

Toronto District School Board

Operational Procedure ~~PR.696 SCH~~PR696

Title: **KINDERGARTEN REGISTRATION**

Adopted: January 13, 2006

Effectuated: January 13, 2006

Revised: November 30, 2006, October 17, 2007, November 22, 2019, [New Date]

Reviewed: October 17, 2007, November 22, 2019, [New Date]

Authorization: Executive Council

1.0 RATIONALE

The Kindergarten Registration Procedure (“the Procedure”) supports implementation of the following policies: Early Learning and Care (P022), Optional Attendance (P013), Student Attendance and Safe Arrival (P085), and Students without Legal Immigration Status (P061).

Kindergarten Registration recognizes the importance of early learning and family and community partnerships. As children transition to school it is understood that schools must be ready for children, rather than children being ready for school. In consideration of the various transitions children experience in the early years, educators must put children’s needs first and be thoughtful in planning and implementing more seamless transitions.

1.02.0 OBJECTIVE

To establish a ~~procedure~~process for Kindergarten registration to be used in all elementary schools in the Board.

2.03.0 DEFINITIONS

Before- and After-School Programs refers to programs in schools serving children between the age of 3 years 8 months to 12 years of age before the school day begins, and after it ends, as defined in the *Child Care and Early Years Act*. This includes Extended Day Programs, licensed child care, and authorized recreational and skill building programs.

Board refers to the Toronto District School Board, which is also referred to as “TDSB”.

Child Care refers to licensed early learning and care programs for children from birth to 3.8 years of age.

Kindergarten Registration –Registration of children who will be attending refers to the processes used by families to enroll a child in school for the first time in JK or SK, involving. This process involves completing all necessary forms including the Student Registration Form as well as the other activities that support children and families with the transition into the school system.

3-04.0 RESPONSIBILITY

Associate Director, Equity, Well-Being and School Improvement

5.0 APPLICATION AND SCOPE

This Procedure applies to all TDSB staff involved in the Kindergarten registration process.

4-06.0 PROCEDURES

6.1. Key Principles for The registration process involves completing all necessary forms (including the Student Kindergarten Registration Form) as well as the other activities that Process:

- All students are to be welcomed
- No student will be refused registration at their local school based on medical, complex and/or special education needs
- Children enter Kindergarten with various needs and abilities. School staff is responsible for working in partnership with parents/guardians and caregivers, consultants and community service providers to support welcoming children and families with special needs in experiencing the smoothest possible transition into school
- Students who require assistance with self-care (e.g., toileting) are eligible to register for Kindergarten
- While attendance in Kindergarten remains optional, it is mandatory to offer the program on a full day basis to every student that has a right to attend
- A child has the right to attend junior kindergarten on September 1 in the school system calendar year in which the child turns four (4) years old. This means that a child can attend at the minimum age of three (3) years and eight (8) months.
- If at any point during the school year, a parent/guardian chooses to transition their child from part-time to full-time attendance in Kindergarten, the child has the right to attend full-time. Principals and educators work with families to facilitate a child's transition to full-time attendance
- Only parents or legal guardians can register their children for school.

6.2. Admission Eligibility:

Children may register to attend school in September of the year in which they turn four (4) years (Junior Kindergarten) or five (5) years (Senior Kindergarten). Students turning four (4) years old after school has started in September and up to December 31 of that calendar year are eligible to attend school in that academic year. This means that a child can attend at the minimum age of three (3) years and eight (8) months.

System-level responsibility:

- a) Identification of a common Kindergarten registration period in the first three weeks of February to welcome first time Kindergarten children and families into school. It is understood that children will continue to register after this time.
 - b) Publication of the registration period dates in the Board System Planning calendar in September each year.
 - c) Notification to the general public of the registration dates beginning in January ~~through local media and the public web site. Information will also include documentation needed for registration as well as availability of parenting and childcare centres and will be translated in the most frequently used languages (e.g. website, social media).~~
 - d) ~~Provision through the Communications and Public Affairs department of mandatory Resources to advertise and plan for Kindergarten registration including an external school banner, flyers and signage for posting at schools and distribution in the local community, will be available on the website in December (e.g. school banner, poster, etc.)~~
- ~~(a) Provision through the Communications and Public Affairs department of optional resources to support Kindergarten registration such as school specific brochures and postcards, and continued direct support for targeted schools with declining enrolment.~~
 - ~~(b) Delivery of an annual workshop to new administrators to introduce the Kindergarten registration procedure and to provide an overview of early years initiatives through the Early Years Department.~~
 - ~~(c) Review of the Kindergarten Registration Procedure and timelines every fall by Superintendents of Education at Family of Schools meetings, and provision of time to discuss best practices to ensure the most welcoming approaches are shared.~~
 - ~~(d) Ongoing support to schools from the Early Years staff team.~~

6.1.6.3. School-level responsibility:

- ~~(a) Schools will develop a registration strategy by setting up a collaborative Kindergarten Registration and Orientation Team (see Appendix B). Possible~~

APPENDIX B

team membership could include school ~~administration~~Principal, kindergarten ~~teachers, early years literacy specialists~~educators, EarlyON Parent Workers, child care and before-and after-school program staff, Community Support Workers, Settlement Workers, parent ~~workers, childcare staff, settlement workers, parent volunteers~~volunteers and/or a school council representative ~~and possible representation from outside agencies that work with children ages 0 to 6 in the school community.~~

- a) The Kindergarten Registration and Orientation Team will meet well in advance of the registration process to choose dates and times during the first three weeks in February for registration and to develop a communication plan and other strategies to support successful transitions to school (see Appendix ~~C~~A and ~~D~~B).
- b) Online registration will remain open and families can register online beginning the first week of February.
- b)c) Schools will send out information about registration at least one month in advance of registration ensuring that it is also distributed through local ~~childcare~~child care centres, ~~parenting programs~~ and community service providers such as libraries, ~~Ontario Early Years~~EarlyON Child and Family Centres, doctors' offices, faith centres, etc.
- e)d) Administrators ~~shall~~will ensure all staff, including office administrators, ~~teachers~~ and ~~educational assistants~~Kindergarten educators, have an understanding of the importance of their respective roles in welcoming new families during registration in the school.
- e) Training on using the Online Registration System (OLR) for office staff and administrators will be made available and advertised on System Bulletin, Direct Line and School Information System (SIS) monthly updates and SIS website.
- e)f) A welcoming space for ~~parents/guardians~~families and their children, such as the library, ~~parenting~~EarlyON Child and Family Centre or private office, should be set up with appropriate materials and resources prior to registration.

APPENDIX B

g) Families will have the choice of online or in-person registrations.

Registration should include:

- A personal welcome to the ~~parent/guardian and child~~family from the school ~~administrator~~Principal or ~~designate~~Vice-Principal
- A kiosk established at the office or the EarlyON Child and Family Centre where families may have the option of completing the Online Registration System (OLR) :
- Support from school personnel in the completion of the paperwork or support of the OLR;
- Provision of interpreters as required;
- The completion of the registration process, i.e. school registration form, attestation form, medical information and other forms as appropriate;
- The Developmental History Form (see PR512) can be completed at this time (either online or paper version) or could be deferred to a later meeting such as the Orientation or Open House; and
- Information for parents and children welcoming them to the Toronto District School Board (TDSB) and to the school (~~see Appendix E~~). This could include: a copy of a "Welcome to Kindergarten, Getting Ready for Kindergarten Our Class" booklet created by current kindergarten students, the school profile, a recent school newsletter, ~~child care before-~~and ~~parenting options~~after-school program and EarlyON resources, information about special education resources, speech pathology services and other supports for students with special needs*, (see Appendix C), an invitation to subsequent orientation events, strategies to facilitate a successful transition process and information regarding ~~parenting~~family supports and community resources to support pre-school learning.

~~* See Appendix F, Entry Plan for Students With Special Needs~~

- a) Schools ~~shall~~will register all students of kindergarten age from their attendance area. Parents/guardians have an option to use an Online Registration application (OLR) or a paper version.
- b) ~~The Special Education Program Recommendation Committee (SEPRC) Process-~~School Support Team ~~with~~(SST) meet with families and their support personnel, local agencies ~~and~~ child cares, and before-and after-school programs as needed to ensure successful transitions for students with special education needs.

- ~~(b) Schools will endeavour, when possible, to honour requested morning or afternoon class placement dependent on an equitable balance of genders, birth dates, special needs, and availability of child care in the group of students.~~
- ~~(c) Confirmation of a morning or afternoon placement will be communicated to parents before the end of June. In cases in which parents' requests are unable to be honoured, an explanation should be provided.~~
- c) Schools will confirm registration of students with the onsite before- and after-school program staff to support their program registration process.

6.4. Best Practices in Transitioning Students into Kindergarten

Transitions should not be seen as a one-time event. Effective transitions involve an ongoing process of planning and collaboration between a number of partners including, children, families, educators, community members, child care, professional organizations and community support groups. Planning for transitions allows schools to be proactive and to help bridge and overcome potential challenges. When working together to develop a plan of action, we can help provide children and families with the knowledge and skills to manage transitions successfully.

School-Wide Strategies:

- a) Compose a team to support transitions throughout Kindergarten.
- b) Communicate important information about the dates and what families need to bring for registration at least one month before kindergarten registration (Kindergarten banner, letters home, posters and partnering with Early Years centers or other organizations).
- c) Provide families with the TDSB Developmental History Form, Kindergarten Registration booklet and Kindergarten FAQ (available online in multiple languages).
- d) Share information with families, encouraging them to utilize free family support programs and family resource centers.
- e) Plan a kindergarten orientation event(s) prior to school entry.
- f) Provide opportunity for families to give suggestions or feedback regarding the Kindergarten entry process

Classroom Focused Strategies:

- a) Attempt to minimize transitions within the classroom.
- b) Build a sense of community and belonging with each Kindergarten space, spend time speaking to and getting to know each student.
- c) Consider the age and attention span of Kindergarten students and minimize the amount of time spent on whole group instruction at the carpet.

- d) Consider a “less is more” approach at the start of the year with regards to learning materials.
- e) Spend time modelling strategies for self-regulation and identify “calmness.”
- f) Consider creating a Kindergarten welcome bag including materials used in the classroom and provide ideas to families on how the materials are used
- g) Offer opportunities for families/caregivers to take part in the program and engage in learning experiences together.
- h) Be flexible and responsive to children's social/emotional needs.
- i) Prepare students and families for “first day” experiences (e.g. creating a social story package).
- j) Where possible, offer opportunities for educators, lunchroom supervisors, school support/prep teachers to meet and engage with students and families.
- k) Consider one-on-one time for families to go over the TDSB Developmental History Form.
- l) Provide a welcome letter from each educating team/class.
- m) Suggest informal times of the year where families and children entering Kindergarten can meet with each other to discuss questions they may have about the program (e.g. meeting at the local park or library).
- n) Provide families with information on how to become a school volunteer or how to join the school council.
- o) Include families in the classroom inquiries and ensure there is opportunity for children to involve community members, parents/guardians and other family members.
- p) Use social media to engage and communicate with families during Kindergarten transition.

6.5. Staggered Entry

The Toronto District School Board recognizes that the first day of Kindergarten is an important milestone for all children and their parents/guardians. Every child has different needs. Often these needs are identified during transition to Kindergarten activities. Some children in Junior Kindergarten (JK) may benefit from a more gradual entry into school and staggering entry into school may create a more positive and nurturing first experience in a Full-Day Kindergarten (FDK) classroom. A plan for staggered entry for children in JK is permitted when the circumstances and plan are approved by the Superintendent of Education (SOE) in advance of any communication with families.

Staggered entry must follow the following principles:

- All children in JK and SK enrolled in FDK Before-and After-School Care (located in the school or community) must start school on the first day.
- All children in SK are expected to begin school on the first day. Parents/guardians must agree to a delayed start to the school year for their child.
- Children will start school on the day they arrive regardless of the plan for staggered entry.
- All JK children must start school by Friday of the first week.

6.6. Connections and Partnerships with Child Cares to Support the Transition to Kindergarten

- Provide child care staff with information about where to find information about the school (including the registration process, orientation events, Optional Attendance) and ask them to share this with families in their programs.
- Invite child care staff to visit the Kindergarten program to observe and ask whether school staff may visit and observe the child care program.
- Invite child care staff to bring children who will be beginning school to visit the Kindergarten program for a tour.
- Plan joint activities (e.g., registration, trips, special events).
- Request that child care staff share information about children where the TDSB Consent to Share Information Form has been signed to support children's individual needs and effective transitions. Discuss the transfer of records if appropriate and consent has been obtained.
- Extend the offer for Kindergarten educators to come to a parent meeting in the child care setting to talk about Kindergarten.

7. EVALUATION

This Procedure will be reviewed as required, but at a minimum every four (4) years.

7.8. APPENDICES

- Appendix A: ~~Transitions to School: Ideas~~ Preparing for Kindergarten Registration and Orientation
- Appendix B: ~~Creating a Kindergarten Package to Support the Transition to School~~
- Appendix C: A Checklist for Transitions to School: Ideas for Orientation
- ~~Appendix D: Resources to Support the Transition to School~~
- ~~Appendix E: Principal's Checklist for Kindergarten Registration~~
- ~~Appendix F-C:~~ Entry Plan for Students with Special Education Needs

8.9. REFERENCE DOCUMENTS

Policies:

- Early Learning and Care Policy P.059: Early Years(P022)
- Policy P.013: Optional Attendance (P013)

Operational Procedure PR.518 SCH: Procedures:

- Admission Eligibility Requirements (PR518)
- ~~Kindergarten to Grade 2 – New Student Registration Developmental History Form (PR512)~~

Legislative Acts and Regulations:

- Child Care and Early Years Act

Preparing for Kindergarten Registration

Informing Parents/Families about Registration

Display the TDSB Kindergarten Registration banner in front of the school so parents are aware of the time frame for registration. The children could design a second banner to welcome parents as they come into the school. Schools with billboards outside of the school can also use them to welcome new registrants.

Guidelines

- Display the TDSB Kindergarten Registration banner in front of the school so parents are aware of the timeframe for registration. Students could design a second banner to welcome parents as they come into the school.
- Schools with billboards outside of the school can use them to welcome new registrants.
- Use the posters provided on the TDSB Principal site to advertise the registration date and requirements in the local community.
- Information about the dates of registration and what parents need to bring is communicated through a variety of channels (e.g. letters home, posters in community places such as EarlyON Child and Family Centres, health centres, libraries etc.). Included as appropriate might be information about the Optional Attendance Policy.
- Information about registration is sent to agencies who may be involved with supporting children with special education needs.

- ~~Kindergarten Registration Use the posters provided on the TDSB Early Years site to advertise the registration date and requirements in the local community.~~
- ~~Let parents know what to bring to register.~~
- ~~Advertise Kindergarten registration information including required documents in as many public and community locations as possible (e.g. libraries, doctor's offices, community centres, and local grocery stores).~~

Registration

- ~~Offer registration at staggered times (days, evenings) to encourage as many families as possible to register.~~

Appendix A

- ~~Registration could take place by having parents make appointments ahead of time, during parent interview time, on days when teachers have been released to talk to parents about the Kindergarten program.~~
- ~~At the registration, ensure staff wear name tags so parents know who staff members are and their role in the school.~~
- ~~Provide release for staff, especially the Kindergarten teachers, to participate in the registration process.~~

- ~~Involve parent council members so they can make connections with new parents, assist in translations if appropriate and/or act as school ambassadors.~~
- ~~During registration, have staff and parents available who speak other languages. Perhaps older students could take parents on a tour of the school highlighting available programs (e.g. the parenting centre, and child care).~~
- ~~Create displays of photos of Kindergarten children engaged in activities or display kindergarten art. If a video of the program or classrooms is available, this could be playing at the time.~~
- ~~Provide a supervised area for children to use materials while parents register. Teachers could use this opportunity to observe the children while they are engaged in an activity.~~
- ~~Create a package for parents including: Welcome to Kindergarten, Getting Ready for Kindergarten, school routines and times, the Vision brochure (parent section on the TDSB external site) tips for supporting the transition to school (these can be found in the FAQ about Kindergarten on the TDSB site) and literature from school based programs such as child care and parenting as well as community resources.~~
- ~~Provide something for the children to take home (e.g. something they have made if materials were available, a magnet or pencil with the school name and phone number, a package with crayons, a book, magnetic letters, or playdough).~~
- ~~Provide refreshments as appropriate.~~

Orientation

- ~~Choose a time before the end of school for parents and children to come and visit the kindergarten classes. There could be a scheduled time (e.g. during activity time or outdoor play).~~

~~If there is not an orientation before the end of June, invite parents/caregivers to come with their children on the first day. Parents and children can join in activities together. Include refreshments for all. As an alternative, perhaps there could be a lemonade day before school actually begins.~~

- ~~Make a special button or name card for new children to wear when they visit the school.~~
- ~~Meet with parents at registration, or before school begins during staggered entry to gather information for the Developmental History Form.~~

Appendix A

- ~~• Consider offering a workshop for parents on pertinent topics (e.g. the school system, what a K day might look like, how parents can support their child's development and learning) before school begins.~~
- ~~• Invite other community resources to be involved in an orientation day (e.g. Ontario Early Years Centres, Toronto Public Health, the public library, Children's Mental Health Centres).~~

Creating a Kindergarten Package to Support the Transition to School

The Learning Partnership sponsors the Kindergarten Welcome Bag project. Information about this project is available on the web site: www.thelearningpartnership.ca. The program includes a teacher training session, an orientation event for families, and one bag for each JK student. The cost of the program is \$25.00 per student. The bag includes the following items:

- magnetic letters and numbers;
- concept and story books;
- thick crayons and pencil, glue stick, round end scissors;
- a scribbler and coloured construction paper;
- parent information pamphlet, *Help Your Child Get Ready for School* (translated copies); and
- templates of upper and lower case letters and numbers 1 to 10.

As an alternative to the Kindergarten Welcome Bag project, schools could consider creating their own bags based on the needs of their particular community. Possible items for consideration in a clear plastic bag or school bag might be:

- TDSB Welcome to Kindergarten booklet (including translations);
- TDSB Getting Ready for Kindergarten pamphlet;
- ~~Toronto~~ Public Library information (e.g. how to sign up a library card);
- relevant community information (e.g. summer programs, parks and recreation information programs, Ontario Early Years Centre programs);
- Playdough recipe (written simply with pictures for parents and child to follow), a small container of play dough could be included;
- crayons or markers;
- a story book and a book which would relate to mathematics;
- an alphabet strip or number line (these could be made at school and laminated);
- blank paper or construction paper;
- something from the school (e.g. a magnet with school phone number, a book mark, a pencil with the school name/phone number, a school made button with the address and phone number);
- a set of models (available from a dollar store) (e.g. farm, zoo, sea creatures with suggestions for sorting, counting activities);
- a concentration or number game (made with stickers and cards);
- magnetic letters and numbers;
- an invitation for an open house visit before school starts;
- ideas from Frequently Asked Questions about Kindergarten is available at www.tdsb.on.ca/programs/kindergarten;
- a letter to parents highlighting the importance of their role in children's learning and how they might use the materials at home.

A Checklist for Transitions to School

The following checklist may be useful for school staff in thinking about practices and preparations to support the ~~transition to Kindergarten and connecting families to schools.~~ registration.

Some Strategies for Preparing Children and Families for the Transition to School Preparing for Kindergarten Registration	Yes
A variety of staff members are involved in planning the transition to school <u>Kindergarten Registration</u> (e.g., administrators, Kindergarten teachers <u>educators</u> , child care staff, parenting centre staff <u>EarlyON Parent Worker</u> (if on site), administrative assistants <u>office staff</u>).	
<u>A time is chosen for registration that will meet family needs. Offer registration at staggered times (days, evenings) to encourage as many families as possible to register.</u>	
<u>Prepare a supervised area where children can explore materials that may be found in their future Kindergarten classroom while parents register. Consider using the EarlyON Child and Family Centre, if available, or the library.</u>	
<u>Prepare to have staff and parents available who speak other languages. Perhaps older students could take parents on a tour of the school highlighting available programs (e.g. Information about the dates of registration and what parents need to bring is communicated through a variety of channels (e.g. letters home, posters in community places such as Early Years centres, health centres, Libraries etc., banners displayed at the front of the school). Included as appropriate might be information about Optional Attendance Policy, the EarlyON Child and Family Centre, child care and onsite before-and after-school programs).</u>	
<u>Involve parent council members so they can make connections with new parents, assist in translations if appropriate and /or act as school ambassadors.</u> A time is chosen for registration that will meet family needs (e.g. parents may make an appointment, there may be a late afternoon or evening opportunity).	
Health care professionals may be part of the registration process. Agencies or community programs may be invited, as appropriate.	

Deleted Cells

<p><u>Create and prepare a package for families that may include:</u></p> <ul style="list-style-type: none"> ● <u>Information about registration is sent to the school</u> ● <u>Information from agencies who may be sending or community programs</u> ● <u>Resources for children with special needs (e.g., read alouds, loose parts, crayons, etc.)</u> 	
<p><u>Prepare refreshments, as appropriate.</u></p>	
<p><u>During the Kindergarten Registration Process</u></p>	
<p>Parents are welcomed to the school by the principal and staff.</p>	
<p>Teachers <u>Kindergarten educators</u> participate in the registration process to meet with parents, <u>where possible.</u></p>	
<p><u>At the registration, ensure staff wear name tags so families know who staff members are and their role in the school.</u></p>	
<p>Children are invited to the registration. There is <u>Provide a comfortable, aesthetically pleasing supervised area to wait. There may be activities available for children similar to explore materials while parents register. Educators could use this opportunity to those available in the Kindergarten program get to know students and families.</u></p>	
<p>Kindergarten classes <u>may wish to</u> prepare a “<u>Welcome to Our Class</u>” booklet with photos showing what happens in the <u>Kindergarten</u> classroom. <u>If a video of the program or classrooms is available, this could be playing at the time of registration.</u></p>	
<p>Parents receive and complete the Developmental History Form either at <u>the time of</u> registration, at home or with the teacher at a later time <u>date.</u></p>	
<p>Teachers meet with parents about the Developmental History Form before the next reporting period.</p>	

Appendix C

<p>Parents and children-Families receive a welcome package of materials. This package might contain a welcome from the Kindergarten children enrolled now, a child's book, materials for drawing and modeling, <u>may include:</u></p> <ul style="list-style-type: none"> o <u>Information about the school routines.</u> o <u>Information from agencies or community programs</u> o <u>Resources for children (e.g., read alouds, loose parts, crayons, etc.)</u> 	
<p>A meeting for parents is held in the spring to talk about expectations for Kindergarten and how they can support their children at home. <u>Provide refreshments, as appropriate.</u></p>	
<p>Parents are invited to visit the school for a classroom tour with their children before the child starts school. Older students who speak the language of the child and family may help by taking families on a tour of the school.</p>	
<p>There is family event held in August before school starts at the beginning of September (e.g. a BBQ, a lemonade day to welcome families).</p>	
<p>Each child receives a personal letter or phone call from the teacher before starting. This might include highlighting some things that will be happening in the Kindergarten.</p>	
<p>Teachers meet to plan the placement and may include conversations with child care staff about parent preferences and group and individual needs. Note: Parents need to complete the TDSB Information Sharing Consent Form. Parenting workers may also be included in the conversation.</p>	
<p>Transition planning conferences are held for those children with special needs. Parents of children with special needs are invited in to share how to operate any assistive devices.</p>	
<p>Plans are developed with parents for those children who are very fearful about coming to Kindergarten.</p>	
<p>Parents are given information about and encouraged to visit a TDSB Parenting and Family Literacy Centre, an Ontario Early Years Centre, or a Family Resource program in the area.</p>	
<p>Information is provided about local summer programs.</p>	
<p>Entry is staggered according to TDSB guidelines.</p>	

Appendix B

Transitions to School

The following checklist may be useful for **child care** staff in thinking about practices and preparations to support the transition to Kindergarten and connect families to schools.

<p>Some Strategies for Child Care staff (on and off school sites) Sending Children to Kindergarten We...</p>	<p><u>Yes</u></p>
<p>share information about our programs.</p>	
<p>work with the school to plan for effective transitions.</p> <p>visit Kindergarten programs to observe and invite school staff to observe the child care program. <u>Kindergarten Orientation</u></p>	<p>Deleted Cells</p>
<p>plan joint activities (e.g. registration, trips, special events).</p>	
<p>assist with Kindergarten registration as appropriate.</p>	
<p>share information about children where the TDSB <i>Consent to Share Information Form</i> has been signed (e.g. a.m. or p.m. placement, separation of children, needs for naps).</p>	
<p>→ provide formal and informal times Invite families to talk to children about attend a Kindergarten (e.g. during group time, while taking a walk around Orientation event at the school in the spring to meet the Kindergarten educators and learn more about the Kindergarten program.</p> <p>→ <u>Choose a time before the end of</u>, when the school year for parents and children to come and visit the kindergarten classes.</p> <p>→ Invite new families to attend events held at the school during the remainder of the school year (where appropriate).</p> <p>→ Consider offering a workshop for families on pertinent topics (e.g., what a day in Kindergarten might look like, how parents can support their child's development and learning at home) before school begins in September.</p> <p>→ Consider planning a BBQ or Lemonade Day to welcome new families before the first day of school.</p> <p>→ Invite parents/caregivers to join their children in the classroom on the first day of school.</p>	<p>Deleted Cells</p>

<p>→ <u>Make a special</u> seem apprehensive <u>name tag for children to wear when they visit the school or provide materials and invite them to create their own with their families.</u></p> <p>→ <u>Be reminded that the Kindergarten Orientation event is one way of welcoming families and it should not be the only school plan for supporting transitions into Kindergarten</u></p>	
<p>Strategies for Child Care Staff in Creating a Learning Environment that Supports the Transition to School We...</p>	
<p>Provide a range of developmentally appropriate activities for children.</p>	
<p>Provide activities that support the development of the whole child (physical, social, emotional and cognitive).</p>	
<p>Provide a learning environment that provides for hands-on exploration of learning materials and interaction with adults and others.</p>	
<p>Allow children to make choices of activities within a range of choices.</p>	
<p>Discuss routines, rules and the daily schedule so children feel comfortable and confident.</p>	
<p>Provide a range of activities that support children developing oral language skills (e.g. modeling and scaffolding language for them, teaching rhymes and chants, providing concrete experiences).</p>	
<p>Engage children in learning strategies to solve problems.</p>	
<p>Engage children in the inquiry process.</p>	
<p>Read to children from a range of books daily.</p>	
<p>Make the connection between spoken and written language.</p>	
<p>Encourage children to do self-help tasks independently (e.g. dressing, washing hands, tidying up).</p>	
<p>Discuss feelings and support children naming feelings and provide opportunities for expressing feelings (e.g. through dramatic play, problem-solving situations).</p>	
<p>Provide opportunities for children to learn about mathematics through hands-on exploration of materials.</p>	
<p>Provide opportunities for children to play games related to math and to hear math stories.</p>	
<p>Strategies for Involving Child Care Parents in the Transition Process We...</p>	
<p>provide information about the school the child will be attending.</p>	
<p>provide information about the school's registration process.</p>	
<p>invite Kindergarten staff to come to a parent meeting in the child care setting to talk about Kindergarten.</p>	
<p>discuss Optional Attendance Policy with parents.</p>	
<p>discuss the changes that may take place for children (e.g. lower ratio adults to children in the school setting, availability of services).</p>	
<p>discuss the transfer of records and obtain consent to share information where appropriate.</p>	

Operational Procedure PR.696 SCH
Kindergarten Registration

Appendix C

encourage parents to attend orientation events at the school.	
--	--

Resources to Support the Transition to School

TDSB Resources

- ~~Child care: information Sharing and Confidentiality Agreement (PR.692) provides a process for sharing information with child care centres while maintaining confidentiality. <http://www.tdsb.on.ca/pandp/ppdoes/does/r/pr692.pdf>~~
- ~~Child Care: Information Sharing Consent Form (692A) is used for the ongoing and informal sharing of information with child care centres. <http://tdsbweb/pandp/ppdoes/does/f/692a.pdf>~~
- ~~The Developmental History form (512A), with translated parent letters (512-B-M) is available at <http://tdsbweb/pandp/ppdoes/does/f/512a.pdf>. Copies may be ordered from curriculumdoes@tdsb.on.ca~~
- ~~Kindergarten Expectations: What You Can Do At Home (a video with accompanying translated booklet) may be ordered from curriculumdoes@tdsb.on.ca (if additional copies are required).~~
- ~~Optional Attendance policy (P.013) provides a process for a school to accept children living outside the school's attendance area. It also outlines the automatic acceptance of children attending the school-based child care centre as they are considered in-district students as long as they remain in the child care program. <http://tdsbweb/pandp/ppdoes/does/p/p013%20sch.pdf>~~
- ~~Registration support materials, e.g. letterhead, internal signage, Power Point presentation, are available through Communications and Public Affairs communications@tdsb.on.ca~~

Other Resources

- ~~A *Newcomers Guide to Canada* available at www.settlement.org/edguide has suggestions for parents about registering and preparing for school.~~
- ~~*Learning Through Play From Three to Six Years* (a calendar with pictures and words) is available from Hincks Dellerest Centre. Phone: 416-633-0515, ext. 162. Calendars are \$1.30 each.~~
- ~~*Reach Out With Words* (a calendar with pictures and words) is available from Toronto Preschool Speech and Language Services. Phone: 416-338-8574. The calendar is available in quantities from one to a maximum of 125 for a cost of 72 cents each. On-line orders can be placed at www.tpsls.on.ca~~

Appendix ~~CD~~

- ~~• *Talking Matters* (describes characteristics of speech according to age and includes what parents can do to help) is available from Toronto Preschool Speech and Language Services. This is available in some languages. There is a maximum of 100 per school with no cost. Phone: 416-338-8574. Online orders can be placed at www.tpsls.on.ca~~
- ~~• *A Healthy Start to School* (has some useful tips for a healthy start to school, i.e. nutrition, physical activity, safety, etc.) is available from the City of Toronto, Living in Toronto web site. Contact: Liza Lai, School Age Health Promotion Coordinator, 416-338-7426. Information can be downloaded from www.toronto.ca/health/a_healthy_start_to_school/index.htm. Copies will be sent to schools in January.~~
- ~~• *Planning Entry to School*, from the Ministry of Education, contains a planning calendar with practical examples from across the province. The publication is also available at www.edu.gov.on.ca~~

Principal's Checklist for Kindergarten Registration

Appendix C

Entry Plan for Students with Special Needs

Some students with special education needs which are extremely complex, who are newly registered but not yet attending a TDSB school, may, through a Special Education Program Recommendation Committee (SEPRC) receive a recommendation for placement in a full time special education class upon enrolment. When approaching a TDSB school for registration, parent(s)/guardian(s) are encouraged to share all pertinent information with the school principal about the special educational needs of their child. With parental permission, principal consultation with the School Support Team (SST) will determine whether or not a referral to a Special Education Program Recommendation Committee (SEPRC) is appropriate.

	<u>Entry Plan for Students with Special Education Needs</u>	<u>To-Do Person Responsible</u>	<u>Timeline</u>	<u>Responsibility</u>	<u>Completed</u>
1	<p>Meet with O.A. and Early Years Staff team to discuss Kindergarten Registration:</p> <ul style="list-style-type: none"> • Process • Roles and Responsibilities • Space Requirements <p>Note: Early Years staff team may include Kindergarten teachers, Child Care staff and Parenting staff (if applicable)</p>		November		
2	Confirm dates for February Kindergarten Registration		November		
3	Meet with School Council to discuss their participation in the Kindergarten Registration process (could be an agenda item at Dec. Parent Council		December		

Deleted Cells
Deleted Cells

	meeting)				
4	Make decisions about material available to parents at registration (i.e. Welcome to Kindergarten booklet, TDSB materials, Public Health materials and other agency and/or child care materials)If parents want consideration for immediate special education class placement when their child starts to attend a TDSB school, the child is pre-registered (registration "on paper") in the home school by address, as early as possible in the year prior to the year of school entry. Parents do not have to proceed to SEPRC if they prefer regular class placement.	Home school Parent/Guardian December/ January	Up to 9 to 12 months before attendance in school for those students who are entering TDSB in JK/SK. Ongoing and throughout year for all other students		
5	Purchase supplies for registering students as required	December/ January			
6	Receive copies of Board materials and Public Health materials to distribute to registering parents	January			
7	Put notice of registration dates in school newsletter and other places in the community as requiredSchool welcomes family and supports family throughout the pre-registration and with parental permission, the SEPRC process.	Home school December/ January	Ongoing		
8	Send home letter for parents to indicate their intent to register a new student and request an appointment (if this is school practice)Parent(s)/Guardian(s) provide school with pertinent documentation with consents (as appropriate) to share information and confer with others.	Parent/Guardian January	As soon as possible and ongoing		

Deleted Cells

Deleted Cells

Deleted Cells

Deleted Cells

9	Communicate with area child cares regarding enrolment of kindergarten-aged children to ascertain potential numbers Parent(s)/Guardian(s) are given a copy of the TDSB Guide to Special Education for Parent(s)/Guardian(s).	<u>Home school</u> January	<u>At least 10 days prior to the SEPRC meeting.</u>	
10	Communicate The principal confers with the Special Education Consultant about registering and other members of kindergarten children with special the SST as appropriate. Special Education staff may observe those students who fall within the Low Incidence category of needs (i.e., Developmental Disability, Physical Disability).	January <u>Special Education staff</u> <u>Principal</u>	<u>Ongoing after registration occurs</u>	
11	Arrange for School Council parents, present JK parents, volunteers and/or students to act as hosts for registration Where it is determined that a SEPRC meeting will proceed by the SST, including the Special Education Consultant, a referral is completed by the home school and submitted to Special Education staff for scheduling.	<u>Home school</u> January	<u>Submit complete SEPRC package as soon as possible</u>	
12	Arrange to display TDSB SEPRC meeting will be completed prior to school attendance. Kindergarten Registration Banner	January <u>Special Education Inclusion Coordinator</u>	<u>Completed prior to school attendance</u>	
13	Arrange for translators as required Where a full time special education class placement is recommended by the SEPRC and agreed to by the parent(s)/guardian(s), a specific Special Education program, with location noted, is offered. A visit to the program is arranged for parent(s)/guardian(s) prior to their signing final permission.	2-3 weeks ahead of time <u>Special Education Coordinator, Home School</u>	<u>Subsequent to SEPRC</u>	

Operational Procedure PR.696 SCH
Kindergarten Registration

Appendix E

1 4	Send home confirmation of registration appointment (if school practice) Where a full time special education class placement is not recommended or is declined by parent(s)/guardian(s), paper registration is finalized in the home school by address and the child will attend that school. The school-based special education resources will be available to provide support as recommended through a school support team (IST or SST).	Special Education Inclusion Coordinator Home School	2-3 weeks ahead	Subsequent to offer of time placement		
1 5	Arrange for parent volunteers to take photos (if appropriate) Purchase film and batteries as required Arrange for photo consent forms (if applicable) A transition planning meeting will occur to address the special needs that a student may have upon school entry, whether or not SEPRC placement is accepted. Parent(s)/Guardian(s) and agency staff as appropriate may be involved.	2-3 weeks ahead of time Receiving School Special Education Staff	After school placement; the meeting will involve school administration, parents, Special Education staff, school staff and agency staff, as appropriate			
1 6	Arrange for someone to purchase refreshments	1 week ahead				
1 7	Copy: • registration forms • Developmental History Forms • Photo Consent forms (if applicable)	1 week ahead				
1 8	Discuss and arrange registration area set up and furniture/equipment needs with Caretaker, O.A. and Early Years Staff team Transition planning strategies will be developed, as required. An entry process for September will be shared with families, including transportation arrangements. A written action plan is completed and shared with all participants. Follow up meeting(s) are scheduled, as needed.	1 week ahead Principal (or designate)	May-June			

Inserted Cells
Deleted Cells

Deleted Cells
Deleted Cells

Operational Procedure PR.696 SCH
Kindergarten Registration

Appendix E

1 9	Arrange for supply teacher coverage for the JK teacher(s)	1 week ahead		
2 0	Arrange for office coverage to ensure that there is someone in the office while OA is registering Where a full time special education class placement has been accepted by parent(s)/guardian(s), an Identification, Placement and Review Committee (IPRC) will be convened within approximately 6 to 9 months. Students in the kindergarten intensive support programs have IPRCs in the spring of their senior kindergarten year.		Principal (or designate)	1 week ahead 6 to 9 months after placement in the program for students in grades 1 and 2 Spring of senior kindergarten
2 1	Display welcome signs and directions to registration area	day before		
2 2	Double check everything is ready	day before		

- Inserted Cells
- Deleted Cells
- Deleted Cells
- Deleted Cells

Entry Plan for Students With Special Needs

<p>*Once registration in TDSB occurs, the Principal will contact their Family of School Consultant. Special Education staff may visit those students who fall within the Low Incidence spectrum (i.e. Developmental Delay, Physical Disability)</p> <p>*Case conference/IPRC package is completed by home school and submitted to Special Education staff for scheduling</p> <p>*Case conference/IPRC may be completed prior to school attendance</p> <p>*Where a Special Education class has been recommended by the Case Conference/IPRC, and agreed to by the parents, a specific Special Education program and location is offered. Some students may not be recommended and will attend their home school kindergarten program.</p> <p>*Parents are offered a visit to the program prior to signing final permission</p> <p>THE FOLLOWING SUPPORT IS IN ADDITION TO THE ABOVE PROCEDURE:</p> <p>The following also occurs for students who fall within the Low Incidence spectrum (i.e. Developmental Delay, Physical Disability):</p> <p>*Presentations may be made in the Fall (prior to JK entry) to outside agencies regarding the entry process for students new to TDSB</p> <p>*TDSB will send a letter regarding registration to selected preschool programs serving students with special needs in the Fall</p> <p>*Letter will also be distributed through the Early Years Steering</p>	<p>*Parents/Guardians</p> <p>*Home school</p> <p>*Special Education Staff * Principal</p> <p>*Home school</p> <p>*Special Education Coordinator</p> <p>*Special Education Coordinator</p> <p>*Special Education Coordinator * Home School</p>	<p>*As soon as possible</p> <p>Ongoing after registration occurs</p> <p>*As soon as possible</p> <p>*May be completed prior to school attendance</p> <p>*Subsequent to Case Conference/IPRC</p> <p>*Subsequent to offer of placement</p>
---	---	--

<p><u>Committee and Principals will be informed by the committee</u></p> <p>*Preschool programs/agencies forward names of potential students to Special Education Low Incidence Coordinators</p> <p>*Special Education Low Incidence Coordinators will notify TDSB schools of pending <u>pre</u>-registrations</p> <p>*Special Education Low Incidence Coordinator has a list of preschool students and tracks them through the intake process</p> <p>Please note: * Children who have attained the age of 3 years and who have a significant hearing loss, may qualify for a special education class placement in our Deaf and Hard of Hearing programs</p>	<p>*Special Education Low Incidence Coordinators</p> <p>*Special Education Low Incidence Staff</p> <p>* Early Years Steering Committee members</p> <p>*Preschools/Agencies</p> <p>*Special Education Low Incidence Coordinators</p> <p>*Special Education Low Incidence Coordinators and Special Education staff</p>	<p>*Fall</p> <p>*Fall</p> <p>*Upon receipt of TDSB letter</p> <p>*Upon receipt of information</p> <p>*Ongoing</p> <p>*Ongoing</p>
---	--	---

	*Deaf and Hard of Hearing Coordinator	
Please note the following:		
<u>Children who have attained the age of three years and who have a significant hearing loss, may qualify for a special education class placement in our Deaf and Hard of Hearing programs.</u>	<u>Coordinator – Deaf and Hard of Hearing</u>	<u>Ongoing</u>
<u>Children who have an Autism Spectrum Disorder may receive additional transitional support (e.g., Connections for Students).</u>	<u>Central Coordinator – Autism Services</u>	<u>Ongoing</u>

Please ~~Schools can~~ contact ~~your Family of School~~ ~~their~~ Special Education Consultant for further information, ____

Toronto District School Board, Special Education Plan (July, 2019). P. 46-47