Transition Planning Meetings

January, February, or March

#### Assessments for those students who will be re-evaluated

January, February, March, or April

#### Evaluation Team Meetings and IEP Meetings for those students who were re-evaluated

March, April, or May

#### IEP Meetings for students who were not re-evaluated

January, February, March, April, or May

### IF MY CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES, WHAT HAPPENS NEXT?



At the kindergarten IEP meeting the team will determine the supports and services needed in order for the child to make progress toward meeting their IEP goals and objectives.

District Representative at this meeting will switch from a preschool administrator to the elementary school administrator.

### CHILDREN MUST RECEIVE SERVICES IN THEIR LEAST RESTRICTIVE ENVIRONMENT

"To the maximum extent appropriate, children with disabilities are educated with children who are not disabled."

"Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

### CAN YOU EXPLAIN LEAST RESTRICTIVE ENVIRONMENT IN LAYMAN'S TERMS?



- Whenever possible, children receive services in the building within the child's attendance boundaries.
- Children are to remain in the regular education environment as much as is possible for each child.
- Options are only considered when the child has needs that can not be addressed within the child's regular education placement.
- At times, some children require specialized services that are not provided in the elementary school within the child's attendance boundaries. Some children require placement in another building in order to receive specialized services.
- Some children require out of district placements (examples: Ohio State School for the Blind, Ohio State School for the Deaf).

### GENERAL OLENTANGY INFORMATION

Every elementary building has an Intervention Specialist, as well as related services staff (Speech Language Therapist, Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher, etc.)

Some buildings have Specialized Learning Centers (smaller classes for children with more complex needs).



### WHAT ARE SOME OPTIONS FOR DELIVERY OF SPECIAL EDUCATION SERVICES?

- Building intervention specialist and/or therapist(s) provides consultative services to the kindergarten teacher.
- Building intervention specialist and/or therapist(s) provide direct services to the child within the kindergarten classroom.
- Building intervention specialist and/or therapist(s) provide direct services for the child on a pull-out basis.
- Services are provided in a Specialized Learning Center (SLC). The team determines how much time the child spends in the SLC and how much time the child is in the kindergarten classroom/regular education environment.

### KINDERGARTEN SUPPORTS/SERVICES

Eligibility can only be determined by the team (including the parent) following a review of all data collected during the evaluation process.

IEP decisions, such as placement and services can only be decided by the IEP team (including the parents) during an IEP meeting.

### SPECIALIZED LEARNING CENTERS

Specialized Learning Centers are smaller classes with lower student to staff ratios customized for students with more complex needs such as:

- Autism
- Intellectual Disabilities
- Emotional Disturbances
- Multiple Disabilities

Students who receive services in a Specialized Learning Center spend as much time as possible in the regular education environment (kindergarten classroom, lunch, recess, PE, Art, Music, etc.). When needed, an intervention aide or intervention specialist from the Specialized Learning Center accompanies students to support the student in the regular education environment.

### KINDERGARTEN SCREENING

Kindergarten screening is hosted by the elementary buildings for all incoming kindergarten students to complete health and academic screenings.

- The screening collects information for the elementary administrator to use when making class lists. Kindergarten screening is not typically necessary for preschool students that have IEPs, as their special education file already has the majority of this information.
- The screening is NOT to determine if your child is "ready" for kindergarten.
- Kindergarten screenings will be held in June of 2022.
- Parents will receive an email with a link to sign-up for a kindergarten screening time at their home elementary school after they have completed their intent survey.

### KINDERGARTEN SCHEDULE

Olentangy operates on a full-day alternating schedule.

Students attend either:

- Monday/Thursday/Alternating Wednesday
- Tuesday/Friday/Alternating Wednesday

### KINDERGARTEN SCHEDULE



#### OLENTANGY SCHOOLS CALENDAR 2021-2022 KINDERGARTEN CALENDAR

<ul style="list-style-type: none"> <li>• No School</li> <li>• Monday - Thursday</li> </ul>	<ul style="list-style-type: none"> <li>• 1st day of school</li> <li>• Start of grading period</li> <li>• End of grading period</li> <li>• Teacher work day</li> </ul>	<ul style="list-style-type: none"> <li>• Fullteacher Development day</li> <li>• Holiday</li> <li>• Two-hour early dismissal</li> </ul>	<b>AUGUST 2021</b> <ul style="list-style-type: none"> <li>16-18 Teacher work days</li> <li>17 Elementary Open House</li> <li>19 First day of school</li> </ul>																																																																								
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## DIFFERENCES BETWEEN PRESCHOOL AND KINDERGARTEN

**Class Sizes** – Approximately 24 students per class with one teacher and no assistant.

**Full-Day Schedule** – Your kindergartener will be eating lunch, going out for recess, using the bathroom in a group, etc.

**Specials** – They will attend art, music, library and physical education classes.

## HOW HAS KINDERGARTEN CHANGED OVER THE LAST SEVERAL YEARS?

Kindergarten is much more academic in nature than it was when parents attended. You can access kindergarten readiness resources on the Olentangy website ([www.olentangy.k12.oh.us](http://www.olentangy.k12.oh.us)). Go to For Parents, then New Student Welcome Center, then select "Kindergarten" in the left-hand menu. Select Getting Ready for Kindergarten.

Additionally, kindergarten has less opportunity for play/child choice and more teacher structured activities

- There is an increased expectation for students to regulate their own behavior and independently follow daily schedule/routine. Less teacher support with problem solving, conflict resolution and multi-step directions.
- Independent work – The students will be assigned independent work to complete.
- Centers – Many kindergarten teachers operate centers in which the child moves with a small group of students from center to center.

## NEXT STEPS

- ☐ Complete the Kindergarten Intent form by December 17 by 8:00 am. The electronic link will be sent to you in an email December 10. *(No additional registration needed.)*
- ☐ Participate in your Transition Planning Conference and subsequent Evaluation and IEP meetings.
- ☐ If you want to participate, sign-up for a kindergarten screening at your elementary building using the link that will be emailed to you this spring.

## THANK YOU!

- Thank you for your attention and patience. We have provided a great deal of information this evening.
- The transition process will be different for every child.
- If your child plans to attend Kindergarten for the 22-23 school year, your child's IEP team will lead you through this process and be available to help you with understanding the process.
- We work to make the transition from preschool to kindergarten as smooth as possible.



**TRANSITION PLANNING MEETING (TPM)**  
**DISCUSS WHETHER A RE-EVALUATION IS REQUIRED OR RECOMMENDED**

No re-evaluation recommended

During the TPM, document the decision to forego a re-evaluation.

The child will continue to be eligible for special education services under current disability condition.

An IEP will be conducted prior to the end of the school year.

Enter Kindergarten with special education services specified on the new IEP.

A re-evaluation is required or recommended

During the TPM, complete the evaluation planning form and parental consent for re-evaluation.

Olentangy staff will conduct the re-evaluation while the child is in attendance at preschool.

An evaluation team meeting will be held to review all information collected during the evaluation process. The team will make a decision regarding eligibility.

Eligible for services

An IEP will be conducted prior to the end of the school year.

Enter kindergarten with special education services specified on the IEP.

Exit special education

Enter kindergarten as a regular education student.



## DISABILITY DEFINITIONS AS DEFINED BY OHIO RULES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

**Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

**Intellectual Disability** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

- (a) *Significantly subaverage general intellectual functioning* refers to an intelligence quotient of seventy or below as determined through a measure of cognitive functioning administered by a school psychologist or a qualified psychologist using a test designed for individual administration. Based on a standard error of measurement and clinical judgment, a child may be determined to have significant subaverage general intellectual functioning with an intelligence quotient not to exceed seventy-five.
- (b) *Deficits in adaptive behavior* mean deficits in two or more applicable skill areas occurring within the context of the child's environments and typical of the child's chronological age peers.

**Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

**Deafness** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

**Emotional Disturbance** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- (c) Inappropriate types of behavior or feelings under normal circumstances.
- (d) A general pervasive mood of unhappiness or depression.
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (f) Emotional Disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**Hearing Impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this rule.

**Multiple Disabilities** means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple Disabilities does not include deaf-blindness.



**Orthopedic Impairment** means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other Health Impairment** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- (a) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (b) Adversely affects a child's educational performance.

**Specific Learning Disability:**

- (a) General Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (b) Disorders not included. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or Language Impairment** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

**Traumatic Brain Injury** means an acquired injury to the brain caused by an external physical force or by other medical conditions, including but not limited to stroke, anoxia, infectious disease, aneurysm, brain tumors and neurological insults resulting from medical or surgical treatments. The injury results in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries, as well as to other medical conditions that result in acquired brain injuries. The injuries result in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; congenital or degenerative, or to brain injuries induced by birth trauma.

**Visual Impairment** including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance.

- (a) The term Visual Impairment includes both partial sight and blindness.
- (b) The term Visual Impairment does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.