

# **Coordination / Transition Plan**

**Lake Preston School District**

**Lake Preston, SD**

**Inter-Lakes Community Action Head Start**

**Lake Preston Divers Preschool**

*Most recent revision June 2018*

# *Program Development*

## Meeting Day / Date

Meeting Date April 19, 2018

## **Participants**

Dana Felderman	Elementary Principal
Ashley Keller	Kindergarten Teacher
Linda Engen	Head Start Instructor
Kristi Odegaard	Parent/Technology Coordinator
Jerod Olson	Parent/Board Member
Marla Bertsch	Preschool Teacher

## LAKE PRESTON SCHOOL DISTRICT AT A GLANCE

The Lake Preston School District is located in the town of Lake Preston on State HWY 14 and occupies an entire city block. The entire school complex includes the high school, middle school, elementary Pre K-5, two gymnasiums, and a playground. Lake Preston School District was established in 1882. Currently there are 160 students Pre K-12.

## MISSION STATEMENT

The mission of Lake Preston School District is twofold. It is our mission to provide our students with a foundation of knowledge and skills that will optimize their opportunities for success in a rapidly changing world and foster lifelong learning. We shall strive to instill in our students an appreciation for virtues of honesty, citizenship, decency, earning rewards through hard work, respect for people, property, and social tradition.

## **Responsibility for documentation, format**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	The Elementary Principal, Kindergarten teacher, Head Start instructor, and Kindergarten parents will evaluate the plan and revise as deemed necessary.	Spring

## *Coordination*

### **Special Education Services**

#### **Child Identification Procedures**

#### **Policy Statement:**

The Lake Preston School District is required to identify individuals in need of special education and related services. The identification system must include all individuals

residing within the jurisdiction of the district between the ages of birth through 21 regardless of the severity of their disability, including individuals in all public/private agencies and institutions, private schools, including religious schools, and children receiving alternative instruction under SDCL 13-27-3

### **Minimum Procedures:**

At the beginning of each school year the Lake Preston School District, administration will provide a news release to the public. In order for the school district to fulfill obligations of the Education for All Handicapped Children Act and the Individuals with Disabilities Education Act, the school district is required to inform and provide full educational opportunities to all individuals with disabilities ages birth through twenty-one. This news release will identify the school district's superintendent as the individual responsible for the coordination and documentation of the school district's special education identification process.

Lake Preston School District, in conjunction with the NESC (Northeast Educational Services Cooperative) and SDDS (South Dakota Developmental Services) has developed a system to identify, locate and evaluate individuals in need of special education or special educational and related services. This written public awareness notice is to inform parents and other interested individuals residing within the jurisdiction of the school district of availability of services for individuals from ages birth through twenty-one, regardless of the severity of their disability. This includes individuals in all public and private agencies/institutions, private school, including religious schools, and children receiving alternative instruction under SDCL 13-27-3 within the legal boundaries of the school district.

The Lake Preston School District utilizes a school newsletter to inform members of the community. These informational newsletters are also sent to medical clinics and private preschool administrators.

Written procedures for collection, maintaining, and reporting current and accurate data on all individual identification activities are ongoing and include individuals not currently enrolled in the public school education program.

Data generated by the school district's individual identification, referral, and evaluation systems, (including information from all public/private agencies and institutions located within the district), is reviewed in regards to planning and assessment purposes.

Reporting of this data, for use in determining the need for additional facilities, personnel, and services, is left to the discretion of the district; however, the district will utilize this information when developing its application for IDEA-B (PL 101-476) funds and for completing its federal child count report.

The method of determining which individuals are or are not currently receiving needed special education and special education and related services is determined by the process of completing the federal child count report. Those individuals who are not receiving needed special education and related services fall into two major groups:

1. Individuals determined to be eligible for services during the summer or a vacation period and awaiting placement when school resumes.
2. Individuals that are outside the mandatory state age range for services.

In addition to the school district's public awareness campaign, identification of individuals in need of special education or special education with related services in the Northeast Educational Services Cooperative will be accomplished by area-wide screening or through referral leading to evaluation.

The Lake Preston School District will provide services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program ; Sec. 1112(b)(1)(E)(ii)

### **Screening**

A comprehensive screening program is designed to locate or identify all individuals, birth through age twenty-one, that may be in need of special or prolonged assistance.

Voluntary pre-school screening is available and takes place through parent contact and awareness activities, i.e. in-service, interagency meetings, Head Start programs, and leaflets/brochures. Individual screenings are conducted covering all developmental areas for all individuals' birth through 5 years of age. Group standardized test data shall be reviewed at least annually.

Available data of individuals new to the district shall be reviewed by a multi-disciplinary team, which includes superintendent or designee, regular classroom teacher, special education teacher and related service providers, evaluators, and other Northeast Educational Services Cooperative staff members.

Annual vision screenings are conducted by the school nurse for grades 1, 3, 7, and hearing screenings are conducted by the speech therapists for grades 3, 5, 7, and upon request.

The kindergarten class has a health assessment and a vision check. Third grade has a vision screen. Fifth grade has a health assessment, vision and hearing check. The 5<sup>th</sup> grade girls have a scoliosis check.

### **Referral, Evaluation, and Placement Procedures**

#### **Referral Procedures:**

Referrals for special or prolonged assistance may be initiated by parents/guardians, public/non-public school personnel, the individual (self-initiated), and agencies or other individuals (with parents/guardians consent) at any time an individual are experiencing educational difficulties.

A referral (Form #6) may include any written request. A referral by a parent may be submitted verbally and documented by the preschool teacher or administrator. The referral is initially presented to the building principal, who contacts the SPED teacher and begins the process of a staffing to review the referral. This staffing may be presented as a TAT, informal review and consultation meeting, or a Child Assistance Team. Members of this meeting will often include the principal, special education teacher, preschool teacher, kindergarten teacher, school psychologist, regular education, school counselor, parent/guardian and/or student. At this time assignments are made for team personnel to conduct an informal assessment, which consists of an interview of the referring person, a review of the student's school records, a teacher observation/checklist form, and student observation in classroom setting.

## **Kindergarten Common Core ELA and Math Problem Solving**

### ***Communication***

#### **All Stakeholders**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide parents with information on programs and/or services including enrollment requirements and registration.	Spring-Summer
	Communicate with agency staff to facilitate continuity of programming and/or services.	May
	Involve all parents in transition planning. a) to advocate for children b) communicate with personnel in the next service setting	April-May
	Coordinate with other agencies to transfer relevant records to next service setting.	May
	Early Childhood providers will release demographic information/screening evaluation to the next service setting WITH parental permission as necessary,	April/May

#### **All perspective students – all four-year-olds in district**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Press Release for screening all children age four in local paper one month prior to screening.	January
	Notice in school monthly newsletter concerning screening of children ages four.	January
	Phone calls to parents who do not register their children for screening	February-March

# *Transition Plan*

## Agency Agreements

### Plan for all 4-yr olds in district

<b>Early Childhood Transition Checklist Transitioning From Head Start/ Pre-School</b>		
<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide parents with information on programs and/or services including enrollment requirements and registration.	Spring-Summer
	Communicate with agency staff to facilitate continuity of programming and/or services.	March/April
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	April/May
	Include parents in transition planning. a) to advocate for children b) communicate with personnel in the next service setting	March-April
	Invite the next year's Kindergarten students to visit the Kindergarten room in May and carryout planned activities with the present Kindergarten students.	May
	Arrange visits to the next service setting for children, families, and staff from the sending program of service.	Spring
	Coordinate with other agencies to transfer relevant records to next service setting.	April/May
	Early childhood providers will release demographic information/screening evaluation to the next service setting <b>With</b> parental permission as necessary.	May

**Parent meeting during open house night for all Pre K-5 parents meeting in gym for informational meeting at beginning of each school year. Informational video also embedded in school's website.**

## *Transfer of Records*

### **Early Childhood reports to the District**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide parents with information on programs and/or services including enrollment requirements and registration.	Spring-Summer
	Coordinate with other agencies to transfer relevant records to next service setting.	Spring

### **Screening results back to the EC agencies (NESC)**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Communicate with agency staff to facilitate continuity of programming and/or services.	Spring
	Coordinate with other agencies to transfer relevant records to next service setting.	Spring

### **Parent Consent**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide parents with information on programs and/or services including enrollment requirements and registration.	Spring
	Obtain from parent consent/authorization for release of information for a referral.	Spring

## *Professional Development*

### **EC Topics / Kindergarten Readiness issues**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide transition related training to prepare staff a) To follow appropriate procedures and b) To support children and families in the transition process.	Spring
	Provide training for parents regarding transition and process and future options.	Spring

### **DAP (Developmentally Appropriate Practices)**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Provide transition related training to prepare staff c) To follow appropriate procedures and d) To support children and families in the transition	Spring
	Provide training for parents regarding transition and process and future options.	Spring

### **Assessment / Checklists / Portfolios**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Early Childhood providers will pass assessments, checklists and portfolios on to the Kindergarten provider, with parent permission.	May

### **EC Agency Training & District Training**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Elementary Principal, Kindergarten teacher, and Head Start Instructor attended in-service.	Spring 2014



## *Parent Involvement and Education*

### **Expectation of EC and K**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Involve parents in transition planning. A) to advocate for children B) communicate with personnel in the next service setting.	March/April
	Plan activities to prepare child for the next service setting.	Spring
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	Spring

### **DAP**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Initiate meetings to discuss developmental progress of individual children among parents and professionals.	March / April
	Participate in Individual Family Service Plan (IF5P)/Individualized education Program (IEP) meeting.	Ongoing

### **Parenting Education**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Parents receive information packet at screening.	Spring
	Parents are invited to an informational meeting in May.	May

### **Readiness Issues**

<b>Completed</b>	<b>Activity</b>	<b>Timeline</b>
	Initiate meetings to discuss developmental progress of individual children among parents and professionals.	March / April
	Obtain from parent consent/authorization for release of information for a referral.	Ongoing
	Release relevant assessment, health records, etc.	Fall
	Coordinate with other agencies to transfer relevant records to next service setting.	Spring

## ***Monitoring / Evaluation***

### **Evaluation Process**

Sending agencies and the receiving agency will have a meeting in May to review and revise the Coordination and Transition Plan. The team will include a representative from the Sending Agencies, receiving agency, and parents. The parent surveys will be reviewed in the process.

### **Annual review date**

May

### **Monitoring Process**

Elementary principal will monitor the progress on all of the requirements at the end of each quarter.