



Coordination/Transition Plan

Lead Deadwood School District 40-1

2012



Program Development

A meeting was held on June 10, 2008 to review and amend the Coordination/Transition Plan for Lead Deadwood School District. The committee has meet annually to review and amend the plan. This Coordination/Transition plan was amended with the input of Head Start, other preschool programs, Parents as Teachers, as well as, parents, community, and Lead Deadwood School District staff. The following pages are to be used as the most current record of plans and services.

Transition Review Committee

Dan Liekvold	Superintendent
Tim Kosters	Elementary Principal
Lori Enright	K-8 School Counselor
Maryann Myers	Early Intervention Teacher
Becky Binder	Kindergarten Teacher
Larissa Stewart	Speech Therapist
Bernie Peterson	Youth & Family Services Rural Prenatal to Five Head Start; Director
Denise Bakhe	Youth & Family Services Early Head Start; Home Visitor
Karen Haxton	Service Coordinator for Birth to 3
Judy Mackey	YMCA Preschool Teacher
Darla Aspen	Kindergarten Parent
Jason Bentley	1st and 3rd Grade Parent
Kyli Braunesreither	Kindergarten Parent
Kasondra Brooke	4th Grade Parent
LeeAnn Burrer	1st Grade Parent
Emily Cook	1st and 3rd Grade Parent
Tom Corkins	3rd and 5th Grade Parent
Jamie Gilcrease	2nd Grade Parent
Merritt Keehn	Kindergarten and 4th Grade Parent
Heather Lester	Kindergarten and 3rd Grade Parent
Mindy Matthews	Kindergarten 3rd, 6th Grade Parent
Heather Nash	4th Grade Parent
Amber Neal	2nd Grade Parent
Lisa Osowski	1st Grade Parent
Dusty Pinske	4th Grade Parent
Mandee Rantapaa	Kindergarten
Sandy Shirley	4th and 5th Grade Parent
Cindy Sneesby	5th Grade Parent
Amy Vandavelde	Kindergarten and 4th Grade Parent
Williams, Michele	3rd and 5th Grade Parent

Coordination

The Lead-Deadwood School District coordinates and integrates with Youth & Family Services Rural Prenatal to Five Head Start, and local preschools/daycares. The Lead Deadwood School District and Head Start collaborated to create an interagency agreement to increase the coordination between the two entities.

Transition planning meetings were held on September 30, 2008, January 7, 13, 15, and 21, 2009, February 6, 2009 and April 15, 2009 where many ideas were disseminated and decided upon. Planning meetings continue to be held annually. A transition plan for all four year olds in the district was established and activities were planned to create a seamless transition for the children. The stakeholders in the process consider transition as a process and began to move from thinking of it as a series of steps or events that prepare children and families for public school instruction, to thinking in the context of a system.

To establish increased channels of communication for the school staff, the Head Start Program, and the Early Intervention Program, arrange visits to the local kindergarten classrooms to children enrolled in the programs at the time of Kindergarten screening or on an individual basis. Head Start will give the family a transition folder, which may include immunization records, birth certificates, transition checklist and information and an application for reduced lunch for those families in need. The families will share this packet with the child's kindergarten teacher. Readiness for the school experience benefits both the child and family. If the team feels that a student is too immature to benefit from all day Kindergarten, the team will make a determination on whether or not to provide half day services in combination with the school's early intervention program.

Child find, referral, kindergarten screening, and evaluation will be conducted through cooperatively established procedures appropriate to each agency: Lead Deadwood School District and various agencies and programs will obtain signed consent forms to release and/or obtain pertinent information about the enrolled children that will participate. These consent forms will be made available during the preschool screening. While making pertinent information accessible to the service providers, each agency will assure that procedural safeguards and confidentiality of information are provided to the children and families. Lead-Deadwood School District and Head Start will provide an early childhood team to facilitate the developmental screening of three and four-year old children. Screenings may include a minimum of the DIAL-3 or Denver II, a visual screen and a hearing screen. Lead Deadwood School District provides a screening event in the fall and winter of each year with the assistance of Youth & Family Services personnel, which are available to all Head Start, Parents as Teachers, private providers, parents, and children in the Early Intervention Program. In addition, individual screenings are scheduled as needed during the school year. Should any of these groups have concerns regarding the development of a child,

a referral is made to the District Early Intervention program. This may result in an evaluation to determine eligibility for Special Education. If the child is placed on an Individual Education Plan, personnel from each agency will collaborate and work jointly on the established goals and objectives for each child.

A planned activity to ease the transition to public schools occurs at the spring Kindergarten screenings. The current kindergarten classes are dismissed for the day of screening. All kindergarten teachers are then available to give personal tours of the building and classrooms and answer questions for the four year olds and their families. The kindergarten teachers disseminate information to families in regards to activities they may do with their child as well as information about the upcoming school year. A packet of kindergarten readiness skills and parent skills that are written in layman terms with little educational jargon. Cookies and juice are provided to the new incoming students and their families by the building principal or staff. In addition to the tour and personal contact with the kindergarten teachers, the preschool children go through a full screening evaluation. If concerns are noted, they are discussed with the family and recommendations are made. These recommendations may include activities that stimulate growth or referral for further screenings/evaluation. Likewise, discussions regarding kindergarten occur and many parent questions are answered. While the children are being assessed and go through each station, trained Reading and Math Recovery teachers sit with parents and educate them on foundation reading skills and strategies. Age appropriate books are given to every child who is screened at out Kindergarten screening.

To further facilitate the transition to kindergarten, staff members meet with all parents in an open house prior to the beginning of school. The students are also introduced to school on a gradual basis. The Kindergarten transition schedule is followed for beginning and ending the school year.

1st week - students go half-days from 8:15-11:30 a.m.

2nd week - students attend from 8:15-1:30 p.m. (lunch at school)

3rd week - students attend all day from 8:15-3:00 p.m.

School dismisses one week earlier than other students at the end of the year.

This allows each student a much better opportunity to get to know the teacher and class routine. Throughout the process, parent-teacher communication is paramount in ensuring each child's positive transition.

Lead Deadwood School District will invite YFS Rural Head Start to scheduled Family Nights held at the Elementary school. The Lead-Deadwood Elementary School PTO holds monthly Family Fun Nights at the school. Head Start and The Parent Resource Network provide an activity station with all materials available at the May Family Fun Nights. In addition to working with all ages of children, Head Start also has an opportunity to meet with potential new families.

To inform parents of services that Youth and Family Services (YFS) may provide, Lead Deadwood School District will present a link on the Special Services Website to the YFS homepage. In addition, YFS will provide a brochure of their services for parents who attend the preschool screening.

In conclusion, each agency will recognize the importance of positive staff relations and will be responsible for communication of concerns, as they become apparent. Each agency is responsible for the continuous monitoring of the program, for the communication of concerns, and for making recommendations for continued improvement.

Special Education Services

CHILD IDENTIFICATION PROCEDURES POLICY STATEMENT:

The Lead Deadwood School District is required to identify individuals in need of special education and related services. The identification system includes all individuals residing within 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 school, and children receiving alternative instruction under SDCL 13-27-3.

Minimum Procedures:

In order for the school district to fulfill the obligations of 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. A news release is submitted each year identifying the Director of Special Services as the individual responsible for the coordination and documentation of the school district's special education identification process. The school district has in place, a system to identify, locate, and evaluate individuals in need of special education or related services of special education. 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 schools, including religious schools, and children receiving alternative instruction under SDCL 13-27-3, within the legal boundaries of the school district.

Written procedures for collecting, 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 up 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.

Screening

A comprehensive screening plan is designed to locate or identify all pre-kindergarten children that may be in need of special education or prolonged assistance. Voluntary preschool screening is available, as well as a regular kindergarten screening each spring. Individual screenings conducted cover the developmental areas of cognitive, physical (including vision and hearing), communication, social or emotional and adaptive development for all individuals, birth through five years of age.

Referral, Evaluation, and Placement Procedures:

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

A referral may include any written request. A referral by a parent may be submitted verbally and documented by an administrator. The referral is initially presented to the building principal or to district special education staff. This begins the process of a staffing to review the referral. This staffing may be presented as an informal review and consultation meeting. Members of this meeting may often include the principal, special education teacher, school psychologist, regular educator, school counselor, parent/guardian and/or student. Following the staffing, a determination is made as to whether additional formal/informal assessment is appropriate or what other recommendations are most fitting. Parent input throughout this process is essential prior to any disposition. Students who do not qualify for the Early Learning program will be referred to the district preschool program.

Why

The first goal of the Lead-Deadwood School District Strategic Plan focuses exclusively on Academic Performance. The goal states that “the Lead-Deadwood District will improve curriculum and instruction and raise the academic expectation level and performance of each student.” In the action plan depicting how to achieve this, the first strategy is that the “school district will establish a preschool based on accreditation standards and have a staff that has teachers

certified in preschool education by 2009.” This strategy is based on what Pulitzer prize-winning economist James J. Heckman in his paper, “Investing in Disadvantaged Young Children is an Economically Efficient Policy” refers to as “the correlation between early learning and skill development, and productivity later in life.”

Research upon research clearly indicates that the benefits of early intervention are enormous for the success of our children, the financial efficiency of our schools, and overall positive impact to our economy. Front end loading, or putting more resources at the beginning of a child’s development and education rather than at the end of it, undoubtedly does as much for our society and the education of our youth than virtually any other strategy or intervention we may implement.

In March of 2008, a publication was released by the child advocacy group, South Dakota Voices for Children www.sdvoicesforchildren.org, in conjunction with a Northern Hills Business-Civic Leadership group on early child care and pre-school education. The report was based on a survey conducted in September 2007 of parents with children aged thirteen and younger in Belle Fourche, Spearfish, Lead, Deadwood, Sturgis and Whitewood. The document reported the findings of the survey as well as recommendations of the Business-Civic Leadership Group.

Locally, there is evidence to suggest that students who participate in pre-school programs are less likely to be identified as in need of additional services when they enter Kindergarten. This past year, there were 15 total Kindergarteners in the Lead-Deadwood Elementary School Response to Intervention (RTI) program. RTI is a program described in federal law IDEA 2004 that allows school districts to provide scientific research-based interventions to struggling students as soon as they need it. Of the fifteen children in RTI in Lead-Deadwood, four attended preschool; two attended the on-site Early Intervention Pre-School and 9 did not attend any type of pre-school program.

There are benefits of early intervention not only to individual children but to society and the economy as a whole. "Brain research proves that the early years really matter," said Dr. Greg Boris, South Dakota Voices for Children senior policy and program specialist. "Eighty-five percent of a child's core brain structure is formed by age 3." Boris also noted that children, especially children from low-income homes, who receive early education, are less likely to need special education, commit juvenile and adult crime, become teenage parents and depend on public assistance. "Actually, they are more likely to graduate from high school, enroll in a four-year college degree program, be employed as an adult and have higher earnings," he said. Boris also noted that children who "have access to quality preschool education have more school success, more young adulthood success and by age 24, the return on investment is \$7 for every \$1 spent."

Senior Vice-President and economist Art Rolnick with the Federal Reserve Bank in Minneapolis maintains that the annual public return from high quality early development programs is 16%. “Helping our youngest children develop their life and learning skills results in better citizens and more productive workers.

Compared with the billions of dollars spent each year on high-risk economic development schemes, an investment in early childhood development is a far better and far more secure economic development tool.”

The Goal

The design of the program is intended to expand the number of quality and affordable pre-school opportunities available to children in the Lead-Deadwood School District. It is intended that this program will allow more children to benefit from early intervention, enhance the long term financial efficiency of our schools, and have an overall positive impact to our local economy. In order to accomplish this goal of increasing the number of available affordable quality slots in preschool for three and four year olds in the Lead-Deadwood School District, two things need to happen. One, this preschool program needs to add to the number of overall slots in the Lead-Deadwood community, not replace spots already in existence at preexisting preschools. Two, these new slots need to first and foremost be made available to families that show economic need based on the criteria established by the federal free and reduced lunch program.

The Program

We are currently in the third year of our three year pilot program. It has been funded through private donations and public resources. At the end of three years it should be evaluated and a determination made whether to continue it on at that point. Children who are three and four years old on the first day of September are eligible for enrollment in preschool. The preschool program has provided services to 12 three-year olds and 15 four-year olds at the Lead-Deadwood Elementary School. One certified classroom instructor and one classified paraprofessional have facilitated the pre-school program. The South Dakota Early Childhood Guidelines have provided the foundation skills for instruction. A research-based developmentally appropriate curriculum will be required as the framework for the instructional delivery. The program operates 5 days per week with two sessions offered daily. The three-year old sessions begin at 8:30 and end at 11:00. The four-year old session begin at 12:00 and end at 2:30. A nutritious snack and/or meal are served based on USDA guidelines. Three-year olds participate in the morning breakfast and lunch program if parents so choose. Four-year olds participate in the school lunch program upon parent request.

Communication:

A directory is obtained from the Department of Social Services every year that lists each registered daycare and preschool in the district. Invitations are sent to all providers listed about the spring screenings and kindergarten registration. The SchoolReach system will be utilized to contact all District parents with a uniform message, informing them of upcoming screening opportunities. In

addition, this information is sent to all church bulletins, posted in the local newspapers, and read on the local radio station for families or providers that may not be on the directory. Brightly colored flyers are posted on bulletin boards in schools, the local community center, libraries, laundry mats, convenience stores, restaurants, the hospital, the clinic, the courthouse, the YMCA, the recreational center, and grocery stores.

(Please see transition plan)

Transition Plan

Target Areas	Objectives	Activities and Strategies	Time Line	Implementation Evaluation
Transition for Preschool students	Transition for Preschool students	Kindergarten screening will be completed and parents informed of their child's performance. Social Security numbers, Medicaid information, birth certificates and shot records are obtained.	Completed by May of each year	Copies on file
		Students failing the screening will be re-screened in the areas of concern. Those continuing to display delayed development will be referred for an evaluation. An IEP will be developed for those eligible.	Completed by May of each year	Copies on file
		Local Kindergarten classroom visits will be offered to enrolled children from Head Start, Parents as Teachers, private/local pre-schools and the Early Intervention Room on an individual basis. Head Start will provide a transition folder.	Completed by May of each year	Packets on file
	Parents/students will be introduced to the school, staff, and classroom expectations	A Kindergarten Screening Day will occur in the spring at which time parents will receive a handbook explaining school activities, expectations and readiness expectations and activities. Children will be screened and given personal tours of school.	Completed by May of each year	
		Students will be transitioned gradually into the daily routine of attending class over the first week of school	First week of school starting	
		Kids who enroll in Kindergarten who are not screened in the Spring are screened with the Kindergarten screening tool.	First month of school.	
	Enhance collaboration between the district and area preschools/agencies	Schedule annual meetings with area preschools/agencies to develop strategies to address transition needs.	Completed by Spring of each year	Agendas on file
		Coordinate the transfer of records with area preschools/agencies.	Complete by time school starts	Part of cumulative folder
		Coordinate and make uniform the type of information that is collected in transition packet	Throughout the year	Posted on school website
	Provide training opportunities to families	Preschool/Daycare providers are given a checklist of Kindergarten readiness skills.	Throughout the year	Posted on the school website
	Establish various informational sessions for parents on typical development, skill building, etc.	Throughout the year	Meeting agendas on file	

Agency Agreements:

Youth & Family Services Rural Head Start and the Lead Deadwood School District have an Interagency Agreement on file.

Transfer of Records:

To develop and implement a systemic procedure for receiving records, the Lead Deadwood School District Early Intervention Program and Youth & Family Services Head Start will obtain consents to release and obtain pertinent information about the enrolled children that will participate. While making important information accessible to the service providers, each agency will assure that procedural safeguards and confidentiality of information are provided to the children and families.

Parent Involvement and Education:

Parents will be strongly encouraged to attend site-based trainings. Parents are offered free parenting classes through the Parent Resource Network. Parents of all children are encouraged to attend a Common Sense Parenting Class provided by the Parent Resource Network.

Lead Deadwood School District will continue to strive for coordination among all programs by informing and inviting the community members and parents to various meetings and sessions. The district strongly believes in encouraging parental and community involvement in a child's education. Ongoing surveys are used to constantly collect the necessary feedback to drive the processes and programs.

Professional Development

Early Childhood Intervention Preschool, regular education Preschool, and Kindergarten instructors will attend the annual SDHSA/SDAEYC conference.

Monitoring/Evaluation:

On an as needed basis, the district will meet with area preschool providers to discuss transition needs of the children beginning kindergarten. Ongoing communication between the school and Daycare/Preschool providers occurs as needed throughout the school year. At the meetings, the Coordination and Transition Plan will be evaluated and revised as needed. Parents will be invited

to informational meetings with school staff in order to assist their children in the areas of academic, social and emotional readiness for school.

A signature indicates approval of this Coordination and Transition Plan by the selected individual committee members.

Superintendent of Lead Deadwood School District

Date

Elementary Principal

Date

Director of YFS Rural Prenatal to Five Head Start

Date