

# Kindergarten Transition 101

A guide to help you navigate through kindergarten transition, IEP meetings, and establish connections with resources in the community.

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# Transition Process Timeline

## January

- A list of children graduating the Sunshine School & Development Center with an IEP is given to their school district
- A notification of the Sunshine School & Development Center parent training with Elizabeth Scott is sent home

## February

- The parent receives a call from the Sunshine School & Development Center to set up their transition meeting with the representative from their child's school district. \*Can begin as early as January and end as late as March
- Your child will be evaluated by their school district at the Sunshine School & Development Center (Any time within 60 days of the transition meeting)

## April-May

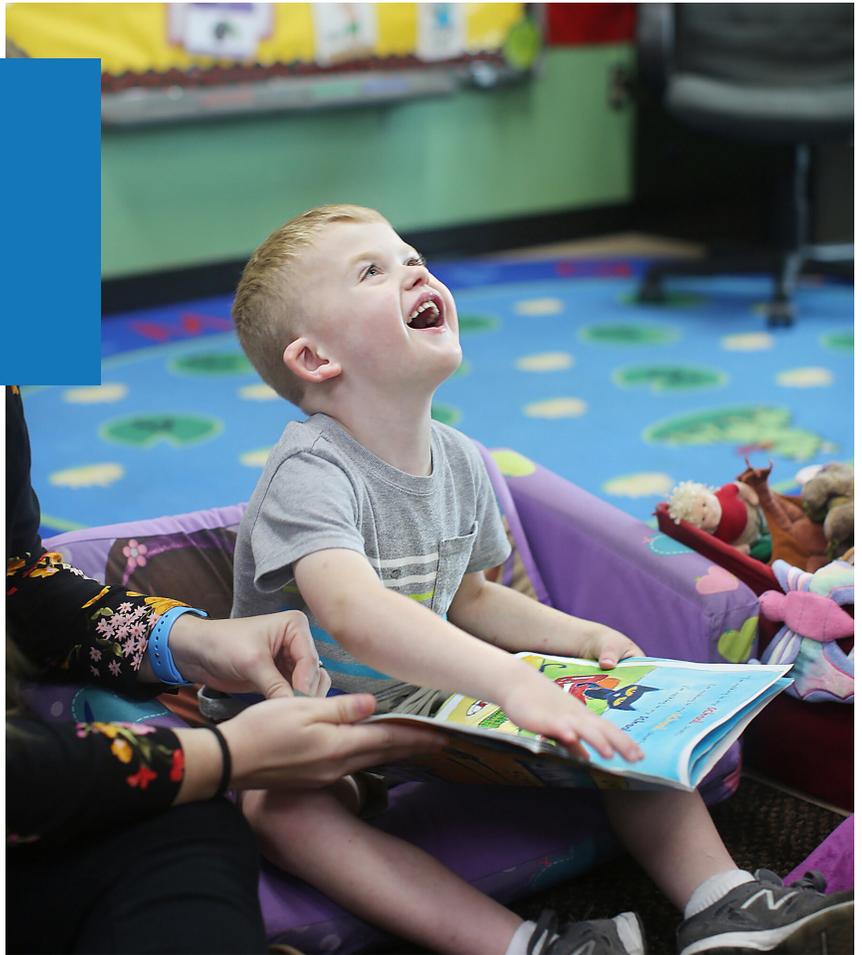
- Schedule a tour for your child to visit their new school
- You will be contacted by your school district to set up a second meeting to review results of evaluations and to have initial IEP meeting. During this meeting, you may request a representative from the Sunshine School & Development Center to attend. This is based off of parent request.

# Kindershine Classroom

## What is Kindershine?

Kindershine is a classroom for students who are kindergarten eligible but whose families decide to waive the student's first year of kindergarten. Students in this classroom will continue to receive the services they qualify for and work on their individualized classroom goals under the Early Intervention Day Treatment (EIDT) program.

If interested in this program, there will be an interest sheet sent out around February. There is only one Kindershine classroom, so if interest exceeds the number of open spots, we will perform a lottery.



## Eligibility Requirements:

To be eligible for Kindershine, your child must meet the requirements listed below:

- Receive 2 or more of the following services: speech-language therapy, occupational therapy, physical therapy, or nursing;
- Qualify in 3 or more areas on the developmental assessment from the areas of motor, communication, social, self-help, and cognitive; and
- Currently be enrolled at Sunshine School & Development Center

**If you would like to discuss Kindershine for your child specifically, please contact your child's ECDS. Contact Karyn Walker at [karyn.walker@nwasunshineschool.org](mailto:karyn.walker@nwasunshineschool.org) if you have more questions.**

# Kindergarten Waiver



## What does a Kindergarten Waiver do?

Arkansas Law states that...

"A child identified as having a disability and meets the age requirement for public school kindergarten enrollment (5 years of age) may continue to receive special education services as in the child's Individualized Education Program (IEP) if a waiver is signed."

In other words, the waiver form should be filled out if a child is eligible for kindergarten by age 5 (**on or before August 1 of the year in which they are seeking initial enrollment**) and waiving the first year of kindergarten. In filling out this form, the child may continue to receive special education services through age 5. The form would be filled out after the meeting with Sunshine School and the school district.

**You can print your own copy of the Waiver form by googling "Kindergarten Waiver Form Arkansas" or from your school district's website**

# School Registration Dates



## Bentonville Public Schools

Online Pre-Registration: February 3-14th, 2020

In-Person Registration: March 5-6th, 2020

For more information about your child's school:

<https://www.bentonvillek12.org/site/Default.aspx?PageID=6992>

**Dates are not yet determined (except for Bentonville);  
dates will be posted on the Public Schools' websites when  
they are released between January and February.**

If you need assistance finding your school's registration date, you can talk to your child's ECDS or refer to the contact page for your school district.

# IEP Overview



## What is an IEP?

The Arkansas Department of Education defines the Individualized Education Program (IEP) as,

"a written record of the decisions reached by the team members at the IEP team meeting. The purpose of this guide is to provide administrators, teachers, children, parents, and other IEP team members with practical information about the development and implementation of an IEP."

In other words, the IEP is a process to ensure your child will receive the specific care they need in order to do well in school.

## There are Four (4) Types of IEPs:

**Initial IEP**– set up within 30 days after the first evaluation. You have the right to a 14-day notice and the right to schedule this meeting for the most convenient time for you.

**Temporary IEP** – set up when concerns need immediate attention.

**Annual IEP** – set up once a year (365 days) to review the initial IEP

**Amended** – This IEP occurs when minor changes are needed to be made to your original IEP. Minor changes can be made without a meeting. This does not change the date of the annual IEP meeting.



## What Does an IEP Consist of?

- Your child's academic and functional status
- Your child's specific accommodations
- Your observations, concerns, and recommendations
- Your child's goals for the year and steps to obtain those goals
- Any additional resources or services for your child (i.e., supplementary aids, therapy, etc.)
- During this time, you can choose to decline the "Parental Consent to Access Public Insurance" form for therapeutic services in the school.
- A discussion of participation in state and district-wide assessments
- Extended School Year Services
- An explanation of how, why, and to what extent your child will participate in general education classes and activities

# Preparing for an IEP Meeting

Before going into your child's IEP meeting, consider the questions below:

"You are your child's best advocate. Do not hesitate to identify your concerns. If you feel that this is what your child needs to succeed and live comfortably in their school setting, write those concerns down AND communicate them to your child's care team."

- Identify the individual(s) who you would like to join you. This individual's role is to support you, take notes, and ask additional questions. Make sure to communicate with the IEP director if you plan to bring an additional person.
- What are your child's strengths?
- What are your child's areas of need?
- What concerns do you have about your child's functioning at home (e.g. toilet training, self help, speech, etc.) that could be addressed at school?
- What has helped your child at home?
- What has helped your child feel safe and calm?
- Practice calmly communicating a realistic and strengths-focused picture of the child.



# Before going into your child's IEP meeting, consider the questions below:

- What specialized instruction does your child need to achieve grade level content standards?
- What accommodations, services, or supports will increase your child's access to instruction and assessment?
- Ask if they have ever worked with a child with similar needs as your child. If the answer is no, then ask what steps they plan to take to become more informed of your child's needs.
- Ask the care team about next steps and the best way to communicate.
- What are your child's triggers? This can include, but is not limited to: transitions, smells, people, and noises.
- What behavioral concerns do you have?
- What rewards have you found work for your child?

"If you have any behavioral concerns about your child, communicate those with the care team. During this time, you can work with the care team to establish a plan to address those behaviors, so that you and the school can set your child up to succeed."



(Shashta County Special Education Local Planning Area and Community Advisory Committee (SELPA & CAC), 2012, p. 12).

# Assistive Technology



## What is Assistive Technology?

Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

### Some examples of Assistive Technology are:

- Stools
- Slant board
- Magnifier
- Reacher
- Amplification system
- Non-slip material
- Raised paper
- Adaptive feeding tools
- Toilet support rails
- Specialty switches
- Door knob extenders
- Faucet extenders
- Lamp switch adapters
- Eye glasses
- Large print books
- Hearing aids
- Walkers
- Canes
- Prosthetic devices
- Orthotic devices
- Automatic page turners
- Book holders
- Closed captioning
- Ramps
- Grab bars
- Wider doorways (to enable access to buildings, rooms, etc.)
- Adaptive switches
- Adaptive utensils
- FM systems
- Personal amplifiers
- Visual alert signalers
- Mounting systems
- Positioning devices
- Pointing devices
- Special switches
- Keyboards
- Screen readers
- Braces
- Power lifts
- Eye-gaze
- Head trackers
- Teletype phones
- Transportation accommodations

**If you would like more ideas for Assistive Technology for your child, or questions about what your child already uses, please contact your child's therapy team.**

# Contact Sheet



## Fayetteville Public Schools

### Administration

Website:

<http://fayettevillear.apptegy.us/o/fps/staff>

Phone: (479) 444-3000

Address: 1000 West Bulldog Blvd.,  
Fayetteville, AR 72701

### Special Services Department

Phone: (479) 973-8675

Address: 300 S. Ray Ave., Fayetteville, AR  
72701

Director of Special Services: Carla Curtis

Email: [carla.curtis@fayar.net](mailto:carla.curtis@fayar.net)

## Rogers Public Schools

### Administration

Website:

<http://rogers.ss5.sharpschool.com/cms/One.aspx?portalId=3091742&pageId=3484483>

Phone: (479) 636-3910

Address: 500 W. Walnut St., Rogers, AR 72756

### Special Services Center

Phone: (479) 631-3515

Address: 2100 Perry Road, Rogers, AR 72758

Director Special Services: Sherry Stewart

Email: [sherry.stewart@rpsar.net](mailto:sherry.stewart@rpsar.net)

## Bentonville Public Schools

### Administration

Website:

<https://www.bentonvillek12.org/district>

Phone: (479) 254-5000

Address: 500 Tiger Boulevard, Bentonville, AR  
72712

### Student Services Center

Address: 1000 SE 14th St., Bentonville, AR

Phone: (479) 254-5065

Director of Special Services: Paula Webber

# Springdale Public Schools

## Administration

Website:

<https://www.sdale.org/o/springdale-public-schools/staff>

Phone: (479)750-8800

Address: 804 W. Johnson Ave, Springdale, AR 72765

## Special Education Services

Address: 3804 Kelley Ave., Springdale, AR 72764

Director of Special Education Services: Tara Harshaw

Phone: (479)750-8880

Email: [tharshaw@sdale.org](mailto:tharshaw@sdale.org)

Supervisors of Special Education Services:

Sherrie Bayles [sbayles@sdale.org](mailto:sbayles@sdale.org)

Kelsey Eursery [keursery@sdale.org](mailto:keursery@sdale.org)

Andee Ingram [aingram@sdale.org](mailto:aingram@sdale.org)

# Gravette Public Schools

## Administration

Website:

<https://www.gravetteschools.net/Page/1456>

Phone: (479) 787-4100

Address: 609 SE Birmingham St., Gravette, AR 72736

## Special Education Services

Address:

Director of Special Education: Kim Davis

Phone: (479) 787-4100

Email: [kim.davis@gravetteschools.net](mailto:kim.davis@gravetteschools.net)

# Pea Ridge Public Schools

## Administration

Website:

<https://www.pearidgeps.com/sped-and-enrichment>

Phone: (800)451-0032

Address: 979 Weston Street Pea Ridge, AR 72751

## Special Education Services

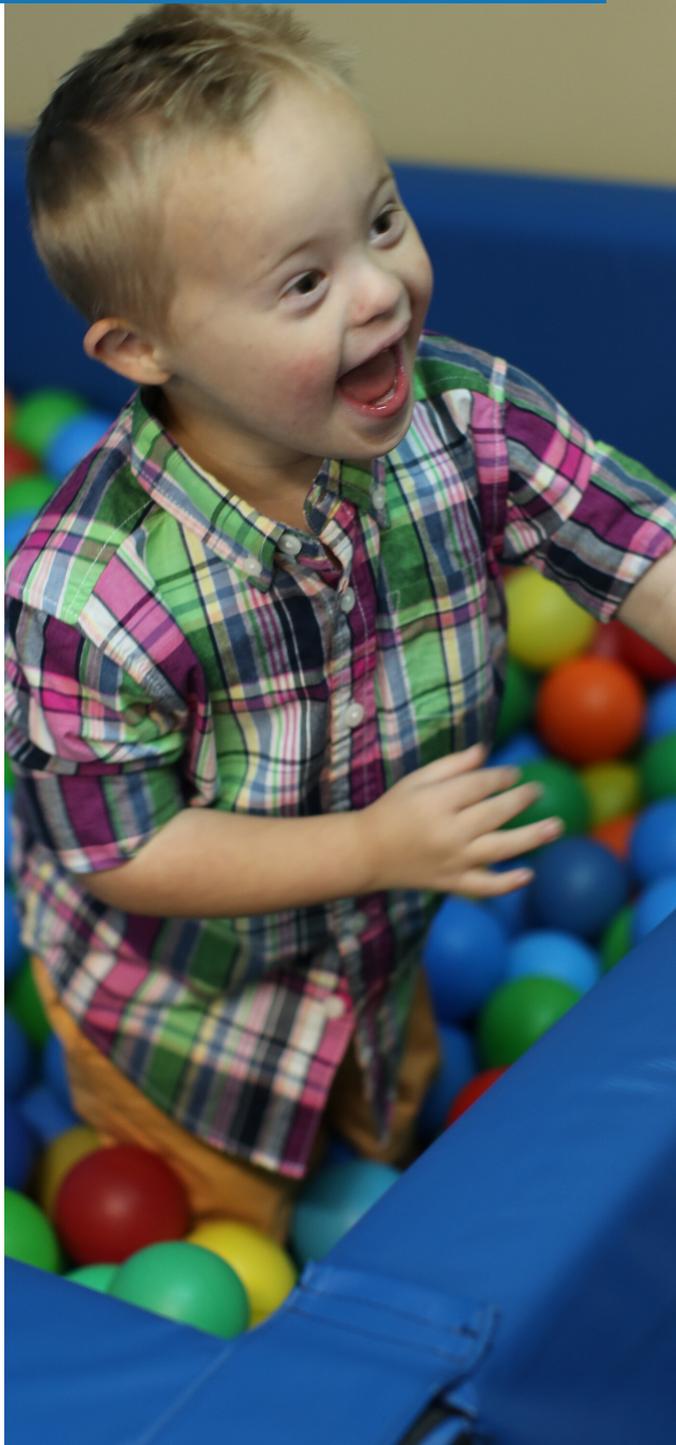
Director of Special Education Services: Sue Stacey

Phone:(800)451-6675

Email: [sstacey@pearidgek12.com](mailto:sstacey@pearidgek12.com)



# Know Your Rights!



## Parent and Child Rights Under Individuals with Disabilities Education ACT (IDEA) of 2004

### **Right to Free and Appropriate Education (FAPE)**

- With parent consent, schools are required to create and utilize an IEP. The IEP must be specifically designed for your child, at no cost.

### **Appropriate Evaluation**

- With parent consent, trained and experienced professionals will complete child evaluations using appropriate methods of evaluations.
- Unnecessary and excessive testing of a child is not permitted

### **Least Restrictive Environment (LRE)**

- The child must be placed in the least restrictive environment (LRE) possible.
- All possible classroom modifications, instruction method modifications, supplemental aide options, etc. must be explored before an IEP team can decide that a child cannot be adequately educated in a traditional classroom setting.

## Parental Consent and Equal Right to Participation

- Parents have the right to equal participation in placement decisions made for the child
- A school must have consent from parents before designing a plan or providing special education services for the child
- Parents can revoke consent to services at any time. At request, a school must discontinue services promptly and with written notice to the parent(s) in the most common language used by the parent(s)
- A school must have parental consent to reevaluate a child, unless:
- The district took documented and adequate steps to obtain parental consent and you did not respond, and all of this is documented and can be confirmed

## Safeguards for Parents and Students

- Parents have the right to access all educational records pertaining to their child
- Parents have the right to prior notice of meetings pertaining to their child's education plan.
- If you do not agree with the school's evaluation of your child, you may request an individual educational evaluation (IEE) at no cost to you. The school must pay for the third party evaluation if you ask for it, unless the school requests a due process hearing and shows that their evaluation was appropriate.

"When considering consent, it is important for parents to remember that they are experts on their own children. You do not have to sign agreements regarding your child's education plan until you feel comfortable with the plan and until all of your questions have been answered. You may request as many meetings as you need with your child's IEP team. You may revoke consent to your child's individualized education plan at any time."



# Resources

**Arkansas Division of Developmental Disabilities Services-**

<https://humanservices.arkansas.gov/about-dhs/ddds>

**Arkansas Department of Education-Disability Services-**

<http://www.arkansased.gov/divisions/learning-services/special-education>

**"Rights Under the IDEA" by State of Arkansas-**

[https://arksped.k12.ar.us/rules\\_regs\\_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf](https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf)

**Parental Consent by State of Arkansas-**

[https://arksped.k12.ar.us/rules\\_regs\\_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf](https://arksped.k12.ar.us/rules_regs_08/RevisionstoRulesandRegulationJuly2010/INFORMATION%20FOR%20PARENTS%20REGARDING%20CONSENT.pdf)

**"List of Acronyms" by State of Arkansas-**

[https://arksped.k12.ar.us/rules\\_regs\\_08/2.%20APPENDIX/D.%20LIST%20OF%20ACRONYMS/ACRONYMS.pdf](https://arksped.k12.ar.us/rules_regs_08/2.%20APPENDIX/D.%20LIST%20OF%20ACRONYMS/ACRONYMS.pdf)

**"Special Education Process Guide" by State of Arkansas-**

<https://arksped.k12.ar.us/documents/paperwork-reduction/sped-process-guide.pdf>

**Disability Rights Arkansas-** <https://disabilityrightsar.org/>

**Understood: for learning and attention issues-** <https://www.understood.org/en>

**Wright's Law-** <https://www.wrightslaw.com/>

**A Day in Our Shoes-** <https://adayinourshoes.com/>

**PACER Center: Champions for Children with Disabilities-**

<https://www.pacer.org/ec/transition-to-kindergarten/prepare-your-child-for-kindergarten.asp>

**NWA Community Resource Guide-**

<https://www.bentonvillek12.org/site/handlers/filedownload.ashx?moduleinstanceid=34226&dataid=30260&FileName=resourceguide.pdf>

**Arkansas Support Network-** [www.supports.org](http://www.supports.org)

**Down Syndrome Connection of NWA-** [www.dscnwa.com](http://www.dscnwa.com)

# Acronyms

<b>AAC</b>	Augmentative Alternative Communication
<b>ABA</b>	Applied Behavior Analysis
<b>ADA</b>	Americans with Disabilities Act
<b>ADE</b>	Arkansas Department of Education
<b>ASB</b>	Arkansas School for the Blind
<b>ASD</b>	Arkansas School for the Deaf
<b>AT</b>	Assistive Technology
<b>BCBA</b>	Board Certified Behavior Analyst
<b>BIP/PBSP/BSP</b>	Numerous acronyms for behavioral plans
<b>CASA</b>	court-appointed special advocate
<b>CASSP</b>	Child and Adolescent Service System Program
<b>CMHC</b>	Community Mental Health Center
<b>CSHCN</b>	Children With Special Health Care Needs OR Title V
<b>DHS</b>	Department of Human Services
<b>DD</b>	Developmental Disability
<b>DDS</b>	Division of Developmental Disabilities
<b>DME</b>	Durable Medical Equipment
<b>DOE</b>	Department of Education
<b>EC</b>	Early Childhood
<b>ECDS</b>	Early Childhood Development Specialist
<b>EOMB</b>	Explanation of Medicaid Benefits
<b>ESY</b>	Extended School Year
<b>EPSDT</b>	Early and Periodic Screening, Diagnostic and Treatment
<b>FAPE</b>	Free and Appropriate Education
<b>FERPA</b>	Family Educational Rights and Privacy Act
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEE</b>	Independent Education Evaluation
<b>IEP</b>	Individualized Education Program
<b>IFSP</b>	Individual Family Service Plan
<b>IPP</b>	Individual Program Plan
<b>LEA</b>	Lead Education Authority
<b>LRE</b>	Least Restrictive Environment
<b>MSN</b>	Medicaid Summary Notice
<b>NCLB</b>	No Child Left Behind
<b>OT</b>	Occupational Therapy
<b>PT</b>	Physical Therapy
<b>PWN</b>	Prior Written Notice
<b>PWD</b>	People with disabilities
<b>SLP</b>	Speech and Language Pathologist
<b>SPED</b>	Special Education
<b>SSDI</b>	Social Security Disability Income
<b>SSI</b>	Supplemental Security Income
<b>TEFRA</b>	Tax Equity and Fiscal Responsibility Act of 1982
<b>TVI</b>	Teacher of Visually Impaired

