



EC CARES

Early Childhood Coordination Agency for Referrals, Evaluations, and Services in Lane County

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Dear Parents,

Your child will be entering kindergarten in the fall. This is an exciting time in your child's life. Sending a child to public school for the first time sometimes makes parents anxious – perhaps even more so when your child has some communication needs. You can be assured that your child's EC CARES Service Coordinator (Speech Language Pathologist), your child's new school, and the Speech Language Pathologist who serves your child's new school will all be assisting with this transition.

First, it is important that you contact your child's elementary school soon – preferably by the end of March – to ask when they will be registering incoming kindergarten children. If you are unsure which school your child will be attending, you can call your school district office (see attached list). When you register your child, you will be asked to complete some general information about your child, and you will probably be asked to bring:

- Proof of your child's date of birth (birth certificate, medical card, etc.)
- Your child's immunization record
- Something that shows your address (drivers license, mail addressed to your home, etc.)

We would also strongly recommend you take:

- Your child's most recent IFSP (Individualized Family Service Plan)

Your child's school will probably want to make a copy of the IFSP (the document which shows the services your child is currently receiving). The IFSP will help them to be ready to serve your child's communication needs as soon as school begins.

Many of the school districts reevaluate children's eligibility for special education before children begin kindergarten. Your child may or may not qualify for special education services in school. If you do not hear from your school district by May, or have questions about the transition process, please contact your child's EC CARES Service Coordinator, your child's new school, or your school district's Speech/Language Team.

The attached information further explains the transition process and the IEP (school-age IFSP equivalent); it also lists school district offices and books about school that your child may enjoy. If you do not plan to enroll your child in your local public kindergarten, please call your local school to discuss therapy options for your child. If you should move to a new school district before school begins, please call Carolyn Pennington at EC CARES (346-3471) so that we can send the information to your new district.

Beginning the transition process now will help you, your child, and the school prepare for fall. We hope that the move to kindergarten will be a fun and exciting time for your child!

Sincerely,

The Staff of EC CARES

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

The laws and rules governing Early Intervention / Early Childhood Special Education (EI/ECSE) programs differ from the laws and rules for school-age children receiving special education in a few significant ways.

IFSP to IEP

Your child has been receiving special education services as specified by his/her *Individualized Family Service Plan* (IFSP). In kindergarten, services will be specified on an *Individualized Education Plan* (IEP). Both plans have measurable annual goals and short-term objectives. An IFSP also includes family goals if a family wishes. One form is used throughout the State of Oregon for the IFSP, while each school district has its own IEP form.

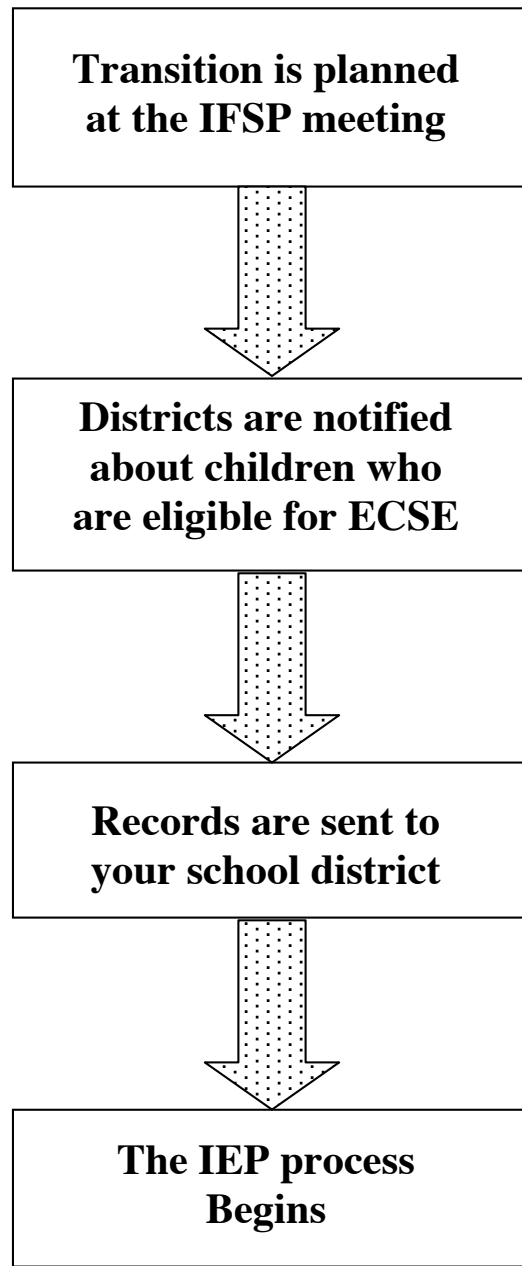
An IFSP is intended to be an integrated plan that identifies all relevant services for the child and family – educational, medical and/or social services – and designates which resources are to pay for each identified service. An IEP identifies the child's educational goals, objectives and services to be addressed in the school setting. IEP meetings are typically held at the child's school.

Family Focus to Child Focus

In Early Intervention / Early Childhood Special Education, families are involved as partners in all levels of the process. Family outcomes and other types of services are included in an IFSP. Parents are partners with the school district, and are valuable members of the IEP team. However, as children enter public school, the focus shifts away from the family to the child's educational needs at school. This shift is reflected in the IEP.

The Typical Transition Sequence

As your child moves from a preschool special education setting to a kindergarten level class, your family will interact with people from both your current early childhood special education (ECSE) program and the school district in which you live. Although each district varies somewhat in how it will prepare your child for kindergarten, most transitions from ECSE to school follow the general sequence described below.



You will be notified and invited to the eligibility and IEP meetings.

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, including benchmarks or short-term objectives, 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. These services will help your child be involved in and progress in the general curriculum, participate in extracurricular and non-academic activities, and 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 kept 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 meet annual goals.

**Lane County School District
Administration Offices**

District	Phone
Bethel	689-3280
Blachy	925-3262
Creswell	895-6000
Crow-Applegate-Lorane	935-2100
Eugene 4J	687-3123
Fern Ridge	935-2253
Junction City	998-6311
Lowell	937-8405
Mapleton	268-4312
Marcola	933-2512
McKenzie	822-3338
Oakridge	782-2813
Pleasant Hill	746-9646
Siuslaw	997-2651
South Lane	942-3381
Springfield	747-3331
EC-CARES	346-2578

Books to Prepare Children for the Transition to Kindergarten

These books are available at the Eugene Public Library. To find the library in your community, visit the website www.olaweb.org/oregon-libraries.shtml; then, click on the library in your area to find these books.

Annabelle Swift, Kindergartner, by Amy Schwartz

Boomer Goes to School, by Constance W. McGeorge

(Boomer va a la escuela), by Constance W. McGeorge

Countdown to Kindergarten, by Alison McGhee

Curious George Goes to School, by Margret Rey

David Goes to School, by David Shannon

Elizabeti's School, by Stephanie Stuve-Bodeen

First Day Jitters, 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

(Si llevas un ratón a la escuela), by Laura Numeroff

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

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

(Prepare, Kindergarten! Allá Voy!), by Nancy L. Carlson

Mama, Don't Go!, by Rosemary Wells

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

(**Un beso en mi mano**), by Audrey Penn

One Happy Classroom, by Charnan Simon

Starting School, by Johanna Hurwitz

Tiptoe Into Kindergarten, by Jacqueline Rogers

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

Blues Clues Kindergarten (CD-ROM)