

SPECIAL NEEDS PRESCHOOL TO KINDERGARTEN TRANSITION

PARENT INFORMATION

DECEMBER 10, 2025



OLENTANGY SCHOOLSSM
Flourish Here.

TONIGHT'S AGENDA

- Welcome and Introductions
- Eligibility criteria for kindergarten
- Overview of the transition process from preschool to kindergarten for children with special education services
- Olentangy kindergarten information
- Next steps



THANK YOU FOR ATTENDING

- The transition to kindergarten is an exciting time. Parents are always full of questions.
- The transition to kindergarten is different for each child. During tonight's presentation, you will have to listen for the information that is applicable to your child.
- We hope to provide an overview that answers most of the frequently asked questions regarding kindergarten transition.



WELCOME AND INTRODUCTIONS

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PARENT SUPPORT

Parent Mentors/Family Liaisons provide information and support to families of children in the Olentangy School District.

- Parent Mentor for Preschool & Elementary Families
 - **Anne Pistone**
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- Family Liaison
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DOES MY CHILD HAVE TO GO TO KINDERGARTEN?

- A child is **REQUIRED** to go to kindergarten if the child is **6 years of age as of September 30th**.
- A child is **ELIGIBLE** to go to kindergarten if the child is **5 years of age as of September 30th**.



WHAT DO I HAVE TO DO TO SEND MY CHILD TO KINDERGARTEN?

- Please indicate on the electronic intent form if your child will attend Olentangy kindergarten or private kindergarten.
- No kindergarten registration required since your child is already a registered Olentangy student. Students attending private kindergarten will be withdrawn from Olentangy.
- For all children going to kindergarten for the 26-27 school year, there is a transition process that will be followed.
- The following slides detail the transition process to determine special education services for kindergarten.



STATE OF OHIO OPERATING STANDARDS

Operating Standards for the State of Ohio state that a re-evaluation is required for a transition to kindergarten if any of the following exist:

- 1) The **three-year re-evaluation period** is expiring.
- 2) Any team member (including the parent) **requests a re-evaluation**.

The next few slides will explain each of these situations for re-evaluation.



IF THREE-YEAR EVALUATION PERIOD IS EXPIRING THEN A RE-EVALUATION IS REQUIRED.

All children must receive a re-evaluation within three years of the date of the last evaluation.

If the child’s re-evaluation due date is approaching, the team will be required to re-evaluate.

IEP TIMELINES	
ETR COMPLETION DATE:	<u>08/14/2023</u>
NEXT ETR DUE DATE: ⓘ	<u>08/13/2026</u>
IEP EFFECTIVE DATES	
START: ⓘ	<u>05/07/2025</u>
END:	<u>05/04/2026</u>
NEXT IEP REVIEW: ⓘ	<u>05/03/2026</u>

WHAT ARE SOME REASONS A RE-EVALUATION MAY BE RECOMMENDED

- The child may be receiving services under a particular disability condition, but the team believes a different disability condition may better describe the needs and/or services of the child.
- The team believes additional/updated evaluations may provide helpful information to plan kindergarten services.
- The team believes the child may exit from special education services and enter kindergarten as a regular education student.



IF YOUR CHILD IS NOT BEING RE-EVALUATED

- Parents will be notified by email in January if the team is not recommending a re-evaluation.
- Preschool teacher will schedule a Combined IEP meeting, likely 30-45 mins, likely March-May.
- Members: Preschool teacher, Parent(s), an Elementary Administrator/Pupil Services Supervisor, Elementary Intervention Specialist
- The purpose of the meeting is to finalize services for the remainder of their preschool year and the start of their kindergarten year and answer questions.
- [Transition Process Flowchart \(grey handout\)](#)



IF YOUR CHILD IS BEING RE-EVALUATED

- A 20-minute virtual Transition Planning Meeting (TPM) will be held in January, February or March.
- Parent(s), a preschool District Representative, your child's preschool teacher, a general education teacher representative, and a school psychologist or speech-language pathologist will attend.
- The purpose of the meeting is:
 - to identify which disability category may apply (yellow handout) or if the child may exit services.
 - to determine who needs to participate in the re-evaluation.
 - to determine what assessments, observations, interviews, etc. need to be included as part of the evaluation.



WHAT IS THE TIMELINE FOR TRANSITION ACTIVITIES?

NO RE-EVALUATION	RE-EVALUATION
<p><u>Combined IEP Meeting with Preschool Teacher & Elementary Representatives</u></p> <p>January, February, March, April, or May</p>	<p><u>Transition Planning Meetings</u></p> <p>January, February, or March</p> <p><u>Assessments for those students who will be re-evaluated</u></p> <p>January, February, March, or April</p> <p><u>Evaluation Team Meetings and Combined IEP Meetings for those students who were re- evaluated</u></p> <p>March, April, or May</p>



IF MY CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES IN KINDERGARTEN, WHAT HAPPENS NEXT?

- At the Combined (Preschool & Kindergarten) IEP meeting the team will determine the supports and services needed for the child to make progress toward meeting their IEP goals and objectives for the remainder of preschool and into the kindergarten year.
- District Representative at this meeting will switch from a preschool administrator to the elementary school administrator.



GENERAL OLENTANGY INFORMATION

- Every elementary building has an Intervention Specialist, as well as related services staff (Speech Language Therapist, Occupational Therapist, Physical Therapist, Adapted Physical Education Teacher, etc.)
- All elementary buildings have Specialized Learning Centers (smaller classes for children with more complex needs).



WHAT ARE SOME OPTIONS FOR DELIVERY OF SPECIAL EDUCATION SERVICES IN KINDERGARTEN?

Building intervention specialist and/or therapist(s) provide:

- consultative services to the kindergarten teacher.
- direct services to the child within the kindergarten classroom.
- direct services for the child on a pull-out basis.

Some students receive services in a Specialized Learning Center (SLC). The team determines how much time the child spends in the SLC and how much time the child is in the kindergarten classroom/regular education environment.



SPECIALIZED LEARNING CENTER (SLC)

Specialized Learning Centers are smaller classes with lower student to staff ratios customized for students with more complex needs such as:

- Autism
- Intellectual Disabilities
- Emotional Disturbances
- Multiple Disabilities

A Specialized Learning Center has an intervention specialist along with intervention aides to support their students.



CHILDREN MUST RECEIVE SERVICES IN THEIR LEAST RESTRICTIVE ENVIRONMENT

- "To the maximum extent appropriate, children with disabilities are educated with children who are not disabled."
- "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."



CAN YOU EXPLAIN LEAST RESTRICTIVE ENVIRONMENT IN LAYMAN'S TERMS?

- Whenever possible, children receive services in the building within the child's attendance boundaries.
- Children are to remain in the regular education environment as much as possible.
- Options are only considered when the child has needs that cannot be addressed within the child's regular education placement.
- At times, some children require specialized services that are not provided in the elementary school within the child's attendance boundaries. Some children require placement in another building to receive specialized services.
- Some children require out of district placements (examples: Ohio State School for the Blind, Ohio State School for the Deaf).



KINDERGARTEN SCREENING

- Kindergarten screening is hosted by the elementary buildings for all incoming kindergarten students to complete academic screenings.
- The screening collects information for the elementary administrator to use when making class lists. Kindergarten screening is not always necessary for preschool students that have IEPs, as their special education file already has much of this information.
- The screening is NOT to determine if your child is "ready" for kindergarten.
- Kindergarten screenings are held at elementary buildings in June.
- Parents will receive an email with a link to sign-up for a kindergarten screening time at their home elementary school (elementary based on child's home address) after they have completed their intent survey. Initial emails will be sent February 27 from New Student Welcome Center.



KINDERGARTEN SCHEDULE

Olentangy operates on an alternating schedule.

Students attend full-day either:

- **Monday/Thursday/Alternating Wednesday**
- **Tuesday/Friday/Alternating Wednesday**
- **First day of school for the 26-27 school year is August 20, 2026**

OLENTANGY SCHOOLS KINDERGARTEN CALENDAR 2025-2026 SCHOOL YEAR

■ Monday / Thursday

■ Tuesday / Friday

■ No School

▲ First/Last days of school

▶ Start of grading period

■ Teacher Work Day

⊙ Professional Development day

H Holiday

▣ Two-hour early dismissal

✕✕ No School for Students/Staff

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AUGUST 2025

15-19 Teacher Work Days
18 Elementary Open House
20 First day of school

SEPTEMBER 2025

1 Labor Day – No school
15 Staff Professional Development – No school

OCTOBER 2025

16 End of 1st Quarter
17 COTA Day – No school
20 Teacher Work Day – No school

NOVEMBER 2025

26 Conference Exchange Day – No school
26-28 Thanksgiving Break

DECEMBER 2025

1 Staff Professional Development – No school
19 End of 2nd Quarter; End of 1st Semester



DIFFERENCES BETWEEN PRESCHOOL AND KINDERGARTEN

- Class Sizes – Approximately 22-24 students per class with one teacher and no assistant.
- Full-Day Schedule – Your kindergartener will be eating lunch, going out for recess, using the bathroom in a group, etc.
- Specials – They will attend art, music, library and physical education classes.



HOW HAS KINDERGARTEN CHANGED?

- Kindergarten is much more academic in nature than it was when parents attended. Kindergarten readiness resources are available on the Olentangy website (www.olentangy.k12.oh.us). Go to For Parents, then New Student Welcome Center, then select “Kindergarten” in the left-hand menu. Select Getting Ready for Kindergarten.
- Additionally, kindergarten has less opportunity for play/child choice and more teacher structured activities
- There is an increased expectation for students to regulate their own behavior and independently follow daily schedule/routine. Less teacher support with problem solving, conflict resolution and multi-step directions.
- Independent work – The students will be assigned independent work to complete.
- Centers – Many kindergarten teachers operate centers in which the child moves with a small group of students from center to center.



NEXT STEPS

- ❑ Complete the Kindergarten Intent form by December 17 by 8:00 am. The electronic link will be sent to you in an email December 11. *(No additional registration needed.)*
- ❑ Participate in your Transition Planning Meeting (when applicable) with Preschool Administrator, Preschool Teacher, and an Elementary Psychologist
- ❑ Participate in Evaluation (when applicable) and Combined IEP meeting with Elementary Administrator, Preschool Teacher and Elementary Special Education team members
- ❑ Sign-up for a kindergarten screening at your elementary building using the link that will be emailed to you this spring.
- ❑ For your reference, see the back of the Transition Process handout.



IN CONCLUSION

- The transition process will be different for every child.
- If your child plans to attend kindergarten for the 26-27 school year, your child's IEP team will lead you through this process and be available to help you with understanding the process.
- We work to make the transition from preschool to kindergarten as smooth as possible.





THANK YOU FOR YOUR TIME AND ATTENTION

