

Kindergarten Entry in New Westminster



Prepared by:

***New Westminster Schools (SD No. 40)
&
New Westminster Children's Centre***



Kinsight

Everyone's welcome.
Everyone belongs. Everywhere.



*Adapted from Capital Region Queen Alexandra Centre for Children's Health
Revised November 2018*

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★A Strategy:

“The workbook helped calm me down about the whole process and go through it methodically, confident that we were not missing any important steps.”

INTRODUCTION

This is a workbook.

Use it as a guide for your child’s entry into school. The transition workbook serves both as an overview of this process and your record of your contact with school or school district personnel.

Your child’s transition into the school system will follow a definite timeline, so the rest of the workbook is divided into months. There’s a month-by-month outline of what actions you could be taking as the school district learns about your child. This timeline is meant only as a guide and can be adjusted to fit your particular circumstances. Provided are worksheets that can assist you as you prepare for meetings, and that can help you document their outcomes.

As you are going through this transition process, remember you are a member of a larger team which can include the New Westminster Children’s Centre, staff from the New Westminster School District, child care providers or other professionals. Use these other team members as a resource at any stage along the way. The person who will take the lead on my child’s team regarding kindergarten entry will be_____.

This booklet was originally developed in collaboration with the BC Centre for Ability, the Supported Child Development Program of Kinsight and the New Westminster School District. Ongoing revisions will be made by the New Westminster Children’s Centre and New Westminster School District. Please let us know if you have suggestions for improving this booklet. We will update the booklet based on feedback received from families and school personnel.

New Westminster Children’s Centre

811 Royal Avenue
New Westminster, BC V3M 1K1
Tel: 604-521-8078
Fax: 604-521-8074

School District #40

811 Ontario St.
New Westminster, BC V3M 0J7
Tel: 604-517-6240
Fax: 604-517-6390

✓ A Caution:

“People forget that I have been advocating for my child for her entire life and I am not prepared to stop when she enters school.”

PHONE LIST

New Westminster Children’s Centre

Name: _____

Phone: _____ Ext _____

Name: _____

Phone: _____ Ext _____

Name: _____

Phone: _____ Ext _____

Name: _____

Phone: _____ Ext _____

SCHOOL DISTRICT #40

Your child’s school-based team:

Resource Teacher: _____

Principal: _____

Teacher: _____

Other (Speech Language Pathologist, Counselor):

Community Professionals:

Name: _____

Phone: _____

Role: _____

Name: _____

Phone: _____

Role: _____

Name: _____

Phone: _____

Role: _____

OCTOBER – DECEMBER

✓ A Caution:

“I’ve had so many professionals telling me what to do, I walk away feeling confused. It’s never an easy decision.”

- Begin to gather information such as previous reports you have been given by the various agencies, therapists and other professionals involved with your child. It is okay to black out portions of reports that are personal and not relevant to the school.
- As you start thinking about school entry, begin talking with various people such as:
 - Your child’s New Westminister Children’s Centre team members (Speech and Language Pathologist, Occupational Therapist, Physiotherapist, Key Worker, Supported Child Development Consultant)
 - Your child’s daycare or preschool staff
 - Other professionals involved with your child
- If your child would benefit from further assessments, this is a good time to talk with your doctor / team and pursue such referrals.
- Confirm your neighbourhood school by reviewing the district catchment maps at: <https://newwestschools.ca/wp-content/uploads/2016/10/District-Catchment-Map1.pdf> if you are unable to locate your catchment school on the map call the School District:

New Westminister School District #40
811 Ontario St.
New Westminister, BC
Tel: 604-517-6240
Fax: 604-517-6390
Website: www.newwestschools.com

- Click on “Inclusive Education” to learn more about how the District supports students with special needs. There’s lots of information on the website. You may also download the Parent/Guardian Guide to Learning Services found on the website. Parents may also choose to contact Bruce Cunnings, the school district’s Director of Instruction, Learning Services (604-517-6369), to answer general questions about supports for children with special needs.
- You will be asked to sign an updated consent form by the New Westminister Children’s Centre or other professionals involved with your child. Consent forms enable the members of your team to speak to school district staff and release relevant information about your child to the school board in order to make them aware of their needs. Your permission is necessary to share any information.
- A Member of the New Westminister Children’s Centre staff team (usually the person identified to act as a Service Coordinator by your family) will begin to orient you to the kindergarten entry process and will liaise with other relevant team members and agencies to coordinate information related to your child.

♥ A Pleasure:

“My daughter went to preschool in our area and went on to kindergarten with some of her preschool friends. This really helped her inclusion, and it helped me as her mom, because then I knew some of the other moms.”

JANUARY - FEBRUARY

- Many parents are anxious about whether or not their child has the social and academic skills to be successful in kindergarten. While there are readiness skills checklists available, the levels of ability and skill development demonstrated by children entering kindergarten are extremely varied. Kindergarten curriculum generally follows a similar philosophy to that of early childhood education. That is, children are expected to learn through discovery and play with materials and through interaction with other children. There are also a small number of structured activities such as story and circle time.
- If you have concerns, and your child attends a child care setting, it is best to discuss them with your child's care provider. You can also talk to other people on the team involved with your child to assist you.
- The New Westminster Children's Centre and the New Westminster School District will host a kindergarten transition meeting for parents. The goal of the meeting is to introduce you to district staff and address your worries and concerns about the transition process. Information is shared about kindergarten 'curriculum', Education Assistants (EAs) and other support / resource personnel. It will also include strategies, suggestions and discussions on preparing your child and family for this transition.
- Members of the New Westminster Children's Centre who are involved in your child's care are able to meet with you to discuss plans for your child's kindergarten entry. Even if you are undecided, it is a good idea to register your child in January. Registering your child opens up the possibility of discussing issues and asking questions with school district personnel. It also secures a place for your child at your child's neighborhood school in September in case circumstances change over the next several months. Full day kindergarten is available in all schools in New Westminster.
- In the event that you decide not to register your child for kindergarten it is important that you are aware that some aspects of services will not continue to be available to you during this year. Please talk to your NWCC team about how services may be impacted.

To register your child for kindergarten: registration begins in January at all elementary schools and you are encouraged to register your child as early as

✓ **A Caution:**

“My son really made a connection with another boy at preschool. I wish I knew that he was going to a different school so I could prepare my son by setting up playdates with other children in preschool that he would know in kindergarten”

possible to guarantee a placement for your child at your local school. If you do not register your child before the spring deadline, placement will occur according to space and resources available within the school district. More information on registration is available here: <https://newwestschools.ca/registration/registration-information-forms/>

- You will need to register at your catchment school and you must supply the following information: your child’s birth certificate, 2 proofs of residence (e.g. hydro bill, rental agreement, etc.), Care Card and all immunization records (see fact sheet). You also need proof of legal status in Canada.
- Applications for enrolment are available here: <https://newwestschools.ca/registration/registration-information-forms/>
- Applications for French Immersion or Montessori may only be made online at www.newwestschools.com
- The principal of your local school will be the main contact for parents to call regarding basic concerns, available services, etc.
- If you wish to request that your child be considered for admission to a school outside of your catchment area, you will need to register at your catchment area school FIRST and then complete a “cross boundary” application. Specific dates and information are published on the district website under the “Registration” tab. “Cross boundary” applications are available online. Decisions with regard to these requests will be made before the end of June.

A Strategy:

“Meeting school district staff can be really intimidating. I have found it easier to write out my questions ahead of time.”

MARCH - APRIL

- New Westminster School District staff will meet with a representative of your New Westminster Children’s Centre staff team to discuss what services your child might require once in the school system. The Learning Services representative can also clarify how assistant time is allocated in their district to individual schools and specific children.
- With your written consent, your team members from the New Westminster Children’s Centre will provide copies of their reports regarding your child written in the last year to the New Westminster School District. Your Supported Child Development Consultant and other members of your early intervention team will also complete updates on your Family and Children’s Services Plan, which will summarize your child’s strengths and areas of need. These are shared with your child’s school-based team with your permission to facilitate better planning for your child’s school services.
- Should your child have some special health concerns, the Public Health Nurse in your school district will contact the In-School Support Program nurse in your region. Together, with you and the school, an individual Health Care Plan will be developed.
- In order for any professional to share information with the school district, parents must sign a Release of Information form. Besides giving your permission, this form outlines exactly what information, from verbal to written reports, is shared. A release form should be provided by any organization with staff on your child’s team.
- The forms in this booklet, Transition to School Information and Release of Information, should be completed and returned to your Supported Child Development Consultant and the New Westminster Children’s Centre.

♥ A Pleasure:

“We told stories about him so the people would see the other side of him. Stories of his first soccer game—about how another child got hurt and he was the first there to comfort him.”

MAY to JUNE

- A member of the school district’s Learning Services department (or in some cases a team) may arrange a visit with your current child care provider to observe and meet your child in a familiar environment.
- A transition meeting at your child’s school may be organized by the New Westminster Children’s Centre and school-based teams and, if so, an invitation will be extended to your family and other key professionals in your child’s life.
 - The main reason for this meeting is so that the school team is more aware of your child’s strengths, interests and needs as well as to develop recommendations about the level and type of support your child will need while at school.
 - This information, combined with your input prior to and during this meeting and external assessments of your child (such as Sunny Hill Health Centre or BC Children’s Hospital) is used to determine the type of assistance your child will receive.
 - School-based team members attend the meeting. They may include the school administrator, the kindergarten teacher, the learning resource teacher, or other school district support personnel.
- Here are some sample questions you may wish to ask:
 - When will I know who will be my child’s kindergarten teacher?
 - Ask the principal what support services are available at the school. This gives the principal a chance to share the school’s philosophy.
 - Will it be appropriate to set up a communication book?
 - Will I be welcomed to share information with the rest of the class regarding my child’s special needs?
- If your child may be provided with the support of a special education assistant (EA), the following questions may be considered:
 - How will the school’s assistant be selected?
 - Will my child get to meet the school’s assistant before September?

★ A Strategy:

“As you will probably notice throughout our short video, our daughter will use various ways to communicate to different people with differing skills.”

♥ A Pleasure:

“Our son has been lucky enough to connect with a little girl in his class. She is then able to model for him, ‘Hey, Mark, we are going to do this now!’ Having one or two children acting as buddies to the child with the disability can make a big difference.”

- Will the education assistant be released to attend meetings and training sessions specific to my child’s disability?
 - Will the education assistant be assigned to my child or to the classroom?
 - What if we arrive at school in September and there is no education assistant in place?
 - Who will train the education assistant to carry out the procedures in my child’s Health Care Plan?
 - What happens if the education assistant is ill? What is the policy for substitute education assistants?
 - Are there opportunities for parents to volunteer in the school?
 - Will my child receive therapy services through the school?
 - Will the therapists and Behaviour Consultant be welcome in the classroom to observe and consult?
 - Where will direct therapy occur?
 - How will my child’s progress be monitored?
 - When will the first Individual Education Plan (IEP) meeting be and who will organize it?
 - Will my child’s needs be considered in planning all class field trips and other school activities?
 - Will my child be supervised at recess?
 - Does the school have gradual entry?
 - Are there the necessary toileting facilities for my child?
 - What experience has the school staff had including children who require extra supports?
- Consider special activities to assist your child with the transition to kindergarten. All schools have organized special days for parents and children to visit the kindergarten class. These are called “Welcome to Kindergarten” and an invitation will be sent to you. This is an opportunity for you and your child to meet the teaching staff, the children who may be in the class, and their parents. Your child will have a chance to become more familiar with the classroom and the school. If necessary, additional visits to the classroom to prepare your child for September may be discussed with the school principal at this time.

FOR YOUR RECORDS:
Questions to ask during the transition meeting:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

The key points you heard:

--

✓ **A Caution:**

“Be patient. Let your child settle into a new school. It takes time for all children to adjust to new leadership as well as new settings. Prioritize the basic needs for safety, behaviour, and, if appropriate, for learning. Then wait while the children, the teacher, and the teaching assistant become acquainted.”

SEPTEMBER – OCTOBER

- Your New Westminster Children’s Centre therapy team (Speech and Language Pathologist, Occupational Therapist and Physiotherapist) will have provided final discharge reports to you prior to the start of school. You will need to give copies of these to the school.
- School starts: All children transitioning to kindergarten have a gradual entry. The timeline for your child’s gradual entry will depend on your child’s needs. You will have already discussed this with your child’s school staff.
- Mid-September: If you have not heard from your child’s resource teacher, you may want to give them a call to set up a meeting. Arrange a time to meet with the teacher to:
 - Ensure reports and other written information have been received by the school.
 - Briefly review your child’s abilities and your concerns.
 - Provide the teacher with a copy of the description / letter you developed about your child.
- Individual Education Plan (IEP): After a few weeks, the classroom teacher or the school resource teacher will want to confirm a date for the initial IEP meeting. Also you can request that any community therapists or SCDP already involved in your “team” be part of the meeting

ADDITIONAL INFORMATION AND RESOURCES

PREPARING TO REGISTER FOR KINDERGARTEN

Starting school is an exciting time for children and parents. Before you send your little one to school for the first time, you will need to register your child for Kindergarten.

The following information is provided to support parents through the process of registering their child for Kindergarten in the 2020/2021 school year.

When should I register my child?

Most schools in the New Westminster School District begin Kindergarten registration for the next school year sometime in January. Please contact the secretary at your neighbourhood school for the exact date.

* If you are planning to register for the **Early French Immersion Program or Montessori**, visit our website at www.newwestschools.com. The link to French Immersion and Montessori is under “Programs”.

If your child was born in **2015**, you will need to register your child for the 2019-2020 school year.

It is important to register your child as soon as possible to ensure that there will be a space for your child in the Fall and to allow the school to send you information about events that may happen before your child officially starts school (e.g., “Welcome to Kindergarten”, Kindergarten Orientation, etc...).

What should I bring to the registration process?

1. Birth certificate or citizenship card



2. Care card



Continued ...

3. Immunization record

BC ROUTINE CHILDHOOD IMMUNIZATION RECORD

Child's Name: JOHN DOE
DOB: 12/24/2008
Address: 1234 AVENUE ST, ANTIPOW BC V3V 1X1

Vaccine	2 mo	4 mo	6 mo	12 mo	18 mo	4-6 yr
P10011 Pertussis (IM) Tetrix (DTaP), pertussis (aP)	✓	✓	✓	✓	✓	✓
P10017 Hepatitis B (IM) Hepatitis B (IM)	✓	✓	✓	✓	✓	✓
P10010 Polio (IM) Polio (IM)	✓	✓	✓	✓	✓	✓
P10013 Pneumococcal Conjugate (IM) Pneumococcal Conjugate (IM)	✓	✓	✓	✓	✓	✓
P10012 Hib (IM) Hib (IM)	✓	✓	✓	✓	✓	✓
P10014 Varicella (IM) Varicella (IM)	✓	✓	✓	✓	✓	✓
P10010 Polio (IM) Polio (IM)	✓	✓	✓	✓	✓	✓
P10011 Pertussis (IM) Tetrix (DTaP), pertussis (aP)	✓	✓	✓	✓	✓	✓

Other Vaccines Delivered: MMR Two Dose (MMR2), IPV (IPV), IPV (IPV), IPV (IPV), IPV (IPV), IPV (IPV)

Notes: May have given before this birthday will be recorded in this record should be updated.

Footer: GIVE THEM ALL! GIVE THEM ON TIME!

4. Proof of address (e.g. utility bill, purchase or rental agreement)

* A driver's license will not be accepted as proof of residency

BC Hydro

Account Number: 1011 0101 101
Billing Period: Nov 06, 2008
Billing Date: Nov 30, 2008
Balance Payable: \$133.95

Customer: JOHN DOE
Address: 1234 AVENUE ST, ANTIPOW BC V3V 1X1
Service Number: 1030000001

Next Billing: Dec 01, 2008

Services: BC Hydro
Electric Charges: 120.65
Gas (5 to 10) (5): Residential Rate 1991: 4.32
Gas (5 to 10) (5): Residential Rate 1991: 4.32
Fuel Cost at 0.2%: 5.21
Residential Clean Energy Fund Levy at 0.4%: 4.8
Other Charges: 0.00
Total: 133.95

Balance Payable: \$133.95

Payment Due: Nov 30, 2008

Payment Info: JOHN DOE, 1234 AVENUE ST, ANTIPOW BC V3V 1X1

5. Two emergency contact names and numbers

6. Pertinent medical information (e.g. allergies or medical conditions)

What if I move before September?

It is important for you to register your child in your neighbourhood school even if you think you might move.

Where is my neighbourhood school?

SCHOOL	PHONE	FAX	GRADES
Connaught Heights Elementary 2201 London St. V3M 3G1	604 517-6010	604 517-6011	Grades K-5 & Montessori
Catchment Area: 10th Avenue - 20th Street - River - Fenwick Street			

FW Howay Elementary 91 Courtney Crescent V3M 4M1	604 517-6020	604 517-6021	Grades K-5
Catchment Area: 10th Ave - Richmond Street - 8th Avenue - McBride Blvd			

Herbert Spencer Elementary 605 Second Street V3L 5R9	604 517-6030	604 517-6031	Grades K-5 & Early French Immersion
Catchment Area: Royal Avenue - 6th Street - 10th Avenue - McBride Blvd			

Ecole Qayqayt Elementary 85 Merivale St. V3L 0G0	604 517-6050	604 517-6051	Grades K-5 & Early French Immersion
Catchment Area: River - 3rd Ave – 12th St - Queen's Ave - 6th St - Royal Ave – 3rd St – Manitoba St – Peel St – McBride - Blackberry Dr./Francis Way			

Lord Kelvin Elementary 1010 Hamilton St. V3M 2M9	604 517-6060	604 517-6061	Grades K-5
Catchment Area: 10th Avenue - 6th Street – Queen's Ave - Stewardson Way – 3rd Ave – 4th Ave - 12th Street			

Lord Tweedsmuir Elementary 1714 Eighth Avenue V3M 2S7	604 517-6070	604 517-6071	Grades K-5 & Early French Immersion
Catchment Area: 10th Avenue - 12th Street - 4th Avenue - River - 20th Street			

Queen Elizabeth Elementary 921 Salter Street V3M 6G8	604 517-6080	604 517-6081	Grades K-4
Catchment Area: Boundary Road - around Island - Boundary Road			

Richard McBride Elementary 331 Richmond Street V3L 4B7	604 517-6090	604 517-6091	Grades K-5 & Montessori
Catchment Area: 8th Avenue - Richmond Street - 10th Avenue - Columbia Street – Brunette Ave - River – Jamieson Crt – Richmond St – 6th Ave – McBride Boulevard – 8th Ave.			

SAMPLE REGISTRATION FORM



REGISTRATION FORM

School District No. 40

Office Use Only:

Date of Registration (mm/dd/yyyy): / /	Current Grade:	Catchment school:
<input type="checkbox"/> Preferred School :	Out of Catchment form completed: <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Out of District	Out of District form completed: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Time of Registration (am/pm):	Start date (mm/dd/yyyy): / /	PEN:

Student Information

Legal Last Name:	Address:
Legal First Name:	City:
Legal Middle Name:	Province: Postal Code:
Usual Name:	Home Phone #:
Birthdate (mm/dd/yyyy): Gender: <input type="checkbox"/> F <input type="checkbox"/> M	Mobile Phone #:
Proof of Age Attached (birth certificate): <input type="checkbox"/> Yes <input type="checkbox"/> No	Proof of Address Attached (2 required): <input type="checkbox"/> 1 <input type="checkbox"/> 2
Legal Alert: <input type="checkbox"/> Child in Care <input type="checkbox"/> Court Order <input type="checkbox"/> Other special considerations or comments:	
First Language:	Student attended a StrongStart Centre: <input type="checkbox"/> Yes <input type="checkbox"/> No
Language at home:	English Language Learner: <input type="checkbox"/> Yes
Country/Province of Birth:	
If not a Canadian Citizen, student's status: <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Study Permit <input type="checkbox"/> Work Permit <input type="checkbox"/> Refugee	
Special Education Designation: <input type="checkbox"/> Yes <input type="checkbox"/> No	Category (if known): I.E.P.: <input type="checkbox"/> Yes <input type="checkbox"/> No
Aboriginal Ancestry: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes: <input type="checkbox"/> Inuit <input type="checkbox"/> Métis <input type="checkbox"/> Non-Status <input type="checkbox"/> Status	

Parent/Guardian Information

Name:	Name:
Relationship to student:	Relationship to student:
Living with student: <input type="checkbox"/> Yes <input type="checkbox"/> No	Living with student: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:	Address:
Home Phone #:	Home Phone #:
Mobile Phone #:	Mobile Phone #:
Work Phone:	Work Phone:
Email:	Email:

Transition to Kindergarten Information Form

Child's Name: _____ Date of Birth: _____
 Address: _____ Postal Code: _____

Parent/Guardian: _____ Phone: (H) _____ (W) _____
 Father: _____ Phone: (H) _____ (W) _____

Preschool/Daycare: _____
 Preschool/Daycare Phone: _____ Contact Person: _____
 Elementary School: _____
 E-mail? _____

Is the child presently receiving any of the following services?

	√	Contact Person:	Phone:
Occupational Therapy	<input type="checkbox"/>	_____	_____
Physiotherapy	<input type="checkbox"/>	_____	_____
Speech/Language Therapy	<input type="checkbox"/>	_____	_____
Medical Procedures	<input type="checkbox"/>	_____	_____
Hearing Services	<input type="checkbox"/>	_____	_____
Vision Services	<input type="checkbox"/>	_____	_____
Supported Child Development	<input type="checkbox"/>	_____	_____
Social worker (<i>involved with your child/family</i>)	<input type="checkbox"/>	_____	_____
Other	<input type="checkbox"/>	_____	_____

Will the child require transportation services to attend school? YES NO

Description of Needs/Diagnosis:

Additional information: (e.g. Medications, behaviour programming)

Please attach any assessments, reports, documentation, or information that might be helpful in planning for your child's transition to school.

Form completed by: _____ Date: _____

Signature: _____
 (Legal Guardian)

HOW CAN I HELP PREPARE MY CHILD FOR KINDERGARTEN?

- Write a brief description of your child and what's important to you about your child going to school.
 - Highlight important characteristics, abilities, learning styles and concerns regarding your child.
 - What your goals/hopes are for your child.
 - What support you feel your child needs.
 - This can be distributed to various school board personnel who will be working with and making decisions about your child.
 - Include a picture of your child or prepare a video that shows routine activities, play times, group settings involving your child.
- Be vocal about who your child is, what your hopes are for your child, and what your child needs. In the spring and in early September, consider being active to be successful with the kindergarten teacher and the resource teacher.
- In the spring, as well as late August / early September, take your child to visit the new school. This may help your child to become familiar with the new setting. It is a good idea to visit the playground. You can also request to visit the kindergarten class with your child. Also, try to have any necessary equipment for your child in place in the classroom by September. It can frequently require time to make the necessary arrangements for such equipment. School staff may arrange for an observation visit to your child's child care setting.
- In May, ask the school Principal if you can visit the classroom. Bring a camera and take some pictures of the classroom so that your child can have them over the summer.
- Practice the school routine with your child prior to starting kindergarten; begin to revolve routines at home around the typical kindergarten day such as leaving the house for a 9AM or earlier start?
- Help your child build skills in playing independently and with peers; attending to task; self care; waiting; sharing; following directions; etc.
- Keep a binder or file folder of information regarding your child; include past reports and new school related information; e.g. names, titles and numbers of school based personnel; notes from school related meetings; etc.
- Parents are the most important part of the transition team for their child, so be vocal, be curious, and advocate.
- Also think about your own needs in this transition process – recognize your own need for preparation in this change – this can be an emotional time for a parent, giving rise to anxieties and fears for your child's move to another stage of his or her life.

HELPFUL INFORMATION ABOUT MY CHILD

1. To enhance communication with my child ...
2. To encourage my child ...
3. To prepare my child for change ...
4. To facilitate social/play and interaction with my child ...
5. To promote my child's independence in the classroom ...
6. My child's learning strengths are ...
7. My child's specific learning characteristics are ...
8. My child's gifts are ...
9. My child's learning needs are ...
10. Things to watch for regarding my child include ...
11. My child enjoys ...
12. My concerns when my child is in kindergarten are...
13. My goals for my child during kindergarten are ...

FOR YOUR RECORDS
How can I help prepare my child for kindergarten?

Things to be in place for September "Things To Remember"	Who's responsible?	Date completed.
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Factors to Consider When Deciding NOT to Register Your Child for Kindergarten...

Early Intervention Therapy Services

Early Intervention Therapy Services are available to children from birth to school entry. For children who are receiving EIT Services, these services will be discontinued by September of the year they turn five years of age.

Children who are entering kindergarten in September are not eligible for service if they have been referred after the cut off date for referrals. Please contact your EI therapists for details.

In order to balance the needs of younger children being referred to the EIT Program, services are not available to children who are eligible to have entered kindergarten.

If you have any additional questions about this information please feel free to speak directly with your EI Therapist. They will be happy to provide any information you need on this issue.

Supported Child Development Services

Extra staffing support through the Supported Child Development Program is available to support children in childcare settings while their families are working or attending school; or when a child is attending a licensed preschool program.

For working/student parents the hours of support are based on the parent's hours of work or school and the child's individual need for support in their childcare setting.

This type of support is also available to parents who are not working or attending school to provide a preschool experience in a community child care program. This is available for children who are 3 or 4 years of age and up until the time they are eligible to attend kindergarten. The year that a child turns 5 would be the year they would be eligible to register for kindergarten and attend in September. This means some children may start kindergarten prior to their 5th birthday.

In order to balance the needs of younger children being referred to the program and eliminate duplication of other services that may be available (eg through the Ministry of Education) the SCD Program is not able to provide extra staffing support during the hours a child is in school... or is eligible to be in school. This means that, if you choose not to have your child attend kindergarten when they are able and, instead, stay in a preschool or daycare setting for an additional year, they will NOT have extra staffing support through the SCD program during school hours.

If you have any additional questions about this information please feel free to speak directly with your SCD consultant. They will be happy to provide any information you need on this issue.

INDIVIDUAL EDUCATION PLANS

Strategy:

“We let everyone know our expectations, our goals and our dreams as a family. That way, we could do our best to incorporate the IEP in our everyday world.”

What is an IEP?

Confirm whether your child is eligible for an Individual Education Plan (IEP). It is a document which outlines how the school will support your child’s learning needs and, in particular, it:

- Develops an educational plan for your child
- Identifies goals and objectives
- Identifies who will be responsible for implementing these goals and objectives and evaluate them
- Outlines strategies with which to achieve goals
- Outlines a timeline for review.

How is an IEP developed?

It is a professional working document created in consultation with parents/caregivers, school team, and other resource people who will be and/or have worked with your child.

- An IEP meeting is usually held in October/November with reviews at least once per academic year.
- It will involve determining priorities for the child and developing them into specific strategies.

How can parents prepare?

Prepare an outline prior to the meeting, including:

- Your child’s strengths, needs and wants
- What your child can do, what your child is learning to do, and how your child learns best.

Download the Parent / Guardian Guide to Learning Services at www.newwestschools.com. Click on “Inclusive Education” to take you to the download option.

FOR YOUR RECORDS: The IEP

List your child's strengths:

List your goals for your child:

Short Term:

Long Term:

List the ways that already help your child to learn:

EDUCATION RESOURCE LIST

School District #40 (New Westminster) – School Board Office

Tel: 604-517-6240

Fax: 604-517-6390

Website: www.newwestschools.com

Superintendent of Schools Mr. Karim Hachlaf

Tel: 604-517-6240

LEARNING SERVICES CONTACTS

Associate Superintendent – Maryam Naser

604-517-6160

Director of Instruction, Learning Services – Bruce Cunnings

604-517-6369

Director of Programs and Planning – Quirina Gamblen

604-517-6111

Aboriginal Education Coordinator -Bertha Lansdowne

604-517-6316

The following programs and services may be accessed through your child's school and are coordinated through the School Based Team (SBT) /or school based resource teacher:

- Specialized services for students who are fully dependent on an adult's support for all activities of daily living, personal care and mobility
- Specialized services for students who are deaf or hard of hearing
- Specialized services for students who are blind or visually impaired
- Specialized services for students requiring behaviour support
- Speech and language therapy / services
- School counseling
- Aboriginal education support
- School nursing services
- OT / PT services

SCHOOL CONTACTS

Classroom Teacher: _____

Principal: _____

Counselor: _____

Public Health Nurse: _____

OTHER SCHOOL-BASED SUPPORT

Resource Program: _____

English as a Second Language: _____

Other _____

COMMUNITY RESOURCES (accurate as of printing date)

BC ELKS ASSOCIATION

604-513-0155

The objectives are (a) to promote mental, spiritual and physical development for children throughout British Columbia; (b) to continue providing camp facilities not available elsewhere for children; and (c) to maintain those facilities while building new camps.

BURNABY NEW WESTMINSTER YMCA CHILD CARE RESOURCE & REFERRAL

604-294-1109

Child care support program for licensed and license-not-required child care providers. Provides child care referral service for parents, ongoing training for caregivers, and information for parents to help choose a child care setting.

BLIND BEGINNINGS

604-434-7243

A non-profit organization dedicated to children or youth who are blind or visually impaired. They offer workshops, training, organized family activities, awareness presentations as well as counseling and consultation.

CANADIAN NATIONAL INSTITUTE FOR THE BLIND

604-431-2121

Provides adjustment to blindness services for all ages including counseling; orientation and mobility; free Braille and talking book library; and eye safety programs. Works with people who are experiencing any degree of low vision.

CEREBRAL PALSY ASSOCIATION OF BC

604-408-9484

Services include education, advocacy, information and resources, lending library and a bi-monthly newsletter.

CANUCKS AUTISM NETWORK

604-685-4049

A non-profit organization dedicated to providing programs and services to individuals and families affected by Autism. These include sports as well as recreational social, vocational, and educational programs.

MINISTRY OF CHILDREN & FAMILY DEVELOPMENT

604-660-8180

Information and support services for people with developmental disabilities and their families..

DEAF CHILDREN'S SOCIETY OF BC

604-525-6056

Offers a family-centered approach to support deaf and hard of hearing children and their families by improving the ability of the family to develop and advocate for opportunities to maximize their child's development.

DOWN SYNDROME RESEARCH FOUNDATION

604-444-3773

Their mandate is to empower people with Down syndrome to achieve their potential; lead independent and fulfilled lives; and participate fully in the communities in which they live.

D.P.A.C. (DISTRICT PARENT ADVISORY COMMITTEE)

<http://nwdpac.ca/>

B.C. EPILEPSY SOCIETY

604-875-6704

A non-profit, charitable organization dedicated to serving the well being of people living with epilepsy.

FAMILY SUPPORT INSTITUTE **604-540-8374**

Provides support and advocacy for families of children with disabilities as well as resources, information, workshops, and tools for empowerment of families and individuals. Acts as a regional resource to parents in their own communities

FAMILY & INDIVIDUAL SUPPORT PROGRAM **604-528-3950**

Kinsight's Family & Individual Support Program helps to build a parent-to-parent network; builds community connections and partnerships; assists families and communities to build positive visions; encourages families to develop support networks for themselves and their families; coordinates workshops, presentations and research subjects that are of interest to families; facilitates discussion amongst families and professionals on current issues and concerns; assists families in accessing information and referral services; supports families on a one-to-one basis, as requested; and supports families during times of transition.

FORCE **604-878-3400**

A non-profit society of parents advocating for the mental health of children, youth, and their families while providing resources, programs, and workshops.

GIFTED CHILDREN'S ASSOCIATION OF BC **info@giftedchildrenbc.org**

Dedicated to providing support and advocacy for gifted children and their families.

HEALTH SERVICES

Immunization clinics, communicable disease control information, environmental health, child care information, etc. In-school health support service for children with chronic medical conditions.

NEW WESTMINSTER HEALTH UNIT **604-777-6740**

INFORMATION CHILDREN **778-782-3548**

Provides an information and referral service for parents. Responds to questions or concerns regarding children, including behavioural concerns. Publishes a booklist, various pamphlets and seasonal newsletters.

LEARNING DISABILITY ASSOCIATION **604-873-8139**

Provides effective programs and services throughout the years, from preschool intervention, social skills development, tutoring, advocacy and public education.

CHILD AND YOUTH MENTAL HEALTH **604-660-9495**

Purpose is to provide community mental health services for children under 19 years of age. They have a community focus offering a multi-disciplinary approach. The objective is to help families with children who are experiencing mental health difficulties. Services can be direct and indirect through contracts, consultation to individuals, families, agencies and the general public.

M.O.S.A.I.C. **604-522-3722**

(Multilingual Orientation Service Association for Immigrant Communities)

Provides translation, interpretation, bilingual counseling services, employment programs and English training for beginners.

PARKS AND RECREATIONAL PROGRAMS

New Westminster
Queensborough

604-527-4567
604-525-7388

SHARE FAMILY & COMMUNITY SERVICES

Non-profit community-based organization which provides leadership in a wide range of programs in response to the social needs of the residents of the Tri-Cities and New Westminster communities.

604-540-9161

Kinsight

Offers family education and support; advocacy; recreation for children and adults; life skills; residences; the Family & Individual Support Program; the Supported Child Development Program; and the Infant Development Program.

604-525-9494

NEW WESTMINSTER CHILDREN'S CENTRE

Provides services to families of children with varying needs, which include Key Worker Services (CDBC), Occupational Therapy, Physiotherapy, Speech and Language Pathology, the Supported Child Development Program and the Infant Development Program. This is an initiative of the Kinsight and SHARE Family and Community Services.

604-521-8078

S.U.C.C.E.S.S.

(United Chinese Community Enrichment Services Society)

Non-profit social service agency serving the Chinese community. Offers English language, family and youth counseling, employment training, orientation for new immigrants, and volunteer development.

604-430-1899

Blind Beginnings

Provides services for children and youth who are blind or visually impaired.

604-434-7243

BC Family Child Care Association

A professional organization of family child care providers. To provide accessible, quality, inclusive child care services which support the needs of children, families and child care providers. To promote, support and advocate for quality, inclusive family child care.

604-590-1497

WESTERN SOCIETY FOR CHILDREN

Providing information about disabilities and offer direct services to children with disabilities in the areas of: adaptive/specialized equipment, medical resources, recreation, communication and learning, and emotional well-being.

604-515-0810

“It is important to remember, as we forge ahead in our caring and commitment to children and young people, that this is not a journey we need travel alone. We have learned a great deal about meaningful inclusion ... We are learning to reach out and invite others to join us in our learning.”

From the introduction to
Friends Make the Difference

BIBLIOGRAPHY

Advocacy Manual: Learning Disabilities Association; South Vancouver Island; 1524 Fort Street, Victoria, BC, V8S 2J5; Phone: 250-370-9513; Fax: 250-370-9421; January 1995.

Friends Make the Difference: A guide to supporting friendships in our homes, schools and communities; British Columbia Association for Community Living; Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

Inclusive Education: A Parent Handbook; British Columbia Association for Community Living; Annie Rousseau, 1992-1993. Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

The Parent Binder of Support: A guide to developing a records binder and a positive working relationship with the school district; 1997. Victoria Association for Community Living; 3861 Cedar Hill X Road, Victoria, BC, V8P 2M7; Phone: 250-477-7231.

A Parent’s Guide to Individual Education Planning (IEP): Step-by-Step. The B.C. School Superintendents’ Association, #1540-1185 West Georgia Street, Vancouver, BC, V6E 4E6.

