



COMMUNITY UNIT SCHOOL DISTRICT 200

TRANSITION TO KINDERGARTEN

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Inspiring in Everyone a Passion to Excel

Prior to the Annual Review

- Elementary schools are given a list of children who will be kindergarten age the following year.
- A representative from the elementary school is invited to observe the student prior to the annual review meeting.



Annual Review

- Representatives from the elementary school are invited to the student's annual review to plan for the student's kindergarten year.
- All members in attendance at the annual review meeting will receive a copy of reports and proposed goals prior to the meeting.
- The IEP will be based on the student's identified areas of strengths and needs/weaknesses.



Program Considerations

- ✓ Academic readiness skills
- ✓ Social/emotional skills
- ✓ Communication skills
- ✓ Health/physical needs
- ✓ Independent functioning skills



Program Considerations

- **Need for accommodations**
 - Removing barriers to access the general education curriculum but does not change or reduce the learning outcome.
 - Examples include: pencil grips, large font, special seating, extended time on assignments, etc.



Program Considerations

- **Need for modifications**
 - Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations.
 - Examples include: reduce the amount or complexity of content the student has to know, fewer or different questions to complete, alternative assessment formats, shorter assignments.



General Education Kindergarten

- Programs are located at all 13 elementary schools.
- Curriculum follows Illinois State Standards and D200 Critical Content.
- Kindergarten curriculum can be viewed on the District's website at www.cusd200.org Click on "Departments", select "Student Learning" and then select "Curriculum".



Individualized Education Program

- Every child's program is tailored to their direct "strengths" and "areas of need/weakness".
- It's all about the child.
- Placement options are considered **after** an educational team has identified special education support in both the general education and special education settings.



Levels of Special Education Support

- **Consult Level of Support**
 - General education with consultation
- **Resource Level of Support**
 - Special education services 60% or less outside the general education classroom
- **Instructional Level of Support**
 - Special education services 61% or more with some participation in general education
 - Full time special education program
 - Special education services 100% in a separate public day school.



Continuum of Special Education Services

- **General education with consultation**

- Collaborative consultation between the special education teacher and the general education teacher occurs frequently.

- Focus is on adjusting the learning environment by modifying/adapting instructional techniques and methods to meet the individual needs of the student in the general education classroom.



Continuum of Special Education Services

- **Special education services 60% or less outside of the general education classroom [Resource Level of Support]**
 - The specialists (speech, OT/PT, academic support, social work, vision itinerant, etc.) use a push-in model (working with the students within the classroom setting) as much as possible.
- AND/OR**
- The specialist will use a pull-out model working with the students outside the general education classroom setting.



Continuum of Special Education Services

- **Special education services 61% or more with some participation in general education**

[Instructional Level of Support]

- The student will receive special education support and instruction for more than **61%** of the educational day in a special education environment.
- The student may also participate in some general education classes, i.e., library, lunch, PE, recess, etc.



Continuum of Special Education Services

- **Full time special education program**
[Instructional Level of Support]

The student will receive special education support and instruction for the entire educational day in a special education environment.



Continuum of Special Education Services

- **Special education services 100% in a separate public day school.**

[Instructional Level of Support]

Student is educated in a separate class and facility outside of District 200 based on their needs.



English Language Learners

- Students will be assessed prior to their kindergarten year to determine their level of English Language Proficiency.
- ELL services will be provided as needed.



How will I know who will be managing my child's IEP?

- Communication and questions about the student's special education program or services should be directed to the special education case manager.
(resource teacher or specialist as appropriate)



Parent Information Meetings

- **Kindergarten Round-Up**
 - Held in March at each of the 13 elementary buildings.
 - Meetings are for parents only.
 - Provides an opportunity for parents to meet the principal, the school's kindergarten teachers and get acquainted with the kindergarten program.



Parent Information Meetings

- **Instructional Level of Support**

- ❖ Held at Jefferson Preschool in May
- ❖ Meeting is for parents only
- ❖ Provides an opportunity to meet the teachers and become more acquainted with the program



Kindergarten Visitation

- Kindergarten visitation occurs in the Spring at each of the 13 elementary schools for students receiving **consult** and **resource level support services**.
- Instructional Kindergarten visitation occurs in August prior to the first day of school for students receiving **instructional level of support services**.

Both activities provide an opportunity for students of Kindergarten age to visit the school and classroom prior to the start of the school year.



Transitioning to a New School

- Visit the playground at the new school prior to the beginning of the school year. This is one way to help the child become familiar with some of their new school surroundings.



Transitioning to a New School

- Read/view transition photo books about their new school with your child.
 - These photos consist of staff and building locations for each of the elementary schools .
 - These books can be found on the Jefferson website at www.cusd200.org/jefferson . Click on “Parent and Student Resources” and select “Kindergarten Transition”.



Transitioning to a New School

Other possible ideas will be discussed at your child's annual review as needed.



Questions and Comments

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