Countdown to Kindergarten for the Child with Special Needs: An Informational Guide for Parents and Primary Caregivers

Shasta County 2012

Written and Compiled by the Shasta County Special Education Local Planning Area (SELPA) and the Community Advisory Committee (CAC)

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Welcome

Greetings!

Kindergarten is such a memorable experience for children and their family members, and it is the beginning of a child's formal educational career. Kindergarten provides opportunities for children to grow and develop physically, emotionally, socially and academically, and for many families it is an exciting and sometimes challenging time. It is a new experience for both the child and the parents, and change can be somewhat challenging at first. By planning ahead and thinking about the ways you can support your child in this new adventure, you can make the transition to kindergarten a smooth one for your child and your family. This is especially important for families of children with special needs.

Children with special needs have often been involved with many agencies and specialists from the earliest years of their lives. Families learn to balance daily care-giving, intervention appointments, medical visits and work. Parents also learn how to be advocates and active participants in the Individualized Family Service Plan. If your child turned three in the last year, then you have been involved in a transition process for your child from early intervention into new educational programs and new activities in your community. Ideally, you worked with your service coordinator and early intervention provider to gather information and navigate this transition. If your transition involved continuation into special education programs, a member of your local education agency or local school district has worked with you as well.

Because there are many agencies involved in early childhood special education that form a system of support, we have created this resource booklet to provide suggestions and strategies to you and your family. The focus of this booklet is two-fold. One goal is to help you assist your child in being ready to learn in kindergarten. The second goal is to increase your knowledge of age appropriate resources in Shasta County and on the web that you can use for your child with special needs. As parents of children with special needs, it is important to have information available and accessible when we need it.

As fellow parents and members of the Community Advisory Committee (CAC) of the Special Education Local Plan Area (SELPA), we hope that this handbook will help you and your child prepare as you countdown to kindergarten. Ideally, it will support a smooth transition to the first year of your child's formal educational career.

We wish you well as you prepare your child for kindergarten. Please enjoy Countdown to Kindergarten: An Informational handbook for Parents and Caregivers as you and your child with special needs navigate your own unique path.

Warmest Regards,
Wendy Longwell, CAC President
Conde Kunzman, SELPA Director
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This booklet is provided as a part of an Outreach and Education Grant from First 5 Shasta in collaboration with the Shasta County Special Education Local Planning Area (SELPA) and the Community Advisory Committee (CAC).
1. Introduction to Countdown to Kindergarten for the Child with Special Needs

This handbook focuses on helping to increase a child’s and family’s readiness for kindergarten. By knowing some of the expectations of kindergarten and preparing your child before his or her fifth birthday, you can help him or her to be ready to learn and succeed. Making your special needs child ready to enter kindergarten is the purpose of this booklet. Children with special needs often have a very different developmental path than their typically developing peers.

As a parent or primary caregiver of a child with special needs, you have celebrated moments of development. This is another moment in your child’s life that marks the change from preschool to elementary school. It is an exciting time as it sets the stage for your child’s formal education.

Kindergarten has evolved greatly since this time and many different philosophies and theories have shaped the programs and expectations we have today. Kindergarten today has a strong emphasis on learning and accountability. As children come to kindergarten from a wide variety of early childhood experiences, this first year of school can look different for different children. The age at which a child enters kindergarten has also changed. As per the Kindergarten Readiness Act of 2010:

A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates (EC 48000[c]):

For the 2012–13 school year the date is November 1
For the 2013–14 school year the date is October 1
For the 2014–15 school year and each school year thereafter the date is September 1.

2. Building Blocks of Development

By working on developmental areas in which your child has strengths and challenges, you can help him or her to gain some of the important skills needed to be successful in school. These skills are broken down into four building blocks or domains of development. These building blocks build on each other. In the case of a child with special needs, the child may develop at a different rate than the typical child and in that case, you may need to break a task down into smaller components or practice for a longer period of time. It is important to remember that each child with special needs will follow a unique developmental path. As parents, it is our job to support children’s learning in the best ways we can. By helping children to develop the important building blocks of motor skills, self-care, self-regulation, social expression and kindergarten academics, we can help each child to be ready to learn and succeed.
2. Building Blocks

1. **Motor Skills and Self-Care**
   - Uses small objects
   - Has general coordination
   - Performs basic self-help/self-care tasks

2. **Self-Regulation**
   - Comforts self
   - Pays attention
   - Controls impulses
   - Follows directions
   - Negotiates with peers
   - Plays cooperatively
   - Participates in circle time
   - Handles frustrations well

3. **Social Expression**
   - Expresses empathy
   - Relates well to adults
   - Is curious and eager to learn
   - Expresses needs and wants
   - Engages in pretend play

4. **Kindergarten Academics**
   - Recognizes letters
   - Recognizes shapes
   - Recognizes colors
   - Counts ten objects
   - Engages with books
   - Recognizes and writes own first name
   - Recognizes rhyming words

These building blocks include tasks and developmental skills that may be developmentally different for a child with special needs. Therefore, in addition to ideas of ways to learn these skills, there is also a list of activities or resources to help you modify the activity for your child. You might also find yourself making accommodations for your child to support his or her abilities. An accommodation is an adjustment that does not substantially change the expectations or standards for a child. You might also make a modification that would change the surroundings of the activity and the expectation for the child so that he or she might be able to complete or take part in the activity with greater success. These two strategies may be used by a kindergarten teacher to individualize the kindergarten program for a child.
The building block of motor skills and self-care refers to physical movements and actions your child uses on a daily basis. These include large motor skills, fine motor skills, and coordination. Large motor skills include the use of full body movements like running, jumping or hopping. Fine motor skills include the more controlled, challenging and efficient use of one's hands or feet one might use when buttoning a shirt or writing one’s name. Coordination is the ability to use more than one set of muscles and sensory systems. For the child with special needs you may have to simplify many activities.

Self-care refers to the daily routines that help one to get through the day such as dressing, toileting and eating with utensils. It is important to try and think of ways you might help your child to learn and develop some of these skills even if it is simply to make a choice between one item and another at snack-time or doing the last part of a routine, like pulling up the zipper that has already been started. These activities will help him or her to learn the steps of the routine or motor activity.

<table>
<thead>
<tr>
<th>Examples of Motor Skills</th>
<th>Activities</th>
<th>Games to Play</th>
<th>Accommodation or Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump with 2 feet</td>
<td>Long jump, leap frog</td>
<td>Obstacle Course, Mini-Olympics</td>
<td>Practice bending knees and getting up to tippy toes or a jumping a short distance off the ground</td>
</tr>
<tr>
<td>Hop on 1 foot</td>
<td>Lift and bend one foot back</td>
<td>Hopscotch</td>
<td>Practice bending kness and jumping a short distance off the ground.</td>
</tr>
<tr>
<td>Walk backwards</td>
<td>Practice a few steps backward at a time</td>
<td>Follow the Leader</td>
<td>Hold hands to support and/ or use a plastic rear view mirror</td>
</tr>
<tr>
<td>Throw or catch an 8” ball</td>
<td>Play catch</td>
<td>Pass Back or Hot Potato</td>
<td>Use large beach balls or bean bags and prompt the child with a verbal, &quot;1, 2, 3, catch.&quot; after teaching how to hug the ball to your chest</td>
</tr>
<tr>
<td>Hold and Manipulate Crayon, Pencil, Scissors</td>
<td>Draw simple shape or fill in simple shapes or cut along a short line.</td>
<td>Dot to Dot or Tic Tac Toe–Cut the lines on an envelope–Draw lines on index cards and have the child cut them</td>
<td>Use adaptive holders for scissors such as grips, foam, or clothespins to make a thicker easier spot to grip and hold. Cut playdough with two handed scissors.</td>
</tr>
</tbody>
</table>
Self-regulation is the ability of a child to recognize, name and control his or her emotions. Children who have these skills have an easier time playing with others, following the directions of an activity and can curb their impulses. This emotional ability takes time to develop and opportunities to practice in a variety of settings are critical. The self-regulation building block can be challenging for children with special needs as they can become easily frustrated by the challenges presented by their disability. When the child's body or brain won't do certain things, it is hard to control one's frustration. There are many useful handouts, activities and social emotional strategies available on the Center on the Social Emotional Foundations in Early Learning Website (CSEFEL)- http://csefel.vanderbilt.edu/index.html.

Here are some additional activities you can use to build motor and self-regulation.

<table>
<thead>
<tr>
<th>Examples of Self-Regulation Skills</th>
<th>Activities</th>
<th>Games to Play</th>
<th>Accommodation or Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comforts Self</td>
<td>Allow child to self-soothe before immediately intervening</td>
<td>Mirror Faces- identify the faces and emotions you see in the mirror. Use the CSEFEL Calm Down Thermometer.</td>
<td>Read books about situations where the character experiences different emotions and practices calming techniques. Brainstorm ways to calm down (e.g. deep breaths- smell the flower, blow out the candle).</td>
</tr>
<tr>
<td>Pays Attention and Follows Directions</td>
<td>Practice giving and following 2-3 step directions.</td>
<td>Simon Says</td>
<td>Give visual cues or picture icon schedules/lists to help the child follow the multi-step activities or directions.</td>
</tr>
<tr>
<td>Negotiates with peers and plays cooperatively</td>
<td>Playing simple games or directed role plays with taking turns</td>
<td>Act out a story in the dramatic play area or create a simple game with rules like Red Light, Green Light. Set clear expectations and be a good role model yourself.</td>
<td>Teach social skills intentionally through social stories. Reinforce and recognize positive play interactions and highlight. Practice playing with one friend first before a small group.</td>
</tr>
<tr>
<td>Participates in circle time</td>
<td>Sing songs and tell stories</td>
<td>Sing a fingerplay song or play a game like duck, duck, goose</td>
<td>Read and teach social stories on circle time from CSEFEL website.</td>
</tr>
<tr>
<td>Identifies and shares emotions</td>
<td>Reference emotions on children’s faces or in books</td>
<td>Do emotion lotto with the handouts on the CSEFEL website.</td>
<td>Have students identify how they are feeling with the check in chart on the CSEFEL site.</td>
</tr>
</tbody>
</table>
Social Expression relates to the way a child engages, interacts, and reacts to others and the skills needed to understand that others have thoughts, feelings and ideas. It is also the ability to form attachments, play, cooperate, share, and create lasting relationships with others. These social expression skills can sometimes overlap with the emotional or self-regulation skills. These building blocks are related to each other and take time to develop.

Here are some activities you can use to build social expressions skills.

<table>
<thead>
<tr>
<th>Examples of Social Expression</th>
<th>Activities</th>
<th>Games to Play</th>
<th>Accommodation or Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relates well to others</td>
<td>Play in a small group with common roles or rules.</td>
<td>Children have a task to do where they must share materials or cooperate.</td>
<td>Choose smaller groups and a strong peer player with empathy to work with the child with special needs.</td>
</tr>
<tr>
<td>Expresses empathy</td>
<td>Identify 4 core feelings when others are sad, mad, angry or happy</td>
<td>Whose Behind the ______ Face? (Name an emotion)</td>
<td>Make and identify different types of emotion faces. Have children draw their own faces for each emotion or take photos for each emotion and make an album.</td>
</tr>
<tr>
<td>Expresses needs and wants</td>
<td>Practice modeling and prompting children to articulate their feelings on their own.</td>
<td>Wait patiently for children to ask for an item before accommodating them. Ask open ended questions and be have regard for the child's perspective.</td>
<td>Provide communication temptations so the child must request or signal their desire. Shoes without socks, cereal without a spoon or milk or a toy in a closed plastic tub.</td>
</tr>
<tr>
<td>Engages in pretend play</td>
<td>Use puppets, dolls or dramatic play props.</td>
<td>Act out stories with strong emotions like Goldilocks or Sad Monster or Abiyoyo.</td>
<td>Use persona dolls or social stories to describe a situation and then have the children mimic and explain it.</td>
</tr>
<tr>
<td>Is curious and eager to learn</td>
<td>Model enthusiasm yourself.</td>
<td>Reinforce children's interest in activities and have creative hands on materials.</td>
<td>Follow the child's lead and identify the child's areas of interest to use as a hook for continued engagement.</td>
</tr>
</tbody>
</table>
Children enjoy learning new things and sharing that knowledge with others. Encourage your child to learn basic academic skills to which they will be exposed in Kindergarten, at home, at child-care, or while out in the community. You can point out the numbers, letters, shapes, and colors you see all around you. These first learning concepts help children to understand how concepts interconnect and how previous knowledge can build on itself.

Here are some activities you can use daily to help build kindergarten academics skills.

<table>
<thead>
<tr>
<th>Examples of Kindergarten Academics</th>
<th>Activities</th>
<th>Games to Play</th>
<th>Accommodation or Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes Letters, Shapes, Numbers</td>
<td>Find the missing ___</td>
<td>Matching Games, Concentration, puzzles, manipulatives, BINGO or Lotto</td>
<td>Use fewer letters, numbers, and shapes. Make a visual treasure hunt looking for letters, shapes or numbers.</td>
</tr>
<tr>
<td>Counts to ten</td>
<td>Count items</td>
<td>Fingerplays like Ten in the Bed or read counting books. Practice using manipulatives like blocks to count to ten.</td>
<td>Count smaller numbers and repeat the activity often. For example count to 2 for 2 weeks and look for 2 of everything. Then move up to groups of three. Make the activity interesting, creative and hands-on for your child.</td>
</tr>
<tr>
<td>Engages with books</td>
<td>Read together every day</td>
<td>Take turns reading to each other.</td>
<td>Use wordless books or predictable books with repetitive phrases like The Little Red Hen.</td>
</tr>
<tr>
<td>Writes first name</td>
<td>Use pen and pencil</td>
<td>Have children label their artwork and toys or make their own stationary.</td>
<td>Write out the dots and have the child make a line from dot to dot to make the letters.</td>
</tr>
<tr>
<td>Recognizes rhyming words</td>
<td>Tell nursery rhymes</td>
<td>Sing jump rope songs.</td>
<td>Break down the rhyming words to one syllable words.</td>
</tr>
</tbody>
</table>
3. Enrollment and Preparedness

As your child moves to a new school, he or she will meet new people and so will you. This process starts well before the first day of kindergarten. It is important to model and share your excitement for kindergarten. As a parent of a special needs child, you will be working closely with not only teachers but an entire special education team. Some important tips to remember when developing partnerships with a new team are:

- Team members should accept each other as competent, capable people who deserve respect and caring.
- Partners need to trust each other and act in a way that protects confidentiality.
- Relationships take time to develop and are “two-way”.
- All members of the team should work hard to agree upon decisions that best meet the needs of the child.
- Partnerships require flexibility with ongoing communication. Try to listen carefully to each member of the team to make sure there is understanding on both sides. Focus on reaching agreement.

In addition to creating new connections, a parent of a child with special needs should be ready for the new transition. This includes planning for meetings, activities, and how your child will get to and from school. Parents of a child with disabilities have often already had experiences with transitions or the moving from one program to another. If your child received services from IDEA, Part C also known as Early Start or Early Intervention, you have already had one transition meeting. This meeting helped ease the transition from the Individualized Family Service Plan to the Individual Education Program. This happened with the early intervention team and a member of the Local Education Agency before your child turned three and helped plan preschool services. Between the ages of three and five years of age, a child with identified special needs is served by the local education agency (LEA) or your school district of residence. To ascertain your school district, contact Shasta County Office of Education or look for your address on their Shasta County map located at http://www.shastacoe.org/page.cfm?p=2479.

Parents who work closely with their schools can help their child to prepare for the best kindergarten experience. From three to five years of age, most children with special needs are already receiving special education services and specialists and teachers are already familiar with the family. If this is not the case for you, then find ways to introduce yourself and your child to the new team. You might attend an Open House or Back to School night. Most schools have Kindergarten Round Ups or information nights during which you might meet other parents and collect additional information. In the fall of the year before your child turns 5, you should tour kindergarten classrooms to confirm they will be able to meet your child's needs. Children develop tremendously in the early years and the way the children and a kindergarten classroom will look in August is vastly different from how the same room of children will look nine months later in May. When you visit, look closely at the physical room arrangements and activities offered. This will help you to hink about how the program may need to be accommodated or modified to fit your child’s individual needs. You will also want to contact the school to find out what information you need to start the process of registering. See Section 7 for Timeline and Strategic Activities.
Most schools ask for the following information:

- Birth Certificate
- Proof of residency (e.g. PG&E, telephone, or water bill);
- Written evidence of a physical examination within the last 6 months
- Written proof of up-to-date immunizations with month and year of each vaccine dose signed or stamped by clinic, physician, or nurse.
- Oral Health Report (some schools allow you to turn this in later in the year)
- Individual Education Plan (IEP)

Another important step in planning for kindergarten is to connect to local resources. This is easily done by talking to other parents of children who have already transitioned to kindergarten. You may find these parents at the PTA of the school or an existing parent support group at Rowell Family Empowerment. You might also observe school-age activities at your school’s library to see an older mixed-age group of children similar to ones your child will see and join at the public school.

You can also find many books about kindergarten like:

*These books may be checked out from Rowell Family Empowerment*

You can help your child to prepare for the change by talking about and planning for kindergarten. You might begin by playing school at home or having a more organized activity time in the morning and not taking a rest until after lunch. You may also want to look at activities in the community, perhaps at the library where your child can be involved with other children, families, and his or her community. More activities to do at home are listed in the tables below and a list of skills used in kindergarten classrooms can be found in Section 9: Transition Resources.
4. Transition Planning Conference

A transitional planning conference provides you an opportunity to meet with a multi-disciplinary team or Special Education administrator or Special Education teacher prior to your child transitioning to kindergarten. It provides a time to develop or make changes to your child's Individual Education Program (IEP). At the transition planning conference the following topics may be discussed:

- Your child’s strengths and needs or the present levels of performance.
- The similarities and the differences between the preschool program and kindergarten program.
- The possible placement options for your child's education program. (You have a say in a placement decision)
- The steps and desired outcomes of the transition process.
- Your child's future needs in relation to current services.
- The steps needed to prepare your child for a change in schools and the start of kindergarten.

At this IEP meeting, as well as at other times throughout the year, you can discuss alternatives to special education. With your consent, your preschool provider and other team members can send records (assessments, evaluations, and other information) to the public school. When you take part in the planning meeting, you have the chance to begin to develop a relationship with those who may serve your child in the future. It is important to come to this meeting as a team member.

Who Coordinates the Conference:
The Special Education Director or case carrier of your child’s IEP will plan the conference.

Participants in the Transition Planning Conference:
The conference includes you, your child’s preschool teacher, a general education teacher, a special education teacher, the special education administrator member, direct service providers (e.g. speech therapist), and other people you may want at the meeting for support and advise. The general education teacher is a representative for the Local Education Agency and may not be the kindergarten teacher for the child.

Other Points About the Transition Planning Conferences:
Service and support needs should be addressed early on so that the Local Education Area (LEA) can plan for classroom placement. The LEA is only mandated to provide an offer of a Free and Appropriate Public Education (FAPE). All placement options are not available at all school sites, but an offer of the Least Restrictive Environment in the continuum of services will be offered.

There are a number of things to do before, during, and after the IEP conference as you countdown to kindergarten.
Before the Conference:

Gather information about your child and read through previous reports, evaluations and assessments. You will want to have copies of the most important documentation. It is helpful if it is already organized and Rowell Family Empowerment has an IEP class that can support you with information and a binder in which printed information has been collected for your future use. Ask the case carrier for copies of any recent reports and materials to be presented at your child's meeting. If you have a portfolio from preschool, bring that to share with the team. You may also want to invite another person to the meeting to listen or take notes for you. (A family member or friend) Be sure to let the LEA know you are bringing a guest. If you plan to audiotape the meeting, you must let the LEA know 24 hours prior to this as well. If you move or have a change of address or have become homeless, it is critical that you notify the LEA as soon as possible so that the correct service providers from the correct district can be at the meeting. If you go to visit a program, look at the specific program components that interest you and take notes so that you can discuss with the team how those parts might be worked into your child's kindergarten program.

At Your Transition IEP Conference...

Issues that are important to you can and should be dealt with on your child's IEP. Your views and priorities for your child are important! Some questions to think about:

1. What are your child's strengths and weaknesses?
2. Are there concerns about your child's functioning at home that could be helped by work at school? (Toilet training? Self-help? Talking/communicating? Behavior?)
3. What strategies have you found to be effective with your child at home? What does he like to do? What rewards or reinforcers work for him?
4. What are your feelings about providing opportunities for your child to interact with "typical" children?
5. Ask the team what thoughts they have about your child and how they see his transition to kindergarten proceeding. Ask the team if it was their own child, what supports would be most helpful for an outstanding start to school?
6. Discuss concerns such as elopement (running off), aggressive behavior, length of day, size of campus, and literacy skills.
7. Ask about the credentials and qualifications of the teacher and see if it is a match with your child's disability and the severity of your child's needs.
8. Discuss channels of communication and next steps.

After the Transition IEP Conference:
Write down any thoughts that come up or other questions you did not have a chance to ask. You can email these to the team later. You might also collect additional information needed and focus on areas of development that might benefit from additional attention. Enjoy spending time with your child as you countdown to kindergarten and get ready for a new adventure.
5. Special Education Laws

The federal law mandating special education is known as the Individuals with Disabilities Education Act (IDEA). There are four parts to the law. Infants and toddlers with disabilities (birth through 2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B. This law requires that every child is entitled to a free and appropriate public education (FAPE) and that school services be provided in the least restrictive environment (LRE). Instruction with non-disabled peers is part of the requirement for least restrictive environment. A child diagnosed with one of the following 13 categories of disability is determined eligible for special education services according to the Individuals with Disabilities Education Act (IDEA).

- Intellectual Disability
- Hearing Impairment
- Orthopedic Impairment
- Autism
- Specific Learning Disability
- Speech/Language Impairment
- Multiple Disabilities
- Other Health Impaired
- Deaf/Hard of Hearing
- Visual Impairment
- Deaf-Blindness
- Orthopedic Impairment
- Traumatic Brain Injury
- Emotional Disturbance
- Established Medical Disability (birth-5)

Another law that may have an impact on options you have for your child and decisions you may make is the Americans with Disabilities Act. This federal legislation gave civil rights protection to individuals with disabilities. This law, enacted in July 1990, prohibits discrimination in employment, education and public accommodations based on disability. It requires "reasonable accommodations" to be provided at no cost to the person with a disability.
6. Special Education Options

Special Education is a course of instruction provided at no cost to parents that is designed to meet the unique needs of a child with a disability. This can be delivered through a variety of services that range from the least restrictive to the most restrictive.

Educational program options may include placement in the following:

**General Education Classroom** - Children are taught in the Kindergarten classroom with their typically developing peers.

**General Education Classroom with Support** - This is a kindergarten classroom where there are additional supports in place for your child. Individualized Education Program teams may decide a child's special education program considering any one of the following: supplementary aides, curricular or instructional modifications, supplementary instruction, assistive technology, a teacher aide or related services which may be provided in the classroom. Designated Instructional Services (DIS) might also be incorporated in this type of programming. The Resource Specialist Program teacher might also come in and co-teach with the general education teacher in this model.

**Resource Specialist Program (RSP)** – Students receiving these services remain in the general education classroom for the majority of the day. They may be served in the general education program with the resource teacher providing consultation or collaboration services within the general education classroom. The Resource Teacher works with the general education staff to provide curriculum assistance. Students may also receive individual or small group instructional services in a pull out program at a site Learning Resource Center (LRC). Students can also receive indirect services in a consultation model.
Designated Instructional Services (DIS) and Related Services are provided only when deemed necessary by the IEP team to help a student benefit from his or her instructional program. DIS include, but are not limited to:

- Language & Speech
- Deaf & Hard of Hearing Services
- Orientation & Mobility
- Instruction in Home & Hospital
- Health & Nursing Services
- Adapted Physical Education
- Vision Services
- Counseling Services
- Physical & Occupational Therapy
- Specialized Designed Vocational Education & Career Development

Structured Education Setting—Special Day Classes (including Accommodations & Modifications) - These classes provide services to students who have intensive instructional needs than cannot be met within the general education program. Services from an SDC teacher may be provided across a variety of environments.

Nonpublic Schools – A “nonpublic school” is a private, nonsectarian school certified by the California Department of Education that enrolls individuals who have exceptional needs and whose needs are unable to be met by public education. They employ at least one full-time teacher with an appropriate special education credential and are certified by the State Department of Education. School districts are required to try all appropriate special education settings within the public school environment before recommending nonpublic school placement.

State Operated Special Schools – Residential Schools for the blind, deaf, and neurologically disabled, offer complete diagnostic evaluations and residential school programs for individuals with extraordinary needs. Referrals to such programs are arranged upon the recommendation of the IEP team.

Extended School Year (ESY) – The extended school year session may be recommended for individuals with unique exceptional needs to prevent significant loss of skills. Services are determined on an individual basis by the IEP team. The extended school year is for a minimum of 80 hours. Shasta County supports this program with less days and an extended day. ESY programs may be held at a different site than the child's Kindergarten school.

Intradistrict Agreements - Parents who reside in a school district may apply to any of the schools within the school district depending on space available and according to enrollment procedures as determined by each school district. A list of these schools and Intradistrict Agreement applications shall be available at all school offices.

Interdistrict Agreements between Districts – Parents who reside in a school district may apply to any of the schools within their county depending on space available and according to enrollment procedures as determined by each school district. Interdistrict Agreement applications shall be available at all school offices.
7. Countdown to Kindergarten Timeline and Strategic Activities

**September to October**
- Visit schools and kindergarten classrooms to see what they look like at the start of the year.

**November to December**
- Request an enrollment packet from the school. (Note important deadlines)

**January to February**
- Collect and organize all reports and developmental reports on your child.

**February to March**
- Call schools to see when tours or visits are allowed.
- Call Rowell Family Empowerment to attend IEP training.

**April to May**
- Meet with LEA to plan and have Transitional meeting.
- Go to the bus stop and watch the older children go to school
- Schedule an appointment with your child’s pediatrician to make sure that his or her immunizations and health screenings are up-to-date.
- If a child has special health care needs, ask his or her doctor to develop a protocol to give to the school
- Take a tour of the school. Show your child the classrooms, the playground, cafeteria, and even the bathrooms. Taking pictures of the school grounds is helpful. (AKA Kindergarten Round-up)

**June to July**
- Go to the dentist and make sure to have the Oral Health documentation filled out.
- Read books about going to kindergarten

**August**
- Label all personal belongings such as jackets, lunchboxes and make a place at home for school backpacks and lunch boxes.
- Go to bed/wake-up earlier to practice the new routine before school starts and be consistent even on the weekend.
- Visit schools and kindergarten classrooms to see what they look like at the start of the year.

**September and through the year**
- Participate in school groups like the PTA or Booster Club
- Connect with teachers and your team to recognize growth and needs
8. Transition Resources

Selected Programs in the Shasta County SELPA

Cascade Union Elementary School District (for South County Residents)
1645 Mill Street
Anderson, CA  96007
(530) 378-7000

Local Education Agencies & Elementary Schools:
See Shasta County Office of Education's website for full listing:
http://www.shastacoe.org/uploaded/Dept/hr/General/District__School_Information_%282011-12%29.pdf

GREAT Partnership
www.gateway-schools.org/groups/great-partnership
(Gateway, Redding, and Enterprise Achieving Together)
3450 Tamarac Drive
Redding, CA  96003
(530) 245-0411

Shasta County Office of Education Special Education
www.shastacoe.org
3799 Oasis Road
Redding, CA  96003
(530) 225-0303

Local Agencies that Serve Children with Special Needs

Community Advisory Committee/SELPA
1644 Magnolia Avenue, Redding, CA  96001
Phone: (530) 225-0100
Fax: (530) 225-0105
Email: shastacac@gmail.com
Website: https://www.shastacoe.org/page.cfm?p=3669
The Shasta County SELPA’s Community Advisory Committee (CAC) is made up of special and general education parents, teachers, and representatives of local agencies, administrators and other persons interested in the education of individuals with disabilities. Parents are encouraged to be an active member of their child's educational community.

California Children’s Services (530) 225-5574
2615 Breslauer Way, Bldg 5
Redding, CA  96001
CCS is a statewide medical program which provides diagnostic and treatment services, medical case management, and physical and occupational therapy services to children under age 21 with certain physically disabling conditions.
http://www.co.shasta.ca.us/index/hhsa_index/Disability_resources/child_therapy_and_medical_mgt_CCS.aspx
Far Northern Regional Center (530) 222-4791
1900 Churn Creek Road, Ste 319
Redding, CA 96002
Far Northern Regional Center is a fixed point of referral for individuals with developmental disabilities and their families. FNRC also provides services to infants and toddlers (from birth to three years old) who are showing a delay in their development or who are at substantially high risk for a developmental disability. FNRC coordinates community resources such as education, recreation health, rehabilitation and welfare for individuals with developmental disabilities.
http://www.farnorthernrc.org/main/

NorCAL Services for the Deaf & Hard of Hearing (530) 221-1689 [V] (530) 223-2571 [TTY]
2849 Bechelli Lane
Redding, CA 96002
It is the mission at NorCal to support and promote equal access and opportunities to education, employment and public services by individuals who are deaf or hard of hearing. At the time of establishment and still today, many deaf and hard of hearing people face language, education, information and employment barriers and are unable to access other agencies providing essential services. Thus, NorCal fills an important need in the community.
http://www.norcalcenter.org/

Northern Valley Social Services (530) 241-0552
2400 Washington Ave
Redding, CA 96001-2832
Northern Valley Catholic Social Service provides low-cost or free mental health, housing, vocational and support services to individuals and families in California's Northern Sacramento Valley.
http://www.nvcss.org

Rowell Family Empowerment of Northern California (530) 226-5129 or (877) 227-3471
962 Maraglia St.
Redding, CA 96002
ROWELL FAMILY EMPOWERMENT offers a multitude of services from support groups to workshops to online discussion boards that facilitate communication among parents of children with disabilities and between parents and professionals alike. They have two offices one in Redding and one in Chico and both have a lending library containing many books and videos about several different disabilities and disability related subjects. Through grants and contracts this agency is able to provide support for families of children with disabilities from birth through the lifespan. They provide trainings on IEPs, the law, inclusion and anti-bullying. They have advocates and respite services to help provide support for you and your family. More information can be found at http://www.Rowell Family Empowerment.org/

Shasta County Mental Health (530) 225-5200 (530) 225-5252, 24 hours a day, 7 days a week
Mental Health Access
2640 Breslauer Way
Redding, CA 96001
This program provides outpatient counseling, assessment and evaluation, case management, medication, social rehabilitation and urgent care/crisis services for youth with emotional and mental health needs. Special programs are available for youth in the juvenile justice system foster youth, children up to age 22 who meet criteria for special education services, and students at court and community schools.
http://www.co.shasta.ca.us/index/hhsa_index/mental_wellness/Child_youth_mh.aspx
Shasta County Office of Education
1644 Magnolia Ave
Redding CA 96001
They provide vital resources to support the county’s twenty five school districts, community college, state universities, and many businesses and organization. Together, they work to give all of Shasta County’s students entrusted to us, from birth through grade twelve, the tools they need to succeed in life.
hrro://www.shastacoe.org
Shasta County Office of Education Special Education (530) 225-0303
Special Education Local Plan Area (530) 225-0100

Additional Resources:
California Department of Education (CDE)
http://www.cde.ca.gov
CDE Transitional Kindergarten Frequently Asked Questions (FAQ)
http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp
CDE Child Development Division (CDD)
http://www.cde.ca.gov/sp/cd/
CDE Special Education Division
http://www.cde.ca.gov/sp/se/
This site provides resources and information for child development contractors, families, and community members regarding child development programs funded by the state.

California Map to Inclusive Child Care
http://www.cainclusivechildcare.org/map
The California M.A.P. (Making Access Possible) to Inclusive Child Care provides information, resources, supports and training to support the inclusion of children with disabilities birth to age 22.

Center on the Social and Emotional Foundations of Learning (CSEFEL)
http://csefel.vanderbilt.edu/
The Center on the Social and Emotional Foundations for Early Learning is a national center focused on strengthening the capacity of Child Care and Head Start to improve the social and emotional outcomes of young children.

Center for Inclusive Child Care (CICC)
http://www.inclusivechildcare.org/
The mission of the Center for Inclusive Child Care is to create, promote and support pathways to successful inclusive care for all children from early childhood to school-age programs.

Council for Exceptional Children (CEC)
http://www.cec.sped.org//AM/Template.cfm?Section=Home
CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.
Desired Results Access
http://www.dracces.org/
The Desired Results: Access for Children with Disabilities Project (DR access) is funded to develop a system of child outcomes and assessment methodologies that can be used to assess the progress of children with disabilities, birth to 5 years of age, and their families in the state of California.
First 5 Shasta
http://www.first5shasta.org
The Shasta Children and Families First Commission provides leadership and accountability in prevention and early intervention practices that foster the optimal health and development of children in the prenatal stage through the FIRST 5 years of life.

Healthy Preschoolers
http://www.healthypreschoolers.com/
Healthy and Active Preschoolers is a nutrition-learning center for child care professionals. It offers a variety of online courses and resources to improve nutrition and physical activity.

Healthy Shasta
www.healthyshasta.org
Healthy Shasta is a local partnership to promote healthy and active living among north state residents. They have activities, resources, ideas and links of ways to be healthier in Shasta County.

Kindergarten Placemat
http://discovery.wcgmf.org/sites/default/files/resources/promise_plcmat_v02.pdf
This down-loadable placemat can be used for both an activity time and meals with your child.

IDEA Resources of the US Dept of Education
The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services.

National Early Childhood Transition Center
http://www.hdi.uky.edu/SF/NECTC/Home.aspx
The National Early Childhood Transition Center's mission is to examine factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

Smart Start of Buncombe County- Preparing Your Child for Kindergarten - An Activity Guide for Families
This website has a number of resources including a bibliography and colorful 2 page activity guide for families.

Supporting Early Education Delivery Systems (SEEDS) Project - California Department of Education, Special Education Division
http://www.scoe.net/seeds
(SEEDS) is for administrators, staff and families involved in early childhood special education programs in Local Education Agencies. They provide technical assistance and training on varied early care and education topics including inclusion. Services may include individual onsite, online or telephone consultation and arrangement of consultation at SEEDS visitation sites that include model inclusive programs. They have valuable training modules on Assistive Technology.
Terrific Transitions: Supporting Children's Transitions to Kindergarten
Family and Parents: Tip Sheets
http://center.serve.org/tt/fp_tips.html
This website provides a wide variety of transition information and resources for families, professionals, and community partnerships to use as they address children's transitions into kindergarten. The Tip Sheets, Annotated bibliography and chart of 80 Skills to Help Ease Kids' Transition to Kindergarten will be helpful to families and children.

Transition from Preschool Services to Kindergarten
http://www.nectac.org/topics/transtoK/transtoK.asp
The National Early Childhood Technical Assistance Center (NECTAC) provides information, resources and serves Part C-Infant and Toddlers with Disabilities Programs and Part B-Section 619 Preschool Programs for Children with Disabilities in all 50 states and 10 jurisdictions to improve service systems and outcomes for children and families.

* SELPA CAC and First 5 Shasta do NOT endorse or assume any responsibility for information found on these sites. The following links are provided as a source of information and resources.
Appendices:

Appendix A  Who Are We? What is the CAC?
Appendix B  Sample Written Request for an Evaluation to Determine Eligibility
Appendix C  Common Abbreviations and Definitions of Common Terms
Appendix D  Developing a Picture/Profile of Your Child for the Transition Planning Conference
Appendix E  IEP Agenda from CAC
Appendix F  Ground Rules for IEP
Appendix G  Questions You Might Ask
Appendix A: Who Are We? What is the CAC?

The Shasta County SELPA’s Community Advisory Committee (CAC) is made up of special and general education parents, teachers, and representatives of local agencies, administrators and other persons interested in the education of individuals with disabilities. Parents are encouraged to be active members of their child's educational community.

The CAC acts as an advisory group to the Shasta County SELPA. The CAC has responsibilities under California Education Code 56194 that include, but are not limited to:

- Advising the SELPA and providing input to the SELPA Local Plan revisions
- Making recommendations on annual priorities to be addressed under the plan, acting in support of individuals with exceptional needs and assisting in the evaluation of how well the SELPA is meeting the needs of children
- Assisting in parent education and recruiting parents and other volunteers who may contribute to the implementation of the local plan.
- Encouraging public involvement in the development and review of the SELPA Local Plan.
- Assisting in the organization and conduct of public information meetings and participating in the development of public information and community resource brochures.

The Shasta CAC has a seven-member Governing Board. There is also a one-year general membership for any person attending a meeting. Members include parents of students with disabilities and parents of other students, teachers and administrators of both special education and regular education, and representatives from other interested agencies. At least one-half of the Shasta SELPA CAC is composed of parents. The Shasta CAC conducts at least four business meetings held during the school year. The meetings are open to all and are conducted in a facility that meets the Americans With Disabilities Act standards. The Shasta CAC sponsors events and activities designed to support awareness of parent rights, services available within the community, and general disability awareness. The Shasta CAC provides legislative advocacy on issues affecting services to students with disabilities.

All meetings are open to anyone interested. We encourage your participation. The location and time of the meeting can be verified by calling the Shasta County SELPA at (530) 225-0100.
Appendix B: Written Request For An Evaluation

Date __________________________

Dear Student Study Team:

The purpose of my letter is to request an evaluation to determine eligibility for special education services for my child.

Child's name: ______________________________________ Birthdate ___________________

Parent's Name(s): ____________________________________________

Address: __________________________________________________

Phone Number: ___________________(H) ___________________(W) ___________________(C)

My child was in Early Start and received early intervention services from the following early intervention providers.

Early Intervention
Program: ___________________________________________________
Address/Email: ______________________________________________
Telephone: _________________________________________________
Contact Person: _____________________________________________

Far Northern Regional Center Service Coordinator: _______________________________________________________________________
Email Address: _______________________________________________
Telephone: ___________________________________________________

My child will be getting ready for kindergarten soon and I would like to meet to determine whether an additional evaluation is warranted. Please contact me to set up the time for this meeting. Please advise me of other residency documentation or pre-registration forms I may need to complete or furnish.

Thank you for your time. I look forward to hearing from you shortly and working with you on behalf of my child.

Sincerely,

(Parent)

cc: Service Coordinator

Attachments (circle what is enclosed):

- Individualized Family Service Plan
- Individual Education Program
- Evaluations
- Desired Results Developmental Profile
- Provider's Observations
- Health Examination Report
Appendix C: Common Abbreviations and Definitions of Special Education Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>CAC</td>
<td>Community Advisory Committee</td>
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<td>COE</td>
<td>County Office of Education</td>
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<td>DHHS</td>
<td>Deaf &amp; Hard of Hearing Services</td>
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<td>DDS</td>
<td>Department of Developmental Services</td>
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<td>EIP</td>
<td>Early Intervention Program</td>
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<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<td>FNRC</td>
<td>Far Northern Regional Center</td>
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<tr>
<td>GREAT</td>
<td>Gateway, Redding, and Enterprise Achieving Together</td>
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<tr>
<td>ID</td>
<td>Intellectually Disabled</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<tr>
<td>IFSP</td>
<td>Individual Family Service Plan</td>
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<tr>
<td>LEA</td>
<td>Local Education Agency</td>
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<tr>
<td>LRE</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>OT</td>
<td>Occupational Therapy</td>
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<tr>
<td>PT</td>
<td>Physical Therapy</td>
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<tr>
<td>SDC</td>
<td>Special Day Class</td>
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<tr>
<td>SELPA</td>
<td>Special Education Local Plan Area</td>
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<tr>
<td>SST</td>
<td>Student Study Team</td>
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<tr>
<td>SH</td>
<td>Severally Handicapped</td>
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<tr>
<td>SLP</td>
<td>Speech and Language Pathologist</td>
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<tr>
<td>VI</td>
<td>Visually Impaired</td>
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**Access** - A right to view make notes, and/or to have a copy of your child's record made with appropriate notice to school.

**Adapted Physical Education (APE)** – A related service provide by a licensed physical education specialist to special education students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need.

**Annual Review of the IEP** – A meeting held at least once a year to study and discuss your child's progress in school. The purpose of the annual review is to discuss your child's progress and make changes as necessary in your child's special education program and/or related services he/she is receiving.

**Annual Goals** – Areas of accomplishment that can reasonably be reached by the child in a year as agreed upon by the SST, teacher and parent at the IEP conference.

**Assessment** – An evaluation that involves observation and testing of students in order to identify areas of strength and needs to develop an appropriate educational program and to monitor progress in an ongoing special education program.

**Assistive Technology Device** – Any item, piece of equipment, or product that is used to increase, maintains or improves functional capabilities.
Attention Deficit Hyperactivity Disorder (ADHD) – A chronic disorder that has a medical diagnosis. It causes excessive activity, impulsivity and difficulties with focusing.

Audiological Services – Related services provided by a licensed audiologist who identified students with hearing impairments.

Autism Spectrum Disorders (ASD) – A group of lifelong neurobiological disorders that affect a child's ability to interact, communicate, relate, play, imagine, and learn. Challenges occur in three areas of development: communication, socialization and repetitive patterns of behavior or interests.

Behavior Intervention Plan – A specific behavior plan developed by an IEP Team to address serious or assaultive behaviors.

Case Carrier - A school district employee who coordinates meetings with you and appropriate school staff members. The case carrier also serves as your contact when you have questions regarding your child's special education program and services.

Child Find – A component of IDEA, Child Find requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

Developmental Delay (DD) – A term used to describe significant delays in the development of a child.

Due Process – Guidelines followed when the parent and the school cannot come to agreement about the identification, evaluation, program and related services and/or educational placement of a child. Due process makes sure that parents and educators make fair decisions about the identifications, assessment, and placement of children with disabilities.

Extended School Year – Extension of the school year beyond the regular school calendar to assist students in meeting their IEP goals.

Facilitated Communication – A method of augmentative communication. It uses communication devices (such as keyboard template or device, computer, typewriter, alphabet board or specially designed spelling device). Assistance ranges from verbal to an encouraging physical prompt. It provides the external support to allow a student to use pointing to communicating.

Fair Hearing/Due Process Hearing – A formal hearing, made by an outside individual, which is called by parents or school district personnel to resolve a disagreement about a child’s special educational program,

Fine Motor Skills – Those skills involving hand use of the small muscle groups (drawing, writing, cutting, manipulating items, etc.).

Free Appropriate Public Education (FAPE) – A non-sectarian educational program meeting the requirements of a child's IEP, at public expense and no cost to parents.

Gross Motor Skills – Those skills involving the use of large muscle groups (rolling, walking, etc.)
**Hearing Impairment** – A disability that affects hearing and interferes with a child’s ability to understand or use language, consequently affecting the ability to learn.

**In-Class Support** – A program of instruction in which the general and special education teachers are collaboratively involved in planning and implementing special strategies, techniques, methods, and materials to address learning problems of pupils with educational disabilities engaged in the general education classroom lesson. Instructional responsibility for the pupil shall be shared between the resource center teacher and the general class teacher(s) as described in the pupil's IEP. Support instruction provided in the pupil's general class shall be at the same time and in the same activities as the rest of the class.

**Inclusion** – Inclusion means integration of children with disabilities into the general education environment to the maximum extent possible and opportunities for interaction with non-disabled peers. The term inclusion refers to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. Inclusion involves bringing the support services to the child and requires only that the child will benefit from being in the class.

**Individuals with Disabilities Education Act (IDEA)** – Passed in July of 1990 (formerly called P.L. 99-412), IDEA is a federal act assuring that children with disabilities will have available to them a free, appropriate public education which emphasizes special education and related services to meet their unique needs and to assure the rights of children with disabilities and their parents or guardians are protected. It was reauthorized in 2004 and is sometimes called IDEA 2004.

**Individual Education Program (IEP)** – A written document that states a student’s current level of educational performance, specifies annual goals and short-term instructional objectives, and identifies appropriate services needed to meet those goals. The IEP is developed by a team, including the parents and cannot be implemented without their written approval.

**Individual Family Service Plan (IFSP)** – All agencies plan for the educational needs of children from age’s birth to three and this involves the Team approach, but replaces the IEP. It is a service plan that addresses the needs of the child and the family and is multi-agency focused.

**Informed Consent** – The parents with legal responsibility for educational decision-making, for the child, have been fully informed of all information relevant to the requested activity for which consent is sought, understands, and agrees in writing to the implementation of the activity. Informed consent must be given prior to an initial evaluation and all other evaluations and prior to the implementation of the initial IEP.

**Intellectual Disability** – Impaired cognitive function or a developmental disability or delay that affects a child’s ability to learn and to function independently in his/her environment; it can be mild, moderate or severe. Rosa's Law changed outdated terms like "mental retardation" to the person-first language of "individual with an intellectual disability."

**Learning Disability** – A severe discrepancy exists between the intellectual ability and achievement in one or more academic areas and is due to a disorder in one or more of the following psychological processes: attention, visual, auditory, sensory-motor skills and cognitive abilities.

**Least Restrictive Environment (LRE)** – A setting that offers the child the maximum number of life experiences the child would typically have if there were no disabilities but does not imply that all children with disabilities should be placed in general classes.
Local Education Agency (LEA) – Local Educational Agency or school district that will be responsible for your child's education at the township level.

Low Incidence – A severe disabling condition with an expected incidence rate of less than one percent of total school population. The severe disabling conditions are: hearing and vision impairments, severe orthopedic impairments, or any combination thereof.

Mainstreaming – Implementing the participation of special education students in the regular education program. The term mainstreaming is no longer used; please refer to the term inclusion.

Mediation – A process to resolve conflicts between a parent and district. Mediation is voluntary; either party may choose not to participate. Mediation is available at the state level. Mediation is encouraged, but is not a prerequisite to due process.

Objective – Small specific steps leading to the completion of each annual goal.

Occupational Therapy (OT) – Related service provided by a licensed occupational therapist that assists children with fine motor activities and everyday tasks like eating, dressing and other independent living skills.

Orientation and Mobility (O/M) – A related service provided by an orientation and mobility specialist who teaches children with visual impairments how to know their position in space and to move about safely in their environment.

Orthopedic Handicap/Impairment (OH/OI) – A physical disability that limits the mobility of a child’s physical environment.

Physical Therapy – Therapy provided by a licensed specialist in the area of gross motor development including mobility and posture.

Present Levels of Educational Performance – A summary of your child's present level of academic, perceptual, motor, social, emotional, adaptive functioning, and health status.

Related Services – Services which children with educational disabilities require to benefit from their education programs. Related services include the following: counseling the child, counseling/training for parents about the educational needs of their child, speech-language therapy, occupational therapy, physical therapy, transportation and other appropriate services which the child needs to benefit from an education as required by the IEP.

Resource Program – The term "resource room" has been amended to "resource program" to reflect the more flexible program options now available. Resource programs offer small group instruction. Children may receive either support or replacement resource instruction in either a separate room or in a general classroom.

Self-Contained Classrooms – Classrooms where children with disabilities receive educational programs with other children with disabilities. This program option allows intensive program strategies to be delivered that may not be possible in a general education classroom.
**Special Education** – Instruction and needed related services modified or designed, at no cost to parents or guardians, to meet individual needs of a child with disabilities, including instruction in classrooms, homes, hospitals, and other institutions.

**Special Education Transition Meetings** – A series of conferences that are included as part of the transition process to help plan for a child's successful movement from one program to another such as preschool to Kindergarten.

**Student Record** (a.k.a. cumulative file) – Information related to an individual pupil maintained within the school system regardless of the physical form in which it is maintained. Material that is maintained for the purpose of second party review is called a student record.

**Student Study Team (SST)** - The basic SST consists of a school psychologist a special education teacher-consultant, and a speech-language specialist.

**Student Study Team Evaluation** – A way of collecting information about your child's special learning needs, strengths, and interests. An evaluation is used to help make decisions about whether your child is eligible for special education. The evaluation will include administering individual tests, observing your child, a review of records, talking with you and your child. The evaluation may include the following: an educational assessment, health appraisal, psychological assessment, social assessment, a speech/language assessment and any other pertinent medical evaluations.

**Traumatic Brain Injury (TBI)** – An acquired injury to the brain caused by an external physical force, resulting in a partial or total disability on one or more of the following areas: cognition; language; judgment; sensory; perceptual and motor abilities; memory; attention; reasoning; physical function; and psychosocial behavior.
Appendix D- Developing a Picture/Profile of Your Child

You may decide to have some of these skills written into your child’s IEP if they have not been met.

**SOCIAL SKILLS**

The coalition has many resources for caregivers and teachers.
To learn more, call us at 812-422-4100 or visit us at www.earlychildhoodswi.org

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<th></th>
<th>NOT YET</th>
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<tr>
<td>Sits still long enough to listen to a story - Does the child sit still long enough to listen to a story being read by an adult?</td>
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<td>Speaks clearly so an adult can understand him/her - Does an adult other than the primary caregiver understand what the child is trying to express?</td>
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<td>Plays with other children - Does the child interact with other children as opposed to spending most of his/her time alone?</td>
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<td>Waits his/her turn - In social play and adult-directed activities, does the child wait for his/her turn?</td>
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<td>Follows simple directions - Does the child follow one-step directions from a person other than the primary caregiver? Ex: “Please pick up the crayon.”</td>
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<td>Resolves conflict with words - Does the child say, “No, I don’t like that” or “No, I didn’t do that” instead of screaming, kicking, throwing or hitting?</td>
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<td>Separates from parents/caregivers - Does the child separate from you and recover from any anxiety he/she has in a limited period of time?</td>
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<td>Complies with rules, limits and routines - Does the child respond appropriately when rules, limits and routines are established?</td>
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<td>Stays with an activity to completion - Does the child finish a game, build something with blocks, complete a puzzle?</td>
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<tr>
<td>Communicates in a respectful manner - Does the child use respectful responses as the circumstance requires?</td>
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<tr>
<td>ACADEMIC &amp; COGNITIVE SKILLS</td>
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<tr>
<td><strong>Names squares, circles, triangles and rectangles</strong> <em>(3 of 4)</em> - When the child is asked to identify shapes, does the child name at least 3 out of 4 of them?</td>
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<tr>
<td><strong>Sorts items by color, size and shape</strong> - Does the child successfully sort objects by the same color, size or shape?</td>
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<tr>
<td><strong>Counts 1 to 10</strong> - Does the child count to 10 without assistance?</td>
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<tr>
<td><strong>Counts a group of objects to 5</strong> - Does the child touch and count 5 objects?</td>
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<tr>
<td><strong>Names 8 basic colors</strong> - When the child sees the color, does he/she call its name? 8 basic colors: red, yellow, blue, green, purple, orange, white &amp; black</td>
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<tr>
<td><strong>Tries to read in every day situations</strong> - Does the child attempt to read street signs, store signs, cereal boxes, newspapers, magazines, TV advertisements?</td>
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<tr>
<td><strong>Writes first name</strong> - Does the child write the letters of his/her name so an adult can recognize it with only the first letter of the name capitalized?</td>
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<tr>
<td><strong>Attempts to invent his/her own spelling while writing</strong> - Does the child match the sounds they hear to the letters they write? Ex: Child may write “koke” for “cookie.“</td>
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<tr>
<td><strong>Recognizes his/her name</strong> - Does the child recognize his/her name when seen in written form?</td>
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<tr>
<td><strong>Knows his/her age</strong> - Does the child tell you how old he/she is?</td>
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<tr>
<td><strong>Knows his/her address and telephone number</strong> - Does the child tell you his/her street name and telephone number?</td>
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<tr>
<td><strong>Knows his/her mother’s, father’s and/or caregiver’s name</strong> - Does the child give the first and last name of at least one of these?</td>
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<tr>
<td><strong>Recognizes letters of the alphabet</strong> - When the child sees the upper and lower case letters, can he/she name them?</td>
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</tbody>
</table>

**Upper Case:**
- not yet □
- some □
- most □
- all □
  - (less than half)
  - (more than half)

**Lower Case:**
- not yet □
- some □
- most □
- all □
  - (less than half)
  - (more than half)
### PHYSICAL SKILLS

<table>
<thead>
<tr>
<th>Activity</th>
<th>NOT YET</th>
<th>BEGINNING TO</th>
<th>YES</th>
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<tbody>
<tr>
<td><strong>Cuts with scissors</strong> - Does the child cut paper with scissors?</td>
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<td><strong>Holds a crayon or pencil</strong> - Does the child hold the crayon or pencil in a writing position rather than clinched fist?</td>
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<td><strong>Zips, ties, buttons or snaps</strong> - Does the child tie his/her shoes, zip a jacket, button or snap clothing?</td>
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<tr>
<td><strong>Runs, jumps and skips</strong> - Is the child able to run, jump and skip?</td>
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<tr>
<td><strong>Walks backwards</strong> - Does the child reasonably walk at least 4 steps backwards?</td>
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<tr>
<td><strong>Walks up and down stairs</strong> - Does the child walk rather than sit and slide up and down stairs? Does the child use alternating feet?</td>
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<tr>
<td><strong>Bounces and catches a ball</strong> - Does the child bounce a ball with control and catch a ball consistently?</td>
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### LANGUAGE SKILLS

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<thead>
<tr>
<th>Activity</th>
<th>NOT YET</th>
<th>BEGINNING TO</th>
<th>YES</th>
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</thead>
<tbody>
<tr>
<td><strong>Says any nursery rhyme, song or fingerplay by heart</strong> - Does the child say a nursery rhyme, song or fingerplay from memory?</td>
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<tr>
<td>** Pretends to “read” books** - Does the child pretend to read by looking at the pictures in a book?</td>
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<tr>
<td><strong>Communicates needs and interests</strong> - Does the child tell the parent/caregiver what he/she needs or wants?</td>
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<tr>
<td><strong>Talks in sentences</strong> - Does the child express a complete thought rather than utter one word commands or gestures without words?</td>
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<tr>
<td><strong>Understands vocabulary related to positions, direction, size and comparison</strong> - Does the child understand: same/different, top/bottom, big/little and up/down?</td>
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**Additional Comments:**
Appendix E: Individual Education Program (IEP) Agenda

1. Introductions
2. Purpose of meeting
3. Ground rules
4. Review of Parent rights/Procedural safeguards/ CAC information
5. What are the student’s strengths?:
6. What are the parent’s concerns?:
7. Review of possible reports and present levels of performance
   - Parent’s report
   - Academic (reading, math, written language)
   - Health and development
   - Speech and Language
   - Cognitive
   - Social emotional
   - Behavioral
   - Others
8. Eligibility
9. Individual Transition Plan
10. Goals and objectives:
    - Review progress on annual goals and develop new goals.
    - How will parents be kept informed of student’s progress?
11. Determine appropriate services and placement:
    - Least Restrictive Environment (LRE)
    - Accommodations/Modifications
    - District & Statewide Assessments
    - Assistive Technology
    - Services/Placement-programs& coordination of services
    - Related Services
12. Local Education Agency (LEA) offer of Free Appropriate Public Education (FAPE)
13. Signatures:
    - Review IEP with Parents
    - Parent concerns were addressed
    - Team members sign
    - If there is dissent, written comments or a statement of disagreement will be attached and agreed on portions of IEP will be signed within 48 hours. New meeting scheduled within 30 days to discuss portions not agreed upon.
Appendix F Individual Education Program (IEP) Meeting Ground Rules:

1. Turn off cell phones
2. Take responsibility for your own learning/ action
3. Honor time limits
   a. Advise the facilitator or chair of the group ahead of time if you must leave the meeting early
4. Listen and consider the opinions of others
   a. One person speaks at a time
   b. No side bar conversations
5. Be willing and open to experiment with ideas and techniques presented
6. Participate by sharing your own opinions and experiences
7. Confidentiality
Appendix G: Questions You Might Ask

Here are a few questions that might be important to you and your child's kindergarten program as you Countdown to Kindergarten:

1. Where will my child attend school...? In the neighborhood? At a different school in the district? In a different school district?
2. How many adults and children will be in the classroom?
3. Does my child need an assistant?
4. Will my child go to school full day? Half day?
5. Will my child be in a typical kindergarten classroom with other children? A small class with all special needs children? A resource room and classroom?
6. Will my child need any special equipment?
7. Will my child need any teaching or testing modifications?
8. Will my child go to summer school (Extended School Year)?

Transportation is provided for students in General Education and Special Education. You should determine which program will best meet your child's needs. The following is a list of potential questions other parents have asked about their child's transportation to school.

1. Will my child ride a school bus? Will there be an aide on the bus? Will it be a special bus?
2. Are child safety seats or wheelchair locks available to accommodate my child's travel needs?
3. Does the vehicle have seat belts? Who will buckle and unbuckle my child's seat Belt? Do I need to supply a car seat?
4. If my child has special medical problems that might require immediate attention, is there another adult riding the bus that is trained to provide the necessary care?
5. Does the person from the transportation vehicle assist my child from the vehicle to the classroom?
6. Is the amount of time my child will spend being transported to and from the program reasonable for his/her age?
7. If the program does not provide transportation, will I be reimbursed for my transportation expenses?
8. In case of bad weather, will I be notified of changes in my child's transportation schedule?
9. What is the age range of children riding together on the bus?
10. Will I be notified if the bus is early or late?
11. Does the transportation provider share driver safety records?

Reference upon request