

## Kindergarten Curriculum and Service Delivery



### General Education Curriculum

Information about the general education curriculum for kindergarten can be viewed on the District's website at

[www.cusd200.org](http://www.cusd200.org). Click on the "Departments" tab to "Educational Services" and select "Curriculum".

### Special Education Services

In general education kindergarten, children who qualify for academic, speech/language, OT, and/or PT support continue to receive services provided either inside or outside of the general education classroom.

Support for the academic goals will be provided by a special education resource teacher who will work with the student during the school day. These supports might be provided as push-in services (working with the student within the general education classroom) or as pull-out services (working with the student outside of the general education classroom). The service delivery model is decided based on the type of service that will best meet the student's needs.

Case managers are assigned to students based on their specific educational needs. The case manager will contact you at the beginning of the school year. Communications and questions about IEPs should be directed to your child's case manager.

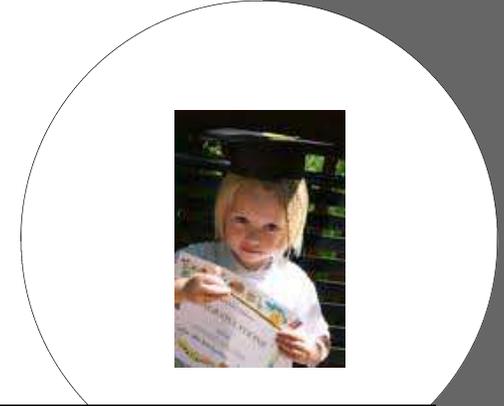
## Instructional Level of Support

Children who qualify for academic support, speech and language therapy, occupational therapy, physical therapy, social work, and/or other services will continue to receive those services through an instructional level of support. This means a student receives special education support and instruction for more than 60% of the educational day in either the general education kindergarten classroom or special education environment.

Services for children receiving instructional level supports are provided in a manner similar to the way they are provided at Jefferson. The instruction targets the student's academic and social goals, as well as independent functioning within the special education classroom. The specialists use a push-in model (working with the students within the classroom setting) as much as possible.

Each program providing instructional level of support pairs with a Kindergarten class for activities throughout the school year. They may attend PE and library together as well as do other activities such as holiday programs and field trips. This can be a good way for children receiving instructional level of support to interact with other peers.

Students receiving instructional level of support attend a full day program and are instructed in the core kindergarten subject areas. These skills are critical to ensure each student's success.



## Transitioning to Kindergarten.

*Some helpful tips and information.*

Jefferson Early Childhood Center

Phone (630) 682-2474

## At the Annual Review

- Parents will review academic strengths, areas of need and state a vision for their child.
- New goals and service delivery minutes will be determined for the following year based on the child's identified needs.
- A representative from the family's home school (typically a resource teacher) and/or a teacher who provides Instructional level of support will be invited to the meeting.
- A program placement decision will be made at this meeting for the following year. Changes in placement can occur depending on the child's progress.
- Options:
  1. General Education Kindergarten—child will attend kindergarten with no special education support.
  2. General Education Kindergarten with consultation—collaboration between the general and special education teacher will focus on adjusting the learning environment and modifying or adapting instructional strategies based on the child's needs.
  3. General Education Kindergarten with special education support—child will attend kindergarten at the home school and receive special education support as needed for instructional programming. Supports include staff resources and/or accommodations to meet the individual needs of the student.
  4. Instructional Level of Support—child will attend a school that may or may not be the child's home school and receive special education support and instruction for more than 60% of the educational day in a special education environment.

## Helping your child transition

### **Transitioning to a new school can be difficult for many students. Here are a couple of ideas to help ease the transition.**

- Visit the playground at the new school prior to the beginning of the school year. This is one way to help the child get familiar with some of their new school surroundings.
- Read a transition book to your child. These books contain pictures of the staff and frequently accessed sites within the building. Books for each of the elementary schools are located on the Jefferson website at [www.cusd200.org/jefferson](http://www.cusd200.org/jefferson)
- Other possible ideas will be discussed at your child's annual review as needed.

## Want more information? Attend these meetings:

### **Transition to Kindergarten**

An informational meeting about the transition from preschool for children with special education needs held at Jefferson Early Childhood Center.

*Look for more information about this event happening in January*

### **Instructional Level of Support**

#### **Informational Meeting**

A chance to meet the teachers and ask questions about the program, held at Jefferson Early Childhood Center.

*Look for more information about this event in the newsletter.*

### **Kindergarten Round-Up**

An informational meeting for parents held at each of the 13 elementary schools in the district

*Look for a flier coming home about this event which happens each spring.*

### **Kindergarten Visitation**

This is a scheduled visit for parents to take prospective kindergarten students to visit their home school. Children will engage in some kindergarten-like activities, meet staff, and tour the school .

*Look for the date of this visitation in the spring.*