



Preschool Parent Resource and Transition Guide

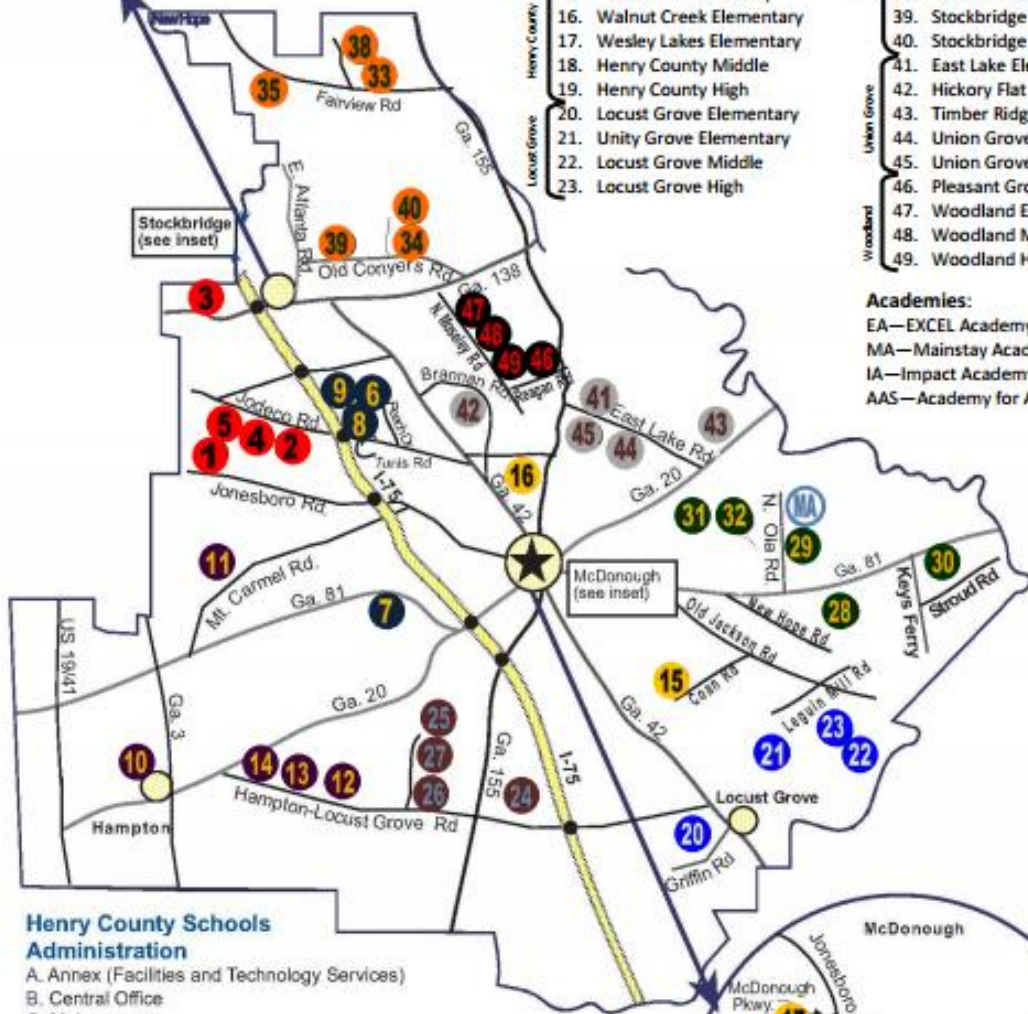
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The Henry County Schools' Preschool Special Needs program created this resource guide as a welcome packet to provide information and useful resources to families to assist with transitioning to the school district, to strengthen family understanding, and to support a strong family-district partnership.



Henry County Schools
 33 N. Zack Hinton Pkwy.
 McDonough, GA 30253
 Phone: 770-957-6601
 www.henry.k12.ga.us



1. Dutchtown Elementary
2. Pate's Creek Elementary
3. Red Oak Elementary
4. Dutchtown Middle
5. Dutchtown High
6. Flippen Elementary
7. Oakland Elementary
8. Eagle's Landing Middle
9. Eagle's Landing High
10. Hampton Elementary Charter
11. Mt. Carmel Elementary
12. Rocky Creek Elementary
13. Hampton Middle
14. Hampton High
15. Tussahaw Elementary
16. Walnut Creek Elementary
17. Wesley Lakes Elementary
18. Henry County Middle
19. Henry County High
20. Locust Grove Elementary
21. Unity Grove Elementary
22. Locust Grove Middle
23. Locust Grove High

24. Bethlehem Elementary
25. Luella Elementary
26. Luella Middle
27. Luella High
28. New Hope Elementary
29. Ola Elementary
30. Rock Spring Elementary
31. Ola Middle
32. Ola High
33. Austin Road Elementary
34. Cotton Indian Elementary
35. Fairview Elementary
36. Smith-Barnes Elementary
37. Stockbridge Elementary
38. Austin Road Middle
39. Stockbridge Middle
40. Stockbridge High
41. East Lake Elementary
42. Hickory Flat Charter Elementary
43. Timber Ridge Elementary
44. Union Grove Middle
45. Union Grove High
46. Pleasant Grove Elementary
47. Woodland Elementary
48. Woodland Middle
49. Woodland High

Academies:
 EA—EXCEL Academy
 MA—Mainstay Academy
 IA—Impact Academy
 AAS—Academy for Advanced Studies

Henry County Schools Administration

- A. Annex (Facilities and Technology Services)
- B. Central Office
- C. Maintenance
- D. Nutrition
- E. Performing Arts Center
- F. Special Education
- G. Transportation



Acronyms Used in Special Education

AT	=	Assistive Technology
AUT	=	Autism
BCW	=	Babies Can't Wait
D/HH	=	Deaf/Hard of Hearing
EBD	=	Emotionally/Behaviorally Disordered
ESE	=	Exceptional Student Education
FAPE	=	Free Appropriate Public Education
GAA	=	Georgia Alternate Assessment
HI	=	Hearing Impaired
IDEA	=	Individuals with Disabilities Education Act
IEP	=	Individualized Education Plan
LEA	=	Local Education Agency
LRE	=	Least Restrictive Environment
MI	=	Mildly Intellectually Disabled
MOID	=	Moderately Intellectually Disabled
OHI	=	Other Health Impaired
OI	=	Orthopedically Impaired
OT	=	Occupational Therapy/Therapist
PID	=	Profoundly Intellectually Disabled
PT	=	Physical Therapy/Therapist
SDD	=	Significantly Developmentally Delayed
SI	=	Speech/Language Impaired
SID	=	Severely Intellectually Disabled
SLP	=	Speech Language Pathologist
TBI	=	Traumatic Brain Injured
VI	=	Visually Impaired

Babies Can't Wait (BCW) - Preschool Services

Children receiving Early Intervention Services will transition to Preschool services by their third birthday.

	BCW	Preschool
Ages	Birth – 3 years old	3-5 years old
Program Focus	Meet the needs of both the eligible child and the family	Focus is on the child and his/her educational needs
Eligibility Determination	Multidisciplinary evaluation to determine eligibility or a qualifying diagnosis	Based on Georgia Department of Education Rules and Regulations
Type of Plan	Individual Family Service Plan (IFSP)	Individualized Education Program (IEP)
Service Delivery	Individual Services	Individual & Group Services
Location of Services	The child's natural environment (home/daycare)	Least Restrictive Environment
Service Provider(s)	Identified based on individual child's needs	Teacher, SLP, OT, PT, AT, Paraprofessional
Parent Involvement	Critical in supporting strategies in the home	Vital part of the IEP team
Contact Person	Service Provider or Early Intervention Coordinator	Caseload Manager
Progress Reported	Session notes and various means	On the same schedule as K-12 progress reports

Babies Can't Wait

Timeline/Checklist of Transition Events

Description	
Nine months to one year before child's 3rd birthday	
	Initial planning meeting to prepare child and family for the transition process.
	Family receives information on transition events and Parental Rights.
	Family provides release of records/information to the school district.
Three to six months before child's 3rd birthday	
	BCW staff and school district staff meet with family to initiate transition events.
	Parent receives an information packet, the name/phone number of a school district primary contact, and due date for paperwork.
One to two months before child's 3rd birthday	
	Preschool diagnostic team member contacts family to schedule an evaluation (if additional information is needed).
	Preschool diagnostic team member schedules a mutually agreeable time and day to determine eligibility and develop an IEP, if eligible.
Before the child's 3rd birthday	
	Parent(s) meet teacher/therapist(s) at eligibility/IEP meeting.
	Parent is introduced to preschool special needs curriculum.

Process for Requesting Preschool Support, Interventions, and Evaluation

Support requests may be initiated by parents, school personnel, local pediatricians, private speech/language pathologists, audiologists, parents, staff from private preschools or daycares, Head Start, preschools, Health Department, Family and Children's Services and early intervention/Babies Can't Wait.

Individuals making a support request should call the office of Exceptional Student Education at 770-957-8086 to initiate the preschool support process. If transitioning from Babies Can't Wait, this process is started for you.

Upon requesting **support and interventions**, you will be contacted by a staff member to identify area(s) of concern and level of requested support. Support will be provided based on individual student need and support will be monitored on a designated basis.

When referring a child for an **evaluation**, vision and hearing screenings must be completed prior to completion of an evaluation referral packet. The parent must also complete the referral packet, which includes a questionnaire, and provide a copy of the child's birth certificate, proof of immunization, and proof of residency. The complete packet must be submitted to: ESE Preschool Coordinator, Henry County Schools, 33 North Zack Hinton Parkway, McDonough, GA 30253. *If the child participates in the Henry County Schools Georgia PreK program, all above documents, except the Parent Questionnaire, will be provided by the Georgia PreK teacher.*

Once the packet is received, the parent will be contacted by a preschool diagnostic team staff member to schedule a comprehensive evaluation. At the conclusion of the evaluation, an eligibility/Individualized Education Program (IEP) committee meeting will be scheduled with the family to discuss the findings.

At the eligibility/IEP meeting, results of the evaluation will be discussed and eligibility will be determined. If the child is eligible based on Georgia rules and regulations, an IEP will be developed based on the child's identified deficits. The parent/guardian demonstrates agreement or disagreement by signing a Consent for Services.

The IEP team determines services and supports. The child must be enrolled and registered at the service school before services and supports can begin.

Appointment Process

Appointment Letter Provided to Parent/Guardian

Dear Parent/Guardian:

This letter is in response to the preschool support request for your child made to the Henry County Public Schools Exceptional Student Education Preschool Program for children with disabilities. To assist us with the support process, please submit the items requested below.

1. Completed Referral Form & Parent Questionnaire (enclosed)
2. Hearing/Vision/Dental/Nutrition Screening (Georgia DPH Form 3300)
 - *The Hearing/Vision/Dental/Nutrition Screening Certificate (form 3300) is required by Georgia Law 20-2-770 for each student, regardless of grade level, who is enrolled in a Georgia public school.*
 - Hearing/Vision/Dental/Nutrition screening on the Georgia Form 3300 may be obtained from either your physician or the Health Department.
NOTE: Most physicians will not screen hearing and vision until a child is four years of age. Griffin RESA offers hearing screening services, at no charge, to Henry County residents. To schedule an appointment with Griffin RESA call 770.229.3247.
3. Proof of residency – ***Resident Students Policy JBCA*** (brochure enclosed - *Henry County Schools Proof of Residency*)
4. A copy of your child's birth certificate.
5. A copy of your child's Immunization Record on Georgia DPH Form 3231, which may be obtained from your physician or the Health Department.
6. A copy of guardianship/custody papers, if applicable

Also, enclosed is a copy of the Exceptional Student Education Parental Rights for your information and review. *Please note that under the Individuals with Disabilities Education Improvement Act (IDEA 2004), it is required that all students, including preschool-age children, must be monitored for a change in skill performance or behavior as a result of intervention strategies. It is critical that all prior interventions provided in the home and daycare settings be reviewed as a component of the evaluation process.*

Henry County Schools cannot proceed unless all documentation is complete. If you have any questions, please do not hesitate to contact the Exceptional Student Education Preschool Program at 770-957-8086.



Learning depends on

access to information. Up to fifteen percent of school-age children have some degree of hearing loss. Children with hearing loss or those who are in poor classroom listening environments may perform well below their academic potential simply because they cannot hear clearly enough to understand the material.

Having an audiologist who:

- ❖ Evaluates students with suspected hearing loss and makes appropriate recommendations for them
- ❖ Evaluates students with known hearing loss for stability of loss, amplification needs both in and out of the classroom, and makes appropriate recommendations for them
- ❖ Provides leadership in improving listening environments; and
- ❖ Educates school personnel and provides school recommendations:

Helps school districts provide high-quality education



For more information, contact:

Griffin Regional Educational Service Agency
Serving South Metro County School Systems Since 1966
Butts - Fayette - Henry - Lamar - Newton
Newton - Pike - Spalding - Upson

Dr. Stephanie L. Gordy, Executive Director



440 Tilney Avenue
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Audiologist In Schools

- Listening
- Learning
- Communication
- Access
- Hearing
- Advocacy

JULIE A. SIDA, Au.D.
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Doctors of Audiology

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What is an Educational Audiologist?

Educational Audiology is the practice of Audiology that focuses on supporting students with hearing difficulties in an educational setting (EAA, May 2009).

Which Students Benefit Most From an audiologist's services

All students benefit from:

- ❖ Education about noise exposure and hearing loss prevention.
- ❖ Explanation of their hearing test results to their teachers, parents and support personnel.
- ❖ Proper training of school personnel responsible for screening and follow-up recommendation.
- ❖ Recommendations for hearing assistive devices including: FM systems, amplified phones, and alerting technology.
- ❖ Recommendations for improving classroom listening environments.

Audiologists...

Helping school districts provide high quality education.



Basic Goals

For Your School District to Follow

- ❖ Routine hearing screenings followed by comprehensive evaluations as necessary, from preschool through high school.
- ❖ Appropriate classroom acoustics for optimal listening environment.
- ❖ Services to assist students in the use of listening devices to allow for success in classroom and instructional environments.
- ❖ Use of Educational Audiologists as resources when warranted.

Having an Audiologist who:

- ❖ Provides training for school personnel who will be administering mass school hearing screenings.
- ❖ Follows-up with children who have failed two school screenings.
- ❖ Tests children who were unable to be screened in the school setting.
- ❖ Recommends classroom adaptations, permanent or temporary, for the hearing impaired child.
- ❖ Makes recommendations for and ensures the proper fit and functioning of hearing aids and other listening devices.
- ❖ Keeps schools in compliance with mandated testing.
- ❖ Clears the way audiologically for children needing comprehensive evaluation for educational planning purposes.
- ❖ Coordinates sending portable testing equipment into the manufacturer at the end of school for calibration.

...and much, much more

Adapted from: American Speech Language Hearing Association (1993)
Guidelines for Audiology Services in the Schools

After the IEP:

Service Delivery Models for Preschool Special Needs

Facility Based Approach

Facility-based services are delivered by qualified personnel to children who travel to an educational facility (elementary school) for the express purpose of receiving special education services. Children are usually grouped according to developmental age, and direct services generally consist of direct teaching to the child(ren) through a combination of individual and group activities.

Half-Day	Full-Day
Half-day services are offered: 7:45 am – 11:00 am (Tuesday-Friday) Or 11:30 am – 2:30 pm (Monday – Friday)	Full-day services are offered: 7:45 am – 2:30 pm (Monday-Friday)

**** Days/times may vary depending upon the unique learning needs of the student.**

Georgia PreK Inclusion Approach

Inclusion services are delivered by qualified personnel in a Georgia PreK setting, as available, within Henry County Schools.

Community-Based Approach

- Community-based services are delivered by qualified personnel in a community setting (e.g. Head Start, a public development program, day care center, etc.). The service provider(s) travel to the community setting to provide the services to the child.
- Service plans are offered for childcare facilities associated with a private school.

Personal-Social Milestones

Two Years
● Imitates the behavior of others, especially adults and older children ● Is more aware of himself as separate from older children ● Enjoys the company of other children ● Demonstrates increasing independence ● Begins to show defiant behavior
Three Years
● Imitates adults and playmates. ● Spontaneously shows affection for familiar playmates ● Can take turns in games ● Understands the concepts of “mine” and “yours” ● Expresses affection openly ● Expresses a wide range of emotions ● Separates easily from parents ● Objects to major changes in routine
Four Years
● Interested in new experiences ● Cooperates with other children ● Negotiates solutions to conflicts ● More independent ● Views self as a whole person involving body, mind, and feelings ● Often cannot tell the difference between fantasy and reality
Five Years
● Wants to please friends ● Likes to be around others ● Shows more independence and may even visit a next-door neighbor alone ● Is aware of gender ● Able to distinguish fantasy from reality

Personal-Social Strategies

Two Years
● Encourage your child to copy the positive behaviors of others ● Provide opportunities for your child to play with other children ● Encourage your child’s independence ● Be consistent and firm when your child demonstrates unacceptable behavior
Three Years
● Encourage your child to copy your movements and expressions through play ● Encourage your child to initiate affection towards familiar playmates ● Help your child understand “my turn” versus “your turn” ● Talk with your child about different emotions and how to positively express them
Four Years
● Encourage your child to play cooperatively with peers ● Help your child to choose appropriate solutions to conflicts with their peers ● Explain differences to your child between fantasy and reality
Five Years
● Encourage positive behaviors between friends ● Encourage your child to play with a friend without you being there helping him to become independent ● Explain the differences between fantasy and reality

Adaptive Milestones

Two Years

- Helps dress himself by holding out his arms or legs
- Asks for food or liquid with words or gestures
- Uses a spoon or other utensil to feed himself
- Removes his shoes without assistance
- Drinks from cup without assistance and with little spilling

Three Years

- Removes clothing unassisted
- Accurately responds to "yes" or "no" when asked to use the toilet
- Expresses a need to use the toilet
- Controls bowel movements regularly

Four Years

- Asks for food at the table
- Blows his nose with assistance
- Washes and dries his hands without assistance
- Obtains a drink from a tap or other source without assistance
- Chooses the appropriate utensil for the food he is eating
- Sleeps through the night without wetting the bed

Five Years

- Dresses and undresses without help
- Takes care of his toileting needs
- Puts on clothing right-side-out and front-side-forward and shoes on correct feet
- Prepares a toothbrush and brushes teeth
- Takes a bath or shower without help

Adaptive Strategies

Two Years

- Help your child to participate when dressing
- Encourage your child to use words when asking for food or liquid
- Encourage your child to use utensils in the appropriate way
- Encourage your child to take off his shoes independently
- Model drinking from a cup

Three Years

- Encourage your child to undress independently
- Consistently encourage your child to use the toilet during the day. Praise him when he participates and be patient with accidents

Four Years

- Encourage your child to use his words to ask for things at the table
- Encourage your child to blow his nose, wash and dry his hands, and drink water independently
- Model the appropriate way to use eating utensils during meals
- Cut down on liquids after six o'clock to help prevent overnight accidents

Five Years

- Encourage your child to put on and take off clothes independently
- Encourage your child to clean himself when using the bathroom
- Model for your child how to brush his teeth
- Encourage your child to bathe independently

Cognitive Milestones

Two Years

- Finds objects even when hidden under two or three covers
- Begins to sort by shapes and colors
- Begins make-believe play

Three Years

- Plays make-believe with dolls, animals, and people
- Sort objects by shape and color
- Completes puzzles with 3 or 4 pieces
- Understands concept of "two"

Four Years

- Correctly names some colors
- Rote counts to 20
- Follows three part commands
- Recalls parts of a story
- Understands the concept of "same" and "different"
- Engages in fantasy play

Five Years

- Can count 10 or more objects
- Correctly names at least four colors
- Knows about items used every day in the home (money, food, etc...)

Cognitive Strategies

Two Years

- Play with your child hiding things underneath a blanket
- Encourage your child to play with a shape sorter toy
- Play make-believe with your child

Three Years

- Play make-believe with your child using her toys and other people
- Encourage your child to sort shapes and colors with his toys or other household objects
- Teach your child to group things by twos

Four Years

- Ask your child to name six basic colors
- Count with your child up to 20
- Give your child 3-step directions
- After reading a story to your child, ask him questions about it
- Encourage your child to sort items that are the same and different
- Play make-believe

Five Years

- Have your child count different sets of items up to 10
- Ask your child to name the color of different items using at least 4 basic colors (red, yellow, blue, green)
- Encourage your child to understand common household items in your home (money, food, etc...)

Communication Milestones

Two Years
● Points to objects or pictures when it's named for him ● Recognizes names of familiar people, objects, and body parts ● Uses simple phrases ● Uses 2-4 word sentences ● Follows simple instructions
Three Years
● Follows a two-part command ● Recognizes and identifies almost all common objects and pictures ● Understands most sentences ● Uses 4-5 word sentences ● Can say first name ● Uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats) ● Can be understood by unfamiliar adults
Four Years
● Speaks in 5-6 word sentences ● Tells stories ● Has a vocabulary of 1500 words ● Asks many questions
Five Years
● Recalls part of a story ● Speaks in sentences of more than 5 words ● Says name and address

Communication Strategies

Two Years
● Using a picture book, talk with your child about the pictures ● Label people, objects, and body parts with your child ● When talking with your child, speak clearly using appropriate words ● Have your child follow simple directions
Three Years
● Give your child 2-step directions ● Help your child recognize people, objects, and pictures ● Speak clearly using the appropriate words to your child ● Encourage your child to say his name ● Model sentences using pronouns and plurals to your child ● Encourage your child to articulate words and sounds
Four Years
● Encourage your child to use appropriate words and full sentences ● After reading a story to your child, ask questions about the story ● Let your child help you plan activities, such as what to make for dinner
Five Years
● After reading a story to your child, ask her to retell the story back to you ● Ask your child questions beginning with "why" and "how" ● Encourage your child to use full sentences with correct grammar ● Help your child memorize his full name and address

Motor Milestones

Two Years

Gross Motor

- Walks alone and begins to run
- Stands on tiptoe
- Kicks a ball
- Climbs onto and down from furniture unassisted
- Walks up and down stairs holding on to support

Fine Motor

- Scribbles on his own
- Turns over container to pour out contents
- Builds tower of four or more blocks
- Might use one hand more often than the other

Three Years

Gross Motor

- Walks up and down stairs, alternating feet (one foot per stair)
- Runs without falling
- Pedals tricycle

Fine Motor

- Makes up-and-down, side-to-side and circular lines with pencil or crayon
- Turns book pages one at a time
- Builds a tower of more than six blocks
- Holds a pencil in writing position

Motor Strategies

Two Years

Gross Motor

- Have your child bring items to you that will encourage walking or running skills
- Demonstrate how to kick a ball and encourage your child to kick
- Have your child climb up and down furniture independently
- Encourage your child to walk up and down stairs independently

Fine Motor

- Assist your child in coloring on paper
- Give your child a container of toys to dump out and put back in
- Stack blocks with your child

Three Years

Gross Motor

- Encourage your child to alternate feet when walking up and down stairs
- Practice running with your child
- Help your child learn to pedal a tricycle or 3 wheel riding toy

Fine Motor

- Draw or color with your child encouraging him to make circular, up-and-down, and side-to-side strokes
- Stack blocks with your child
- Encourage your child to hold his pencil or crayon appropriately

Motor Milestones

Four Years

Gross Motor

- Hops and stands on one foot for up to 5 seconds
- Goes upstairs and downstairs without support
- Throws a ball overhand
- Catches bounced ball most of the time

Fine Motor

- Copies simple shapes
- Draws a person with two to four body parts
- Uses scissors
- Begins to copy some capital letters

Five Years

Gross Motor

- Stands on one foot for 10 seconds
- May be able to skip

Fine Motor

- Copies a triangle and other shapes
- Draws a person with body
- Prints some letters

Motor Strategies

Four Years

Gross Motor

- Encourage your child to hop on each foot for about 5 seconds
- Encourage your child to walk up and down stairs without support
- Demonstrate to your child how to throw a ball over handed
- Play catch with your child

Fine Motor

- Have your child copy simple shapes
- Show your child how to draw a person with two to four body parts
- Encourage your child to cut straight lines on construction paper
- Demonstrate capital letters to your child encouraging him to practice them

Five Years

Gross Motor

- Make a game of standing on one foot for 10 seconds
- Encourage your child to practice skipping

Fine Motor

- Have your child practice copying different types of shapes
- Demonstrate how to draw a person with a body
- Encourage your child to write the letters in his name

We look forward to partnering with you
as we begin your child's educational
journey in Henry County Schools.

HENRY COUNTY SCHOOLS



EXCEPTIONAL STUDENT EDUCATION

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