

TRANSITION PROCESS & ESTIMATED TIMELINE FOR ALL STUDENTS

Activities unique to students with special needs are noted in **RED**

Step in Transition Process	Description	Possible Timeline	Persons that may be Involved
Determine readiness for Kindergarten	Think about and discuss child's skills related to Kindergarten readiness, including behavior/social skills, preacademic skills, separation ability, adaptive skills, independence with tasks, attention, etc.	School year prior to which child can attend Kindergarten	Parents, child's caretakers, child's teacher(s)
Transition process begins	Child's educational team will discuss child's readiness for Kindergarten; If child will transition, re-evaluation paperwork is reviewed with the team and parent, and parent consent is obtained	October-February of school year prior to transition	Parents, teachers, service providers, school psychologist, district representative
State mandated re-evaluation for transition to Kindergarten	Child will be evaluated based on evaluation plan established by the team and parent. Evaluation will be conducted by team members related to the suspected disability and area(s) of delay	October-May of school year prior to transition	Parents, teachers, service providers, school psychologist, outside agencies and professionals
Discuss & explore placement/classroom options for children with significant and multiple impairments	Possible placement options will be discussed with the parent based on their child's needs. Information about each option will be given and observations of each option will be scheduled with the parent.	January-April of school year prior to transition	Parents, teachers, service providers, school psychologist, district representative
Determine eligibility for school-age services & educational needs (ETR meeting)	The team and parents meet to discuss and review the Evaluation Team Report and determine eligibility for special education services	March-May of school year prior to transition	Parents, teachers, service providers, school psychologist, outside agencies and professionals, district representative
Determine least restrictive environment, supports, educational goals, and related services for eligible children (IEP meeting)	If the child is determined eligible, the team and parents meet to discuss and review a proposed IEP (Individual Education Program) that will outline programming for the remainder of preschool and transition to Kindergarten	March-May of school year prior to transition	Parents, current teachers, Kindergarten teacher(s), service providers, school psychologist, outside agencies and professionals, district representative
Transition activities to prepare <u>child</u> for Kindergarten	Community preschools may establish their own activities for preparing children for Kindergarten; Perry Preschool Team focuses instruction on skills important for starting Kindergarten, takes the children to a Kindergarten classroom in the building to observe & talk to the teacher; ALL Stark Co. preschools prepare a summary form for each child to send to the Kindergarten teacher; If attending an elementary school within the district, children are phased in the 1 st week of school to help them adjust; For children with special needs, parents may contact the Principal to schedule an individual time for the child to explore his/her new classroom & meet the teacher prior to starting if necessary	May of school year prior to transition-August of Kindergarten year	Child, teachers, parents, principals
Transition activities to prepare <u>parents</u> for Kindergarten	Parent meeting is held in the Spring to explain the basics of Kindergarten, registration, and requirements; Parents are given resources to work with their child over the summer; Parents assist with phase-in of their child during the 1 st week of school	Spring of school year prior to transition-August of Kindergarten year	Parents, teachers, principals