



No More Snow!!!

# Exceptional Programs for Exceptional Learners Monthly Newsletter

## Teacher goal for this month:

Plan for the future success of our students

### BEST PRACTICE

The Coffeyville KIDS First team, which includes Jerri Haymaker, Toni Hogan, Natasha Dillon, Jaci Hafner, and Jennifer Day, have worked hard to help a parent and student get comfortable with the idea of transitioning from early childhood services to the elementary school. This team and the staff from Community Elementary planned a school visit with all familiar faces present, providing a tour of the classroom, school and were available for questions. This proactive planning was a wonderful idea and very parent friendly. Thanks team!

## Spring is in the Air (Finally) – Time to Start Planning for Transitions

Special education and general education teachers have plenty of meetings throughout the year—some that could probably be done without. One set of meetings that should not be overlooked in the Spring are transition meetings.

Transition meetings are required for middle school and high school students, but is best practice to provide this for any student that is transitioning to a new school, new teacher, or new program. Transition meetings help all team members provide the best services possible for the student.

**Parents** get the idea that the previous school (or teacher) and new school care about their child when there is a transition meeting. This meeting allows the parents to ask all the questions they have and will cut back on apprehension for the new school

year. Information provided to the parents will also allow parents to help prepare their child for the upcoming year.

**Teachers** can share important information about the child and previous services, including Behavior Intervention Plan, strategies that have been tried and that work or don't work, levels that the student is on, resources that have been used to help the child, appropriate classroom settings and other modifications. The communication between the two (or more) teachers is important in having a smooth transition from one year to the next.

**Schools** benefit when preparation for certain students is thorough. School administrators can be given a heads up on schedule planning, classroom needs, and equipment use. When given ample time and prep, schools can be a safe and friendly environment

for our special education students.

**Students** ultimately benefit the most! Communication to parents, teachers and school staff allow for an improved transition from a teacher, school or program to a new one. Our students deserve this preparation so that the time the new teacher spends with them is not on problem-solving things that were dealt with in the past, but on how to help them with their future!

### IDEAS for Transition Planning:

- Student visits to the new school or teacher (this may need to be done over many days or weeks)
- Individual meetings with old team and new team
- "Introduction to New Teacher" night

## Math – Your Place or Mine?

By the time State Assessments get completed, our students have worked very hard and are tired. We still need to keep pushing academics, but it is always a nice change of pace to throw in an academic game every now and then.

This game was retrieved at [http://www.educationworld.com/a\\_lesson/boxcars/boxcars008.shtml](http://www.educationworld.com/a_lesson/boxcars/boxcars008.shtml)

and focuses on **identifying place value from 10,000 to .00001.**

All you need is 2 players, playing cards, 2 dice, 2 bingo chips.

Each player takes six cards from the deck and uses them to make a 6-digit number face up. Each player rolls a die to determine where to place the decimal point in their number; if a 1 is rolled the decimal point is inserted before the last number in the string, if a 2 is rolled the decimal point is inserted before the next to the last number... Players use BINGO chips, or another form of marker, to

represent the decimal point between cards. The players verbalize their numbers to one another. Next, a die is rolled to determine who scores a point.

- An odd roll (1, 3, or 5) means that the lowest, or smallest, number scores the point.
- An even roll (2, 4, or 6) means that the player with the larger number scores the point.

Play until a player reaches 20 points.