



Moving On Up

TRANSITION TO KINDERGARTEN FOR CHILDREN WITH INTENSIVE NEEDS



Prepared by the following Partners:

Good Spirit School Division, Sunrise Health Region, Christ the Teacher Catholic School Division, KidsFirst Yorkton, Families First Kamsack, Parkland Early Childhood Intervention Program



Christ the Teacher



Families First



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ABOUT *Moving On Up*

Moving on Up focuses on the transition to Kindergarten for children with intensiveness. Families play a vital role in ensuring their children's transition is successful. This booklet can facilitate the process.

"Remember you are the parent; you know your child best."

Please use this booklet as a planning tool and guide for your child's entry into school. Your child's transition into the school system will follow a timeline. This booklet outlines suggestions you could follow as the school division learns about your child.

Note: This timeline is meant only as a guide and can be adjusted to fit the particular circumstances and schedules of your community and school division.

Moving On Up was created by the following partners:

- Sunrise Health Region - Children's Therapy Program
- Parkland Early Childhood Intervention Program
- Good Spirit School Division
- Christ the Teacher Catholic School Division
- KidsFirst Program—Yorkton
- Families First Program—Kamsack

For information on Kindergarten, please contact:

Good Spirit School Division

*63 King Street East
Yorkton, Sask. S3N 0T7
Phone: (306) 786-5500
Fax: (306) 783-0355*

Christ the Teacher Catholic School Division

*45A Palliser Way
Yorkton, Sask. S3N 4C5
Phone: (306) 783-8787
Fax: (306) 783-4992*

TRANSITION TO KINDERGARTEN FOR CHILDREN WITH INTENSIVE NEEDS

INTRODUCTION

It is important for children to feel comfortable and happy on their first day of Kindergarten. Entering Kindergarten will be a new experience for your child. Your child's team is here to support both you and your child. Your child's team may include the school staff and any other service providers that are currently working with your child.

Your child with intensive needs may need more time to settle into school. You may experience many emotions when your child starts school. You may have questions about school and the supports for your child. It is important to discuss your questions and concerns with your child's team.

Planning ahead can help your child adjust to school. Beginning early will give your child's team more time to plan a successful start to school. It is important to continue to work together after your child starts school to review your child's progress and make necessary changes. Questions are included on the following pages to help you identify information you want the team to know about your child.

INCLUSION AND INTERVENTION PLANS

Most organizations that you have worked with to this point have a written plan outlining goals for your child and supports in place. In the school system, this document is called an Inclusion and Intervention Plan (IIP). You and the professionals involved will work together to identify IIP goals for your child in Kindergarten.

***“Parents need professionals. Professionals need parents.
The children need us both.”***

Federation of Invisible Disabilities -Parent Reference and Resource Kit
www.fids.bc.ca

GETTING READY TO...

Move On Up!

FIRST STEPS - SPRING

1. Have you chosen which neighborhood school your child will be attending for Kindergarten? When you visit the school, it is important to discuss your child's intensiveness needs with the principal. This is a good time to ask for a tour of the school and to identify any concerns for your child such as stairs and washroom locations.
2. Contact your support providers (Children's Therapies, PECIP, KidsFirst, etc.) to let them know what school your child will be attending. For any professional to share information with a school division, parents must sign a Release of Information Form. Signing the Release of Information form allows the whole team to work together.
3. Following registration, a school staff member will contact you to set up a transition meeting. Please tell the school the names of your child's support providers. (See "Preparing for Your Child's Transition Meeting" on pages 7/8)
4. The neighborhood schools typically offer full-day Kindergarten, every second day. Your school will provide the schedule for your child's Kindergarten class.
5. You may wish to create a binder to keep all information on your child in one place.
 - ☞ assessments
 - ☞ discharge summary reports
 - ☞ Inclusion and Intervention Plans
 - ☞ report cards
 - ☞ correspondence
 - ☞ important names and contacts
 - ☞ this booklet
 - ☞ your child's contact information – (See "My Child's Team Contact Information" on pages 9/10)

FREQUENTLY ASKED QUESTIONS FOR KINDERGARTEN REGISTRATION

-  What will the Kindergarten day look like?
-  What if my child still needs a nap?
-  Who do I communicate with at the school (if child is ill, if his or her needs change, if I have programming concerns, etc.)?
-  Will I be able to meet with the teacher before school starts?
-  Does the school have different start days in September for Kindergarten?
-  What are the therapy services provided by the school division?
-  How will home-school communication be set up?
-  Are the necessary toileting and diapering facilities available for my child?
-  How will my child's progress be monitored?
-  Who do I talk to if I have concerns about transporting my child to school?

KINDERGARTEN ORIENTATION

Most schools organize special days for parents and children to visit the Kindergarten class. This is an opportunity for you and your child to meet the teacher, the children who will be in the class, and their parents. Your child will have a chance to become more familiar with the classroom and the school. Individual visits for your child can also be arranged during the transition meeting if needed.

SEPTEMBER

1. Prior to school beginning, confirm your child's start date and let the school know of changes that have occurred over the summer for your child or your family (i.e. transportation, health, address)
2. Following the first day of Kindergarten you may want to touch base with your child's classroom teacher to see how the day went.
3. Your child's school team will contact you to set an Inclusion and Intervention Plan (IIP) meeting.

An IIP identifies the learning needs and necessary supports for your child at school. IIPs also outline your child's current level of performance and goals in priority areas. Putting together an IIP is done in partnership with you and your child's team. You were involved in setting these goals during the transition meeting in the spring. Your continued involvement in planning is required as you are a valued member of your child's team.

The IIP is a working document that your child's team will use throughout this school year to monitor your child's progress towards their goals. You will be provided a copy of your child's IIP. Establishing a communication routine with the Kindergarten teacher will enable you to talk about your child's needs on a regular basis.

PREPARING FOR YOUR CHILD'S TRANSITION MEETING

Feel free to bring notes to the meeting to remind yourself of questions you'd like to ask or important things you'd like to share. Here are some questions to consider before meeting with your child's team:

What does your child do best?

What are your child's interests?

What are your goals, hopes, and dreams for your child in Kindergarten?

What help (if any) does your child need with dressing, using the bathroom, or other tasks?

How does your child express frustration or discomfort?

How does your child comfort him/herself?

What special health or medical needs does your child have? (Please bring any reports with you to the meeting.)

What are your child's food preferences? (likes/dislikes)

Does your child have any allergies, sensitivities, or safety concerns?

Does your child have or require any specialized equipment?

Who are the members of your child's team? (Fill out "My Child's Team Contact Information" pre-school portion)

Other information you want to share with your child's team:

MY CHILD'S TEAM CONTACT INFORMATION

	TEAM MEMBER	CONTACT INFORMATION
Parents		
SUPPORT SERVICES		
Sunrise Children's Therapy		
Speech/Language Pathologist		
Occupational Therapist		
Physical Therapist		
Psychologist		
ASD Consultant		
CTP Social Worker/ Counsellor		
Wascana Children's Program		
Alvin Buckwold Child Development Program		
SHR: Mental Health and Addictions Services		
Social Services		
Corrections Public Safety and Policing		
Parkland ECIP		
Yorkton KidsFirst Program		
Kamsack Family First		

MY CHILD'S TEAM CONTACT INFORMATION Continued

Family Support Program		
SPARC		
CNIB		
Day Care/Nursery School/Pre-K		
Other		
School		
Classroom Teacher		
Educational Assistant(s)		
Student Support Teacher		
Principal/Vice - Principal		
School Division		
Student Services Coordinator		
Speech/Language Pathologist		
Occupational Therapist		
Psychologist		
School Counsellor		

A copy of "My Child's Team Contact Information" should be given to the school.