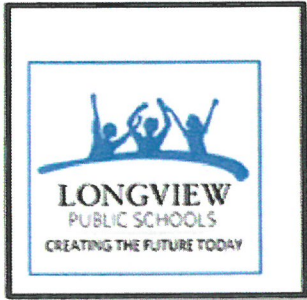




As Your Child Starts Kindergarten

A Transition Manual for Parents

Broadway Early Learning Center



Dear Parents,

Your child will be entering kindergarten in the fall. This is an exciting time in your child's life! However, parents may have some questions and concerns.

This guide is designed to provide information about the kindergarten transition process. Beginning the transition process now will help you, your child and the school district prepare for fall. Your Broadway Early Learning Center team hopes that the move to kindergarten will be a fun and exciting time for you and your child.

Sincerely,

The Staff of Broadway Early Learning Center

***Broadway Early Learning Center || 1410 8th Ave || Longview, WA
98632 Office: 360.575.7429 || Fax: 360.575.7424***

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The Typical Transition Sequence

Transition Discussed

- In the year before your child enters school, planning for transition to kindergarten will be added to your child's Individualized Education Program (IEP).

IEP Drafted

- You and your child's Broadway Early Learning Center IEP team plan for the conclusion of your child's preschool experience, and make a placement recommendation for the upcoming kindergarten year. If any additional observation or testing is needed, you will be contacted for your permission; sometimes reevaluations are necessary prior to kindergarten transition.

Remeet if necessary

- Sometimes, The IEP team will meet again in the final year of preschool to recommend kindergarten placement.

Share data with elementary schools

- In the spring, Broadway Early Learning Center coordinates with receiving service providers at the future elementary school in order to facilitate a "warm hand-off" for your child's program and services the following year.

Differences Between Early Childhood Special Education and Special Education in Elementary School

Early Childhood Special Education is very similar to Elementary School Special Education, with regards to eligibility requirements, and eligibility categories.

One major area of difference is in the general education peers attending school alongside your child. Longview Public Schools does serve some special education preschoolers in a general education setting, such as Head Start or ECEAP. However, those programs are separately managed, and not an actual part of the school district.

Once your child enters Elementary School, your child's general education peers in the Longview Public Schools are in the same system as your child. Your child becomes a student of Longview Public Schools, and in addition, your child is also a student with an IEP, eligible for special education.

Eligibility Categories

Many entering kindergarteners with IEPs have the category of developmental delay (DD). This category is frequently used for children who show delays in physical, communication, cognitive, adaptive and/or social-emotional development. This category can be appropriately assigned to children ages 3 through their 9th birthday, in Washington State, during each triennial reevaluation. Children who have been considered developmentally delayed must be reevaluated and an identified disability category found, prior to the child's 9th birthday. Sometimes, children who received Early Childhood Special Education are no longer found to have delays in later reevaluations. Reevaluations occur every 3 years. Sometimes it is difficult to have a categorical label placed on a child. The idea of a developmental delay can create the impression or expectation that the child will "catch up" from his or her delay. Categorical labels may sound more permanent. Remember, every child is different, and every child's evaluation and program and expectations are always individualized in Special Education.

State and federal law requires that children be assigned to one of the following categories:



A Child Focused Approach

Just as in Early Childhood Special Education, families are involved as partners in all levels of the process in Elementary Special Education. Parents are partners with the school district and are valuable members of the IEP team. As in preschool, the focus of your child's services is on the impact of your child's developmental delay or disability with regards to their educational growth, and their need for specially designed instruction. Special Education is about receiving reasonably calculated services, order to make appropriate progress in light of your child's circumstances.

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 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, to be involved and progress in the general curriculum, to participate in extracurricular and non-academic activities, and to 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 meeting annual goals.
- Statement of any individual modifications in the administration of the state or district-wide assessments of student achievement that are needed in order for the child to participate. If the IEP team determines that a child will not participate in all or part of a particular state or district-wide assessment of student achievement, a statement of why it is not appropriate for the child and how the child will be assessed.

The IEP is important in determining your child's placement. The placement must be one in which all the IEP goals and objectives can be met. The IEP is important because it sets down in writing what the school district will provide to your child. The IEP meeting held before your child enters kindergarten gives you, and your Broadway Early Learning Center team and others who may have worked with your child an opportunity to work together to write IEP goals.

Some terms used in writing an IEP are explained below.

Parts of an IEP

Annual Goals describe what the child can be expected to learn in a year. A goal is broad but should be measurable. Example: Susan will read a 12-page reader at the first grade level, with fewer than six errors, by the end of the school year.

Special Education is specialized instruction designed to meet the unique needs of a child with disabilities. Some examples are behavior management, speech and language therapy, occupational therapy, life skills, study skills and special programs in reading and math.

Related Services are those services that are necessary for the child to benefit from special education. Some examples are assistive technology, orientation and mobility training, speech and language therapy, physical and occupational therapy, behavior services and transportation to and from school.

Supplementary Aids and Services are aids, services and other supports that are provided in the classroom to help your child participate in school activities and curriculum.

There are many possibilities. Some examples are a picture exchange schedule, an augmentative communication system, a walker or large-print books.

Special considerations are factors that must be discussed at an IEP meeting to ensure that they are addressed in the IEP if they are needed by the child. These include behavior needs, language needs for children with limited English proficiency, instruction in Braille or assistive technology.

Parent Observations to Share at IEP Meetings

Parents may wish to bring observations about their child to the IEP meeting in written form to share with school staff. Some ideas for notes include:

- Positive and negative behaviors your child has – strengths and needs
- Changes in your child's behavior
- New medication or diagnosis
- Changes in your family or home that might have an effect on your child's learning
- How your child learns best – auditory (listening), visually (seeing), tacitly (hands-on), one-to-one, in a small group, etc.
- Activities your child likes
- Positive behavioral strategies that work
- How your child interacts with peers
- The level of your child's self-help skills

Examples of IEP Goal Areas

Cognitive/Pre-Academic/Academic

- Reading: read traffic signs, read sight words, sound out words
- Writing: print name and address, write legibly, use computer to write
- Math: count to 20, recognize numbers, count objects

Communication

- signing
- greet peers
- initiate communication
- verbal problem solving
- listen to story
- print letters

Motor Skills

- cut with scissors
- play on playground at recess
- hold pencil correctly
- use cane to walk around school

Self-help

- bring belongings home from school
- use telephone
- cross street safely
- tie own shoes
- open lunch containers

Social-Emotional

- use "please" and "thank you"
- participate in group activities
- play with peers
- problem solve in social situations
- play cooperatively on playground
- share materials with classmates

Placement

Definitions and Options

Sometimes, “placement” can mean something different to educators than it does to most parents of special needs children. Educators think in terms of the level of instruction a child will need – in addition to instruction in a regular classroom or a self-contained special education classroom – in order to achieve his or her IEP goals; this might include a regular classroom with supplemental services or special education in a learning center or resource room, or in a specialized program designed for students who are all receiving special education.

Parents are sometimes likely to think about finding a teacher, classroom and school to suit their child best, with the idea that “placement” is related to a place. Placement is indeed about the place in which a child receives their services, and, it is also about the amount of time a child spends with their typically developing, general education peers.

Very often, incoming kindergarteners with special education needs can be placed primarily in a general education kindergarten room, but may also attend a Special Education Resource Room for instruction related to the goals on their IEP.

Washington law gives children the right to attend school as close to home as possible, and special education placement requires that children receive their instruction in the least restrictive environment. Placement teams therefore try to place children in their neighborhood schools first, and with their typical peers as much as possible. If a child needs more services than the neighborhood school can provide, the placement team considers other options.

For children with more extensive needs, the team may recommend placement in a specialized District Program. These classrooms, for children with special needs only, have fewer students and more paraprofessional support than regular classrooms, and can consequently tailor instruction more specifically to a child’s IEP goals.

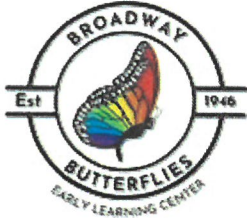
Since a team usually agrees about a child’s needs and potential, it typically considers and decides between two placement options.

Emotions Parents Report Experiencing

Entering kindergarten is an exciting time! It is an opportunity to make new friends, meet new teachers and parents. You and your child should be proud of all your successes and can look forward to exploring many new opportunities in kindergarten.

Whether or not their child has special needs, certain feelings are common among parents who have a child starting school. All children who attend school make the transition and most parents have some of these feelings. These are the typical joys and “growing pains” parents experience as their children grow up:

- ❖ Pride in your child’s accomplishments
- ❖ Letting go
- ❖ Concern about losing control
- ❖ Excitement and anticipation
- ❖ Potentially being less involved in decisions and services
- ❖ Worry about sending your child to school on the bus
- ❖ Concern about having less contact with teachers
- ❖ Visualizing a young and small child in school
- ❖ Looking forward to, yet feeling concerned about, working with a new team who will provide the individualized, personalized and nurturing care your child needs



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Books to Prepare Children for the Transition to Kindergarten

These books may be a helpful way for you to start discussing transition with your child.

Annabelle Swift, Kindergartner, by Amy Schwartz

Boomer va a la escuela, by Constance W. McGeorge

Countdown to Kindergarten, by Alison McGhee

Curious George's First Day of School, by Margret Rey

David Goes to School, by David Shannon

Elizabeti's School, by Stephanie Stuve-Bodeen

First Day Jitters, by Julie Danneberg

(Que nervios! : el primer día de escuela), 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

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

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

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

Tiptoe Into Kindergarten, by Jacqueline Rogers

The First Day of School, by Nicola Barber

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

Resources



Children's Services: Life Work's Children's Services provides care that has a wide array of benefits for children based on the individual needs of the child and include supports and collaboration services. The services emphasize resources and referrals, community integration, and family empowerment.

The Arc of Cowlitz County provides a variety of resources to help families with advocacy, classes, and referrals for assistance. We also offer several after school, community based activities for children.

360-577-9093

<https://www.lifeworkswa.org>

906 New York Street, Longview WA, 98632



- In-Home
 - Community Settings
 - Medicaid Day Program
- (January 2020)

In Cowlitz County, we offer in-home services to families with children who have been diagnosed with autism, as well as other diagnoses if a referral is received from a Medicaid Center of Excellence (e.g., Child and Adolescent Clinic). In addition, we have strong collaborative partnerships with the local school districts of Longview and Kelso. Depending on what is clinically and educationally-appropriate, we may provide services in the district on a case-by-case basis.

360-819-6549

<https://basicsnw.com/cowlitz/>



DISCOVERY Behavior Solutions

At Discovery Behavior Solutions, our mission is to provide positive, safe, and effective ABA services, including ABA therapy, behavior consultation and training to improve the quality of life for the individuals we work with. DBS strives to be supportive, non-judgmental, and caring to the families, caregivers, school staff, and other members of the community that the individual lives with. All methods and strategies implemented utilize evidence-based practices from the principles of Applied Behavior Analysis.

Office: (360) 984-3131

<https://discoverybehaviorsolutions.com/>



**Positive Behavior
Supports Corporation**

Positive Behavior Supports Corporation embraces a specific approach to delivery of applied behavior analysis (ABA) services: Positive behavior support (PBS) which is a research-based approach to supporting people of all ages with behavioral challenges in home, school, and community settings.

<https://www.teampbs.com/>

1-855-832-6727



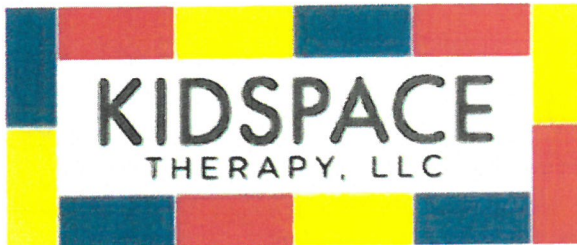
Community Health Centers

Clínica de la Comunidad

Exceptional service. Every person. Every time.

Our providers use multidisciplinary practices to develop and maintain individualized treatment goals for each client. Our well-trained professional team consists of mental health therapists, chemical dependency counselors, psychiatric advanced registered nurse practitioners and psychiatrists. Patients are encouraged to have their families and members of their social support system participate in treatment. We specialize in providing culturally competent services, and our staff members have received intense training on evidence-based practices to ensure that we provide the best tools to help our patients lead healthy lives. Medicaid insurance accepted

Intake phone: 360-261-7020 1710 Allen Street, Kelso WA



Kidspace Therapy, LLC provides Occupational Therapy services to children 12 & under and their families, in Southwest Washington. Kidspace Therapy opened in April 2015 to help children experiencing challenges with: Sensory processing, Feeding, Motor skills, Visual/perceptual, motor skills, Emotional and Self-regulation, Self-help/daily living skills such as dressing, grooming, toileting, sleeping, Social skills.

Kidspace Therapy helps children and families work together to gain independence. The therapist will assist the child in the development of sensory processing, motor planning, eye-hand coordination, visual perception, handwriting, self-care, and social skills. Obtaining these skills allows the child to participate in activities at home, school, play, and community environments.

A physician referral is needed to begin services and most insurances are accepted.

2145 Tibbetts Drive, Suite A, Longview, WA 98632

Phone (360) 560-1972, Fax (360) 703-3452

leslie.wolff@kidspacetherapy.org



COWLITZ INDIAN TRIBE

The goal of the Cowlitz Indian Tribal Health Clinic is to provide a Holistic Approach to Health Care that promotes Disease Prevention, Treatment, and Education. Services include individual Counseling, Crisis Counseling, Grief Counseling, Psychological Evaluations, Medication Management, Youth Services, and Positive Indian Parenting Classes. Any enrolled American Indian / Alaskan Native (AI/AN) of a Federally Recognized Tribe is eligible for services.

Most insurance plans accepted.

Intake phone: 360-353-9422

922 Fir St, Longview



CORE HEALTH

CORE Health's mission is to provide comprehensive, integrated behavioral health services that promote the health and quality of life of our community members. We strive to create and maintain an environment that is warm and welcoming, values diversity and difference, provides safety, and promotes whole health by supporting individual's and family's along their recovery journey.

Medicaid insurance accepted

Intake phone: 360-200-5419

748 14th Ave, Longview, WA

Autism and Applied Behavior Analysis (ABA) therapy
Apple Health for Kids coverage offers Applied Behavior Analysis (ABA) therapy as a benefit for children diagnosed with Autism Spectrum Disorder (ASD). Other services, such as physical therapy, speech therapy, and occupational therapy are also covered services a children with autism may receive.

<https://www.hca.wa.gov/billers-providers-partners/programs-and-services/autism-and-applied-behavior-analysis-aba-therapy>

Email: ABA@hca.wa.gov

24 HOUR MENTAL HEALTH CRISIS LINE

If there is a life-threatening emergency, please call 911. Crisis Response Services provides a cohesive response system 24 hours-a-day, 7 days-a-week, serving people of all ages and cultures who are experiencing a crisis

425-6024 or 800-803-8833

GREAT RIVERS BEHAVIORAL CRISIS LINE

There are no eligibility requirements for utilizing the Crisis Line - anyone can use it.

(360) 425-6064 or (800) 803-8833

COWLITZ COUNTY RESOURCES

Website containing the resources (medical, dental, housing, and many more) available in our community for students, parents and families.

<http://www.linkingcowlitzcounty.org>

211

Please contact 2-1-1 for comprehensive information and referral focused on health and social service. By Phone: simply dial 2-1-1 from any phone.

FREE TRANSPORTATION

If you have a current Provider One ID Card and are going to a covered medical service within your community, you may be eligible for Medical Transportation. Phone lines are open Monday - Friday from 8am - 5pm excluding the lunch hour and holidays. Please call at least 7-14 days in advance.

Cowlitz County:

1-800-752-9422, Option 2.

