

## A PARENT QUICK GUIDE TO

# Transition

## from Preschool to Kindergarten

*This page contains a summary of information that parents may use to guide their active and equal participation on their child's team. The content is only a summary and further exploration of listed resources is encouraged.*

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**TRANSITION** is “the planning for and moving of your child with a disability from early intervention to preschool OR preschool to elementary school.”

### TERMS TO KNOW

**ELIGIBILITY** - After all the assessments are complete, the team will invite you to a meeting to review the results and determine if your child is eligible for special education services. The decision is made as a team.

- **Eligible**
  - The student meets one of the 14 definitions of educational disability, and an Individualized Education Program is developed.
- **Not Eligible**
  - The district may recommend other community services and programs that could help your child.
  - An accommodation / intervention plan may be developed to provide support to your child in the general education classroom.
  - The district is required to send you a form called Prior Written Notice (PR-01), which describes what **and** why the district has proposed / rejected an action with your child. It also describes your right to challenge the team decision.

**EVALUATION TEAM REPORT (ETR)** - is the written report (documentation) that summarizes the evaluation results, including the child's educational needs, and team determination of special education eligibility.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)** - is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with federal and state regulations; outlines the educational goals, objectives, supports, and services for your child.

**PRIOR WRITTEN NOTICE (PR-01)** - is information in writing before the school district proposes to implement or refuse any action related to your child qualifying for and/or receiving special education services.

**REEVALUATION** - if your child has been receiving preschool special education services and will be transitioning to kindergarten the next school year, the IEP team will conduct a reevaluation to determine if they continue to be a student with a disability and to determine the educational needs of your child.

## PARENT PREPARATION

- If possible, write or email the following information to the school, in advance of the meeting, to assist the team in preparing for the transition process:
  - Write down important things you'd like the team to know about your child: special interests/motivators, abilities, strengths, strategies that work at home/ in the community, situations that may cause problems for your child
  - Provide updated health information – particularly what is relevant to their learning/development
  - Relevant safety information
  - Provide other non-school providers' information (evaluations, progress notes) regarding your child's skills/needs (such as speech-language therapist, occupational therapist, counselor)
  - Your vision/future plan for your child
  - Make a list of goals you have for your child
  - Write down any questions/concerns you would like to address with the team
- Ask someone you trust and who knows your child to attend the meeting with you if you feel you would like support at the meeting

## QUESTIONS TO CONSIDER WITH THE TEAM

- Which school-age disability category is suspected and how will my child be assessed to determine if he is eligible for special education services in kindergarten?
- What current information and data do you have from the preschool team that helps explain the skills my child has or needs to learn?
- What skills does/doesn't my child demonstrate compared with typical peers?
- What are the prioritized needs of my child and are they best addressed through the IEP goals? (Not all "needs" will be addressed through IEP goals. They may be addressed through typical instruction, accommodations, behavior plans etc. This is an area for the team to discuss.)
- If my child receives special education services in Kindergarten, would my child benefit from participating in the general education classroom all or part of the day? What would that look like?
- In preschool, did my child make significant progress toward achieving their IEP goals? What data supports this?

## RESOURCES

Contact your local school district

State Support Team Region 6 \_\_\_\_\_ 800.686.2945 \_\_\_\_\_ [www.sst6.org](http://www.sst6.org)  
Ohio Department of Education \_\_\_\_\_ [education.ohio.gov](http://education.ohio.gov)

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