

Transition to Kindergarten (Frequently Asked Questions)



- ✦ **If we are requesting a cross boundary for my child to attend another school- how will we know which school to plan with?**
You will begin the planning process with your neighborhood school unless your cross-boundary request is confirmed early enough to plan at the requested school. If planning is done at your neighborhood school and then a cross boundary request is granted, the school district will do their best to share the information to the requested school.
- ✦ **How soon will we get a phone call about our intake meeting?**
You could be called as early as mid-April as some meetings will be happening earlier than others to accommodate staff schedules. If you haven't heard anything by May 1, you should contact the School District Office and ask to speak withCarolynn Schmor, Director of Instruction, Student Services.
- ✦ **Who decides whether and how much extra support a child receives?**
All Kindergarten children will be included in the regular kindergarten program/classroom. Some children will also have extra support services based on their needs. This could include Educational Assistant support, and Individual Education Plan, therapy services, access to Zen Den etc. This is determined through the pre-planning process and is based on the needs of the child in the school setting.
- ✦ **My child is receiving therapy services at Fraser Valley Child Development Center. Will these services be available at school?**
Your current therapist should work with the school district through this transition time to share information and recommendations for further services. This could be a funded therapist e.g., Fraser Valley Child Development Centre (FVDC) or Health Unit (HU) or private therapist. Please indicate at your intake meeting and on your registration form which services your child has had through early intervention.
- ✦ **Once my child is attending school, who determines how much and what kind of therapies he/she will receive?**
The school district therapist will assess your child and determine the therapy schedule. Often it will be a consult only and therapy will be followed through in the classroom by teachers and Education Assistants (EAs), or a home program will be provided.
- ✦ **My child is currently using an Augmentative Communication system. Will this continue to be used?**
Please discuss this with your current Speech Language Pathologist (SLP) and have him/her contact the school district SLP to discuss carrying over this important communication system.
- ✦ **My child is currently using visuals – what will happen at school?**
Please ask your current therapist e.g., Infant Development Program (IDP), Supported Child Development Program (SCDP), Infant/Child Development Consultant (ICDC) to supply an additional copy of any visuals so they can be used for the first part of the school year in the new classroom.
- ✦ **Does my child have to use his/her personal IPAD or other AAC device or will the school supply one?**
The school does not typically have a budget for supplying electronic equipment. It is good to talk to your principal who will work together to find a solution if one from home cannot be used.

✦ **What goes on at recess and lunch in terms of EA support?**

Please share any concerns you may have about your child's safety on the playground at your intake meeting. This is important information for the school to have. When one to one supervision is required on the playground, there are numerous ways the school will provide this support. Sometimes another EA will provide coverage at recess or lunch, or a noon hour supervisor may provide the support.

✦ **What if my child needs to ride the bus?**

You will need to register through the school district website. There is a link to bus registration. You will also want to address this need during your intake meeting as planning for transportation needs is an important piece.

✦ **What is the kindergarten classroom like? Will it be like my child's preschool classroom?**

Each kindergarten teacher has a different way of managing their classroom however kindergarten is very play based so the experience will be similar to preschool.

✦ **What are the typical expectations for kindergarten students by the end of Kindergarten?**

Basically, the Kindergarten year is about learning how to be in the school environment and to get along with the people there including adults and other children. Children will come to kindergarten with various strengths and support needs. The school aims to meet the child where he/she is at and build off strengths to learn and grow.

✦ **Will the Kindergarten teacher talk to the other children about my child's disability?**

This is not something that typically happens as children at this age and developmental level are usually very accepting of those around them. If you would like a discussion to happen, you can talk to the kindergarten teacher about how to facilitate that. Sometimes an "All About Me" story could be created and shared with the class or equipment could be show so children learn what it is for and ways they could support the child.