



Transition to Kindergarten

January 12, 2022

Presented by Kinsight and School District No. 43, Coquitlam



We acknowledge that School District 43 resides on the unceded traditional territory of the Kwikwetlem First Nation, which lies within the shared traditional territories of the Tseil-Waututh, Katzie, Musqueam, Squamish, Qayqayt, and Sto':lo First Nations.

Welcome and Acknowledgement

Introductions

- ▶ SD43 Zone Coordinators
 - Stephanie Murphy (East Zone)
 - Christy Areshenko (South Zone)
 - Jill Della Vedova (North Zone)
 - Tara Sutherland (West Zone)
- ▶ SD43 Early Learning Coordinator
 - Deb Vanderwood
- ▶ SD43 Principal of Central Elementary
 - Sean Della Vedova
- ▶ Supported Child Development Consultant, Kinsight
 - Yvonne Kwok
- ▶ Family Support & Education Consultants, Kinsight
 - Emily Jamieson and Karla Suarez
- ▶ Family Smart
 - Moira Hazlehurst and Sarah Dover
- ▶ Family Support Institute
 - Kerry Lawson

Welcome everyone to our Transition to Kindergarten parent information meeting; this event has been a collaborative endeavor between Kinsight and SD43 for many years.

My name is Tara Sutherland - I am a Learning Services Zone Coordinator with School District 43. I am joined tonight by Christy Areshenko, Steph Murphy, and Jill Della Vedova, who are also Learning Services Zone Coordinators, as well as Deb Vanderwood, SD43 Early Learning Coordinator, and Sean Della Vedova, Administrator at Central Elementary School.

From Kinsight we have Yvonne Kwok, Coordinator for Supported Child Development and well as Emily Jamieson and Karla Suarez, Family Support & Education Consultants. I want to also acknowledge and thank all of the Supported Child Development Consultants who are joining us this evening and who play a key role in the transition to kindergarten process.

Also joining us this evening are Moira Hazlehurst and Sarah Dover from Family Smart, and Kerry Lawson from the Family Support Institute.

Before we get started, I want to remind everyone that this is an information session only. Should you have specific questions related to your child, please contact the Zone Coordinator for school. We will be recording the session and the link to the recording as well as a number of supporting documents, including a listing of each Zone Coordinator's

schools will be made available.

Overview

- ▶ Kindergarten Registration Process Information
- ▶ Transition Process Timeline
- ▶ Special Education Supplemental Funding & Eligibility
- ▶ Services and Supports
- ▶ Programming, IEP and Case Management
- ▶ Principal's Perspective
- ▶ Connecting to Kindergarten
- ▶ Kinsight
- ▶ Family Smart and Family Support Institute
- ▶ Resources and Questions

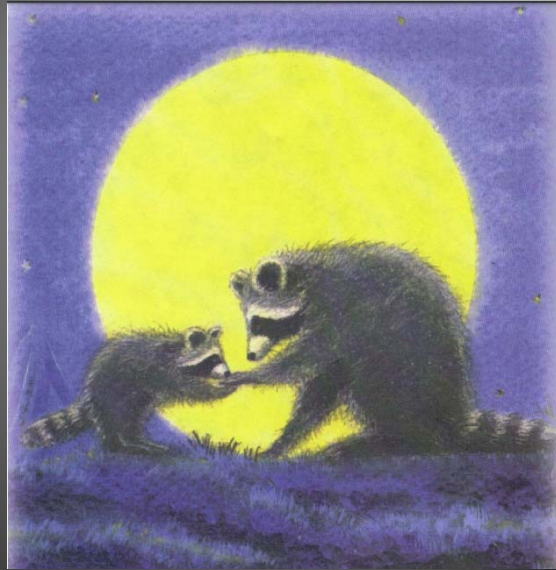
This evening we will provide you with information on the Kindergarten registration process and transition timeline. We will also provide information on Special Education Funding, case management, and Individual Education Plans.

Sean will then give you his perspective from many years as an elementary school principal. Deb Vanderwood will highlight some of the other aspects of the Kindergarten Transition process you can expect in the coming months.

Yvonne will talk about how Kinsight services change as your child moves to kindergarten. Emily and Moira and Sarah, and Kerry will speak about Family Smart and the Family Support Institute, respectively.

The Kissing Hand

by Audrey Penn



Many of us are parents too. We know that this is a huge transition for families, particularly when your child has special needs. You are moving into a larger educational system where you may not have relationships yet. You want your child to learn, be happy, have friends. And as all parents do, you worry. One of the primary purposes of our transition process is to help you build connections with us at Learning Services and particularly with the school team who will be supporting your child through their educational journey.

Kindergarten Registration Process

Tuesday, February 1st – 3rd, 2022

- ▶ Registration is online
- ▶ Registration Package will be downloadable mid-January 2022
 - submit packages starting February 1st
- ▶ Families who applied for a Kindergarten Program of Choice, wait to see if they are placed in it before submitting a registration package:
 - French Immersion, Montessori, Mandarin Immersion, Reggio Influenced
- ▶ Families should only submit one registration package to their assigned Program of Choice school (if placed in a program) or their catchment school (if not placed in a program and waitlisted)
- ▶ Cross Catchment happens afterwards (Feb. 4 – 9th)

Kindergarten registration begins on Tuesday, February 1st and runs through Thursday the 3rd. Registration is online this year but if you feel that it is necessary to do it in person, then please contact the school ahead of time to arrange a visit. Due to current public health restrictions schools are unable to accommodate any drop-ins.

A registration package will be available mid-January on the SD43 public website (will show you the webpage momentarily). If you are not sure which school is your catchment school, please check the [school locator](#) available on the SD43 website; catchment is based on your permanent home address. Registering your child during this time period helps schools and the District to plan.

You may have submitted a **Programs of Choice** application – this option has now closed for this coming school year. Those who have applied for a program of choice will be notified once the random draw process has been completed (last week of January) – will occur prior to Kindergarten registration at the beginning of February. Please wait to register until you find out if your child was placed in the program of choice. If you missed this opportunity to apply for a program of choice, know that there are some other opportunities later in your child's schooling – for example, late FRIMM and late Montessori in grade 6.

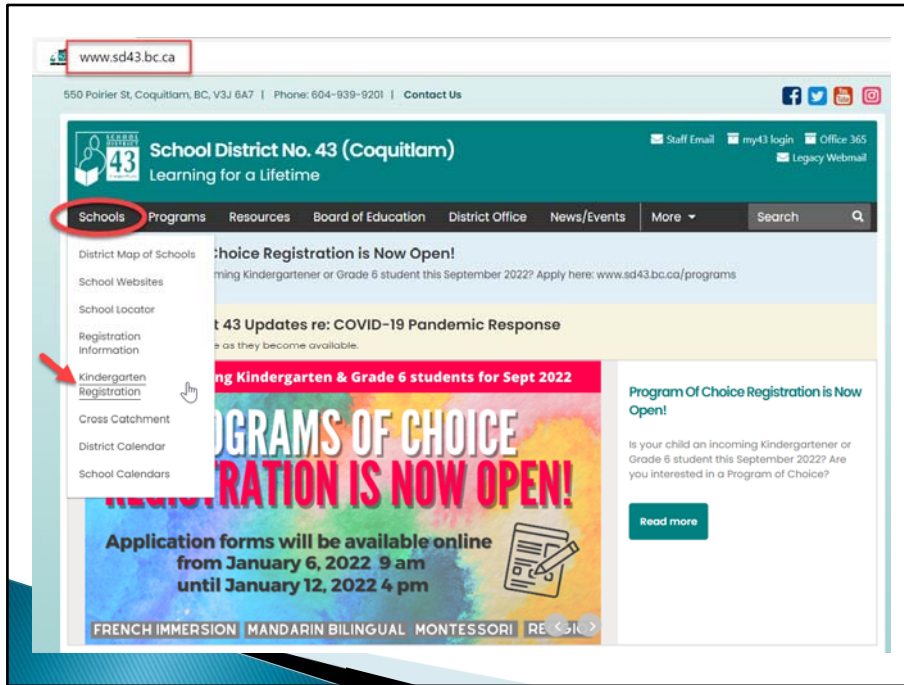
Cross Catchment Process – also a lottery/random draw process. Please note that some

schools are anticipated to be at capacity.

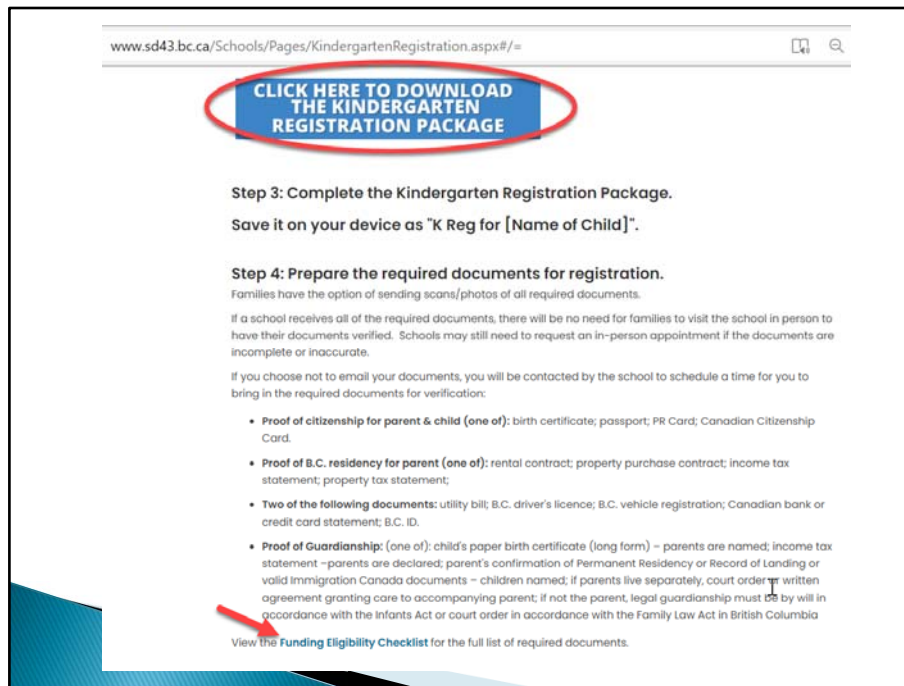
For Kindergarten, you must register your child at their catchment school first before completing a cross-catchment application.

There is one exception to this. If there is a sibling at the out of catchment school you wish your child to attend and the sibling will be there for the 2022-23 school year (regardless of the program they are enrolled in), you can register at the sibling's school. You **do not** have to complete a cross catchment application verifying the sibling's status. Kindergarten students who have a sibling at a school outside their catchment, will be accepted at the sibling's school (provided the sibling will still be in attendance the following school year) and are requested to register at their sibling's school between Tuesday, Feb 1 and Friday, Feb 4, 2022.

Notifications of acceptance at cross-catchment schools will occur at the end of February. All documentation submitted during the registration process will be transferred to cross catchment site should your child be accepted.



Where to find K registration info and School Locator on the SD43 website



There are a number of documents required to provide proof of:

- Citizenship for caregiver/child
- Residency
- Guardianship

This is a process that all incoming kindergarten families are completing. The Funding Eligibility Checklist will guide you through the documentation collection process.

None of the documents submitted are retained; they will be reviewed at the time of registration with a checklist being completed at the school level and placed in your child's School Records file.

Kindergarten Transition Process

▶ Goals

- To assist students and their families with a smooth transition into School District 43
- To help us identify and plan for students who may require specialized support services/equipment at school in advance of school start-up

We at SD43 embrace a collaborative transition planning process that is person centered, culturally aligned and future oriented.

The purpose of our Kindergarten transition process is to get to know the strengths, interests and needs of the child and their family so that we can plan for the supports and services that will be needed for success in Kindergarten.

To ensure a smooth transition, we and members of your child's future school team will be connecting with families, Supported Child Development Consultants, Lead Educators at your child's pre-school or daycare as well as others that may support the family to learn about your child's strengths, interests and needs in a variety of developmental areas.

Kindergarten Transition Process

Information is collected to plan for a variety of diverse special needs:

- Developmental delays
- Visual and/or hearing impairments
- Physical disabilities
- Intellectual disabilities
- Autism Spectrum Disorders
- Significant self-regulation challenges

During the transition process, we want to hear about your child's strengths, interests and needs. We will collect information to plan for a variety of diverse special needs such as developmental delays, visual or hearing impairments, physical or intellectual disabilities, autism spectrum disorders and significant self-regulation challenges. This helps us to plan for supports and services that will support your child at school.

Kindergarten Transition Process Timeline

- ▶ **December:** Zone Coordinators met with Supported Child Development Consultants and Spirit of the Children Society
- ▶ **January – March:** Zone Coordinators, SDC Consultant and, wherever possible, Elementary Learning Services teachers visit preschools and daycares for onsite observations

Occasionally, we are also contacted by:

- SHARE (OT, PT, SLP)
- Spirit of the Children Society
- Families not involved with Kinsight

This year's kindergarten transition process will look a little different than it has in past years due to the current context of the pandemic.

Wherever possible, we have scheduled some brief onsite observations at the pre-schools/daycares.

Transition meetings with families will be arranged by the school team either via telephone call or through Teams.

We also understand that not all families of children with special needs are connected to Kinsight. We are sometimes contacted by other agencies such as SHARE or Spirit of the Children and by families directly; Yvonne has kindly shared the invitation to this meeting with Kinsight's partner groups so that you know who to contact at SD43 if you are not working with Kinsight.

Kindergarten Transition Process Timeline

▶ April

- **School teams organize** meetings with Parents, Supported Child Development Consultants, and possibly Zone Coordinator and/or Preschool/Daycare Providers (Lead Educator)
- Staffing for EAs and Teachers

▶ May/June

- Virtual Parent/School Team Meetings
- Connecting to Kindergarten sessions
- Site visits
- Community-based OTs/PTs meet with SD43 OTs/PTs to share information
- Articulation with Principals and relevant Specialists in Learning Services (SLP, OT/PT)

In April we share the information with District specialists such as Speech and Language Therapists, Occupational and Physiotherapists as well as the school administrator/student services team.

School Teams (Admin, Learning Services teacher(s)) will contact families to arrange a Transition meeting. This will occur starting after spring break (early April) when the registration process has been finalized - i.e. all Programs of Choice and Cross Catchment decisions have been completed.

In May and June you will have the opportunity to connect with the school team and kindergarten teachers through Connecting to Kindergarten and virtual meetings. In past years there have been opportunities for the child to visit and tour the school. This will depend on the Health and Safety protocols in place and may be school site specific.

Kindergarten Transition Process Timeline

- ▶ **August**
 - More visits to school (e.g., playground)
- ▶ **September**
 - Find out your child's Case Manager
 - Make sure the school is aware of the articulation that has taken place
 - Consultation to develop a student profile/program
- ▶ **October/November**
 - Program Development
 - IEP Development

In August we encourage you to visit the school playground to assist your child in becoming familiar with going to/from the school.

In September find out who your child's case manager will be and make sure that any important information has transferred to the school (staff can and do change over the summer). The focus in September will be to get to know your child. Throughout September and October, a learning profile will be created, and your child's program will be developed.

The IEP is a focused, targeted learning plan developed after programming decisions have been made. The IEP will specify goals and specific objectives that will be focused on throughout the year or term.

You will be consulted during the development of your child's program and IEP.

Supplemental Funding

These (supplemental) funds are not targeted to specific students; however, are provided to boards of education to support the needs of students within their district.

BC Ministry of Education

- ▶ Case manager
 - ▶ Resource/Skill Development Teacher
 - ▶ Educational Assistant
 - ▶ Vision and Hearing Resource Teachers
- ... etc.

Supplemental funding is provided to the School District to assist with services that support the needs of students with Low Incidence designations.

The amount of funding a district receives is dependent on the number of students in each funding level.

The funding comes to the District as a global allocation; the funds are not targeted to specific students; they are intended to support the needs of students within the district. The funding supports a variety of services such as a Hearing and Vision Resource teachers, Occupational and Physiotherapists, Skill Development and Learning Resource teachers, District Inclusion Teachers, Educational Assistants, etc.

Eligibility

In order for students to be able to access specific support services, the submission of medical documentation is required by the Ministry of Education

- ▶ Types of reports:
 - Sunny Hill Hospital
 - Provincial Autism Resource Centre
 - Fraser Health Assessment
 - Complex Developmental Behavioural Conditions Network (CDBC)
 - Medical Report (s)

The Ministry of Education sets eligibility criteria for each designation.

There must be documented evidence in order to be eligible for a special education designation and to access certain services. Details are provided in the BC Ministry of Education *Special Education Services - A Manual of Policies, Procedures and Guidelines*. Examples of evidence include medical and multidisciplinary reports from medical practitioners and other disciplines. These include pediatricians, psychiatrists, psychologists, Speech and Language Therapists, Occupational and Physiotherapists, Audiologists etc..

For some designations, a medical diagnosis is not sufficient; there must also be evidence that a condition significantly impacts a student's functioning and achievement at school; some designations require the involvement of an outside agency.

We ask that families submit medical documentation during the Kindergarten registration process. Only one copy of any report will be retained in your child's student records file.

Please note that the Ministry of Education is in the process of revising their Special Education Policy and Procedures to reflect a lens of inclusive education that goes beyond a medical model. These documents are currently in draft form and are expected to be released soon.

Services and Supports

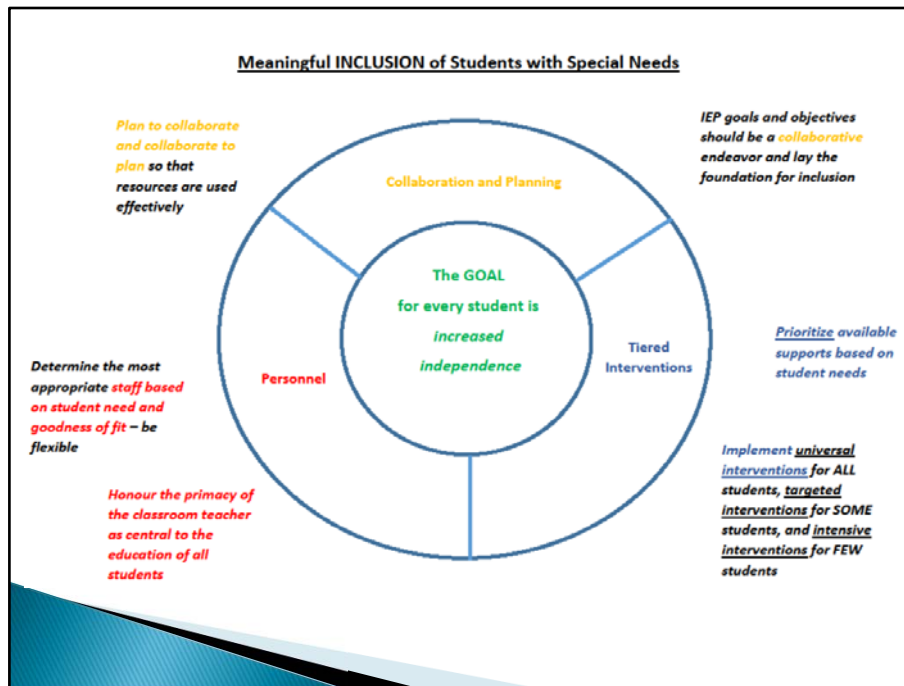
Students with special education designations are eligible for a variety of school and district services depending on the designation and their needs.

Needs-based system based on:

- ▶ Physical and Health Care Needs
- ▶ Access Needs – self-regulation, social, emotional and communication
- ▶ Instructional Support Needs

In SD43 all students with Low Incidence designations are assessed for their needs so that the school and District can plan for the services that will be needed at the school to support these students. We look at physical and health care needs, self-regulation, social, emotional and communication needs as well as cognitive and academic needs.

The district uses a needs-based system to equity allocate resources district-wide.



SD43 believes in meaningful inclusion for all students.

Increased student independence is at the center of meaningful inclusion.

This is achieved through collaboration between members of the school team, family and student to plan for the supports and services.

For some students, interdependence, through fading supports, is the goal.

In SD43, a key tenet of inclusive practice is honouring the primacy of the classroom teacher as central to the education of all students. The classroom teacher plays a key role in ensuring all students in their class are welcomed into the classroom community.

Programming and Individual Education Plans (IEP)

- ▶ Once a program has been developed, an individualized plan is developed for all students with special needs. The IEP describes:
 - Universal and essential classroom supports
 - Support team
 - Goals and individualized objectives set for the student for that school term/year
 - Instructional strategies in place to support the student to meet their objectives

Parents, and wherever possible, the student, will be offered the opportunity to be consulted in the development of the IEP

Students with Special Education Ministry designations must have an Individual Education Plan. The IEP outlines the student's interests, strengths, needs and supports they need. It also includes targeted learning goals and objectives that are collaboratively developed with the family. Instructional Strategies for how the school team will support the student in meeting their objectives are also described.

The IEP does not represent the entire program; selected aspects of the student's program are targeted to develop a focused learning plan, The IEP will focus on those goals/objectives that are a priority for the school, family and student. With BC's change to a competency-based curriculum, our district along with many others have moved to a Competency-Based IEP. This past fall we partnered with Kinsight to walk through both the pedagogical changes and format changes of this new IEP. We encourage you to sign up for this presentation when it is next scheduled.

Role of the Case Manager

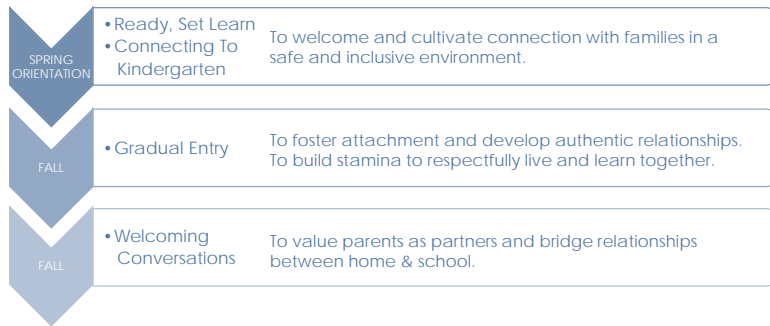
- ▶ Assigned to coordinate and support a student with special needs
- ▶ A school-based Resource, Skill Development, Learning Centre Teacher or Counselor
- ▶ Responsible for coordinating the development and implementation of a program and IEP
- ▶ Coordinates the support services that are in place for the student
- ▶ Your key contact person along with the classroom teacher if you have questions or concerns

Each student with a Special Education designation is assigned a Case Manager. The Case Manager could be a school-based Resource, Skill Development, Learning Center or Classroom Teacher, or Counsellor. The Case Manager's primary role is to coordinate the services, program and IEP development as well as be a key contact person along with the classroom teacher.



Principal's Perspective
Sean Della Vedova


Supporting kindergarten transitions:




Dev Vanderwood, SD43 Early Learning Coordinator – Other aspects of the Kindergarten Transition process.

Kinsight – Yvonne, Emily & Karla

Kinsight >

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Services & Support

From infants to seniors, we serve over 2,000 families of children, youth and adults each year. Our work is guided by the people we serve and tailored to enhance growth, development and personal well-being. If you or a family member has or is at risk of having a developmental delay or a diagnosed disability, we can help or we can refer you to other community resources. We work with hundreds of community members and professionals to welcome and include all people, and foster vibrant and healthy communities.

The Transition Process and Service Changes



Who are we? What do we do?

Family Support Institute - Kerry



Who are we? What do we do?

www.sd43.bc.ca

www.kinsight.org

www.familysupportbc.com

www.familysmart.ca

Pamphlets:

- SD43 School-Based Support Services for Student Achievement
- SD43 IEP-at-a-Glance
- SD43 Education Assistants - A Note to Parents
- Family Smart

SD43 Zone Coordinator School List



These documents will be shared with Kinsight and other organizations and be made available to you along with a link to the recording and copy of the PowerPoint slides.



Thank you to our presenters and to all families who joined us this evening. At this time, we welcome questions; should you have specific questions regarding your child, please contact the Zone Coordinator for your child's school.