

Kindergarten Prince Edward Island

Administrator's Resource



Department of Education and Early Childhood Development

September 2009

Kindergarten on Prince Edward Island

Table of Contents:	Page
General Contacts	2
Section Mandate	5
The Bridges Program	5
The Importance of Kindergarten	5
Kindergarten Program Defined	6
New Kindergarten Programs	6
Legislation	6
English/French as an Additional Language	7
Policies and Procedures	
Contracts	7
Financial	7
Registration	7
Age of Entry	7
Academic Calendar	7
Progress Reports	8
Parent-Educator Conference	8
Transition Protocol	8
Calendar	18

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
General Contacts

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>E-mail Address</u>
Gerard Greenan	Minister	368-4610	glgreenan@edu.pe.ca
Shauna Sullivan Curley	Deputy Minister	368-4662	sscurley@edu.pe.ca
Linda Lowther	Senior Director Learning & Early Childhood Development	368-4282	lmlowthe@edu.pe.ca

Early Childhood Development and Kindergarten Programs Staff
3 Brighton Rd.
PO Box 2000
Charlottetown, PE C1A 7N8
(Fax: 368-4622)

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>E-mail Address</u>
Tracey Anderson	English Kindergarten Specialist	368-5516	tdanderson@edu.pe.ca
Aimée Arsenault	Bilingual Administrative Assistant	569-7528	asarsenault@edu.pe.ca
Stella Arsenault	French Kindergarten Specialist	620-3278	sxarsenault@edu.pe.ca
Margaret Dumville	Early Childhood Coach	859-3796	mmdumville@ihis.org
Susan Flynn	Early Childhood Coach	368-6331	sxflynn@edu.pe.ca
Brenda Goodine	Early Childhood Coach	569-7581	brgoodine@ihis.org
Cathy McCormack	Early Childhood Programs Administrator	368-6518	camccormack@ihis.org
Denine McCormack	Early Childhood Coach	368-6331	drmccormack@edu.pe.ca
Alaina Roach-O'Keefe	Early Literacy Specialist	368-4658	alroachoefe@ihis.org
Carolyn Simpson	Early Childhood Development & Kindergarten Programs Manager	569-7526	cesimpson@edu.pe.ca
Vacant	Administrative Assistant	368-6513	

**EAL/FAL Contacts (English/French as an Additional Language)
Child and Student Services Division**

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>E-Mail Address</u>
Bill Heighton	EAL Itinerant Teacher	620-3738	wheighton@edu.pe.ca
Janet Perry-Payne	EAL/FAL Program Administrator	620-3735	jlpayne@edu.pe.ca
Sarah Vos	EAL Administrative Assistant	620-3738	sjvos@edu.pe.ca

**Healthy Child Development Unit
Administration and Corporate Services**

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>E-Mail Address</u>
Cindy Ferguson	Administrative Assistant	368-5967	cmferguson@gov.pe.ca
Sarah Henry	Healthy Child Development Coordinator	894-0260	skhenry@gov.pe.ca
Melanie Melanson	Information Specialist	894-0235	mdmelanson@ihis.org

**Preschool Autism Contacts
Child and Student Services Division**

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>E-Mail Address</u>
Marlene Breitenbach	Special Education Autism Coordinator	569-7792	mmbreitenbach@edu.pe.ca
Colette Connohan- MacEwen	Pre-School Autism Specialist	368-6143	cdmacewen@ihis.org
Sherla MacNeil	Pre-School Autism Specialist	368-6054	smmacneil@ihis.org
Sorcha Parker	Pre-School Autism Specialist	368-6156	sbparker@ihis.org
Danielle Rochon	Bilingual Pre-School Autism Specialist	620-3754	dmrochon@ihis.org
Andrea Rogers	Pre-School Autism Specialist	620-3753	ajrogers@ihis.org

EARLY CHILDHOOD DEVELOPMENT ASSOCIATION (ECDA)
40 Enman Crescent, Suite 147
Charlottetown, PE C1E 1E6
(Fax: 569-7900)

<u>Name</u>	<u>Title</u>	<u>Phone</u>
Sonya Corrigan	Executive Director	368-1866
Heather Walker	Community Coordinator	368-1866
Alice Taylor	President	368-1866

EARLY LEARNING OPERATORS OF PEI (ELOPEI)
PO Box 313
Kensington, PE C0B 1M0

<u>Name</u>	<u>Title</u>	<u>Phone</u>
Lynn Hogan	President	566-0344
June Scott	Secretary	436-3446

Early Childhood Development and Kindergarten Programs Section Mandate

This section provides policy and funding advice to ensure Island children have a high quality early learning experience in the early childhood and kindergarten sector. This section administers the direct funding program, special needs funding program, the Best Start program, provincial kindergarten program and provides curriculum and curriculum resources to English, French and Immersion Kindergarten Programs. As well, this section has responsibility for the *Child Care Facilities Act*, R.S.P.E.I. 1988, Cap. C-5, including the certification of early childhood educators, licensing and inspections of early childhood programs and resource support to the Child Care Facilities Board.

The Bridges Program

The Department of Education and Early Childhood Development and the Early Childhood Development Association will collaboratively offer seamless support in the areas of curriculum development, program delivery and parental engagement. The *Bridges Program* combines the work of the Early Childhood Coaches and Curriculum Specialists to form The Early Childhood Resource Team. Included on this team will be other professionals as required, i.e, Speech Language Pathologist, Occupational Therapist, etc.

Collectively the team will:

- support early learning and child care program Supervisors / Administrators / Owners with learning environments, training and mentoring;
- encourage quality of early learning programs;
- enhance the level of integration of children with special needs; and
- encourage a community of learning within the early childhood sector.

The Importance of Kindergarten

The child-centered kindergarten is not new; it has its roots in the 19th century. The literal meaning of kindergarten is a “garden for children”, a place where children can be nurtured and allowed to grow at their own pace.

Early learning experiences help shape the foundation for later success in school and life. A high quality kindergarten program is sensitive to the needs, interests and abilities of each child. A quality kindergarten provides the child opportunity to explore his or her environment. This is done by utilizing learning centres with a play based approach to curriculum delivery while offering a balance of active and quiet, individual and group, indoor and outdoor activities.

Children have been successful in kindergarten when they have had opportunity to develop and grow as individuals in an environment rich in developmentally appropriate activities. It is crucial that the early childhood educator monitor and provide for the progress of each child from the beginning of the year and throughout.

Play is a key component to a developmentally sound kindergarten program. Children learn best through discovery and play in an environment rich in literacy, numeracy, science, social studies, art, music and movement. Well planned learning centres are instrumental in meeting these goals. Kindergarten programs balance a child-centered, teacher-led approach to developmentally appropriate practice.

Kindergarten Program Defined

"Core Kindergarten Program" means a program:

- (i) for children who are five (5) years of age by the last day of December, 2009;
- (ii) which operates for three (3) hours a day, five (5) days a week, and which program consists of two point five (2.5) hours of instructional time delivered daily for five (5) days per week or the equivalent as approved by the Early Childhood Development and Kindergarten Programs Manager;
- (iii) which will operate a minimum of nine (9) months and a maximum of ten (10) months per year;
- (iv) which will follow an academic school year calendar for Professional Development, Christmas and March breaks, which will be provided by Government to the Kindergarten Provider

New Kindergarten Programs

Effective July 21, 2006 any new applications to operate and receive funding for kindergarten from the Department of Education and Early Childhood Development must meet the following criteria:

- a) the Department of Education and Early Childhood Development is satisfied that there is an unmet need for kindergarten spaces in the area; and
- b) that public funding be conditional upon a minimum of 10 children being registered in the program.

This policy change does not affect existing kindergarten programs operating prior to July 21, 2006. The current minimum number of 6 still applies to existing programs.

Legislation

Early Childhood Programs, which include Kindergartens, fall under the *Child Care Facilities Act, Regulations and Guidelines*, R.S.P.E.I. 1988. The Minister of Education and Early Childhood Development has responsibility for this Act.

The Department has representation on the Child Care Facilities Board and the Early Childhood Development and Kindergarten Programs Manager and the Early Childhood Programs Administrator are appointed as Inspectors and Resource to the Board. The Kindergarten Specialists are both appointed as Inspectors. The Child Care Facilities Board is responsible for licensing, inspections of programs and staff certification.

English / French as an Additional Language (EAL/FAL)

The English as an Additional Language (EAL)/French as an Additional Language (FAL) Reception Centre provides support to kindergartens and schools who have children who use a language other than English or French as their primary home language.

Policies and Procedures

Contracts Kindergarten programs enter an annual contract with the Province. Contracts are typically sent out at the end of each academic year for the year upcoming. Contracts must be completed before funding is provided.

Financial Kindergarten programs bill the Department of Education and Early Childhood Development on a monthly basis, based on enrollment.

Financial Statements are completed annually. These statements are to be submitted each September for the previous academic year.

Programs unable to meet the requirements for a core kindergarten program may request Bridge Funding. Bridge Funding assists with the demonstrated needs of a core program.

Registration Parents may register at the kindergarten of their choice.

Registration fees may not be charged to parents.

Each kindergarten will complete the registration forms provided by the Department of Education and Early Childhood Development. The forms are to be returned to the department after the kindergarten has opened for the year. Proof of the child's age must be provided during registration.

Age of Entry To be eligible for kindergarten for the 2009-2010 academic year, a child must be 5 years of age on or before December 31st.

Children transferring from a formal school program in another jurisdiction, and who do not meet our age of entry, may attend kindergarten and are considered Transfer Students.

Academic Calendar

Kindergarten programs will follow an academic school year calendar for Professional Development (where applicable), Christmas and March breaks (attached).

**Progress
Reports**

Progress reports are to be completed two or three times annually for each child. The Department of Education and Early Childhood Development has provided a Progress Report for programs which may be used in conjunction with a portfolio of the child's work and progress.

PLEASE NOTE: In May of each year programs are responsible to provide copies of the child's progress report directly to the school. Parental permission is required.

Parent-Educator

Conference Formal parent-educator conferences are to be held two or three times annually.

Transition

Protocol It is assumed all children will complete kindergarten and enter grade 1. On rare occasions it may be necessary for a child to complete an additional year of kindergarten(attached).

March, 2009

Transition Protocol

It is recognized children enter kindergarten and grade one functioning at a range of developmental levels. Some children enter with a diagnosed syndrome and/or condition that may necessitate the development of an individualized plan for part or all of their instructional day. It is acknowledged that early childhood educators and grade one teachers are expected and prepared to teach this diverse group of children.

It is assumed that children will begin school as outlined by the age of entry guidelines. However, during the kindergarten year, questions may arise regarding the most appropriate placement of a child for the upcoming year. In these cases, exceptions will be considered on an individual basis.

The following documents outline the process to be followed when considering transition planning and/or exceptions to school entry.

- Section A: Transition Planning for Children with Special Needs.
- Section B: Consideration for Exceptions to School Entry.
- Section C: Transition to School for Children With Autism

PLEASE NOTE:

Parents ultimately have the right, up to the age of seven years (compulsory age for school entry/home school plan), to not have their child enter the public school system.

(School Act PART VI Section B, 69. (1))

The term parents is used throughout this document to refer to parents or legal guardians.

Section A

Transition Planning for Children with Special Needs

The decision on placement options involves a number of people. This is a collaborative decision involving parents and professionals.

Core Members of the Decision Making Team May Include the Following:

Parents

Kindergarten - Early Childhood Educator/Supervisor

School Boards/District - Special Education Consultant (s)

Department of Education & Early Childhood Development- Early Childhood Development and Kindergarten Programs, Manager and Early Childhood Programs Administrator

Pre -School Assessment Team (where existing/appropriate)

Other Professionals and Support Staff as Appropriate (i.e. APSEA, HEAR, Autism Consultants, etc.)

School Staff - Principal, School Counsellors, Resource and First Grade teacher (where appropriate)

Step 1: Throughout the kindergarten year, staff will meet with the parents to discuss any concerns identified.

Step 2: Develop short term plan to support child.
Kindergarten must document the development of the child and maintain a running record/portfolio. Referrals/contact to other professionals may need to be made at this time.

Step 3: Parents and/or kindergarten staff will notify the Special Education Consultants at the appropriate school board/district requesting their input regarding planning and transition options by no later than January 15th of the kindergarten year.

Step 4: Pending placement decisions, parents are encouraged to register their child (ren) in their respective schools during the grade one registration times.

Step 5: Kindergarten centre staff are responsible for organizing a case conference inviting the appropriate members of the Core Team. When possible this case conference is to be held between February 1st and March 31st of the kindergarten year.

Step 6: Based on the child's best interests, it is required that all those who hold relevant information about the child be in attendance and/or provide input to the case conference, thus allowing for informed decision making to take place. Take into consideration the following questions when discussing placement options:

- a) How will the child benefit from: (i) going to school?;
(ii) remaining another year in kindergarten ?

- b) What supports exist: (i) in school ?;
(ii) in kindergarten?
- c) What interventions will need to be in place should the child
(i) go to school?;
(ii) remain in kindergarten?

Please Note:

Funding for an additional year of kindergarten is not automatic. When a recommendation is made by the decision making team to have a child begin school, and the parents chose to have their child repeat kindergarten they (parents) will be responsible for all tuition and support expenses. Pending placement decisions, parents are encouraged to register their child (ren) in their respective school during the grade one registration times.

Step 7: Decision from Case Conference.

- a) Attend School:
 - ▶ It is important to plan for the child's smooth transition into school. To begin the transition plan the school board/district Special Education Consultant will arrange to have school personnel either visit or contact the kindergarten to discuss the child's educational needs.
- b) Remain in Kindergarten:

If remaining in kindergarten, it is important to consider if the current kindergarten is the best placement for the child for the additional year.

 - ▶ An application for tuition, is submitted by the appropriate School Board/ District Special Education Consultant to the Early Childhood Development and Kindergarten Programs, Manager, Department of Education & Early Childhood Development.
 - ▶ If required, an application for special needs funding is submitted by the kindergarten to the Early Childhood Programs Administrator, Department of Education & Early Childhood Development.

Section B

Consideration for Exceptions to School Entry

Occasionally a child without special educational learning needs may not demonstrate the social or emotional skills necessary to successfully make the transition to grade one. On a rare occasion it may be recommended by the kindergarten staff, in consultation with the parents, to have a child remain for an additional year in kindergarten.

Step 1: Throughout the kindergarten year, staff will meet with the parents to discuss any concerns identified.

Step 2: Questions to consider in consultation with parents:

- a) Is the concern within the range of typical child development?
- b) If yes, what other factors are influencing the child's progress.
- c) Are immediate resources and supports required?

If the concern appears to be outside the range of typical child development, referrals to professionals for assessment may be required.

Step 3: Develop a short term plan to support child. This plan should be reviewed and revised regularly. The kindergarten staff must document the development of the child and maintain a running record/portfolio.

Step 4: Depending on the child's development and maturation throughout the year placement options may need to be discussed for the following year. If so, consider the following:

- a) Specifically, how will the child benefit from remaining another year in kindergarten?
- b) What are the benefits of going to school?
- c) What required supports exist: (i) in school?;
(ii) in kindergarten?
- d) What interventions will be in place should the child (i) go to school?;
(ii) remain in kindergarten?
- e) Is the current kindergarten centre the most appropriate placement for the child for another year?

Please Note:

Funding for an additional year of kindergarten is not automatic. When a recommendation is made by the decision making team to have a child begin school, and the parents chose to have their child repeat kindergarten they (parents) will be responsible for all tuition and support expenses. Pending placement decisions, parents are encouraged to register their child (ren) in their respective school during the grade one registration times.

Step 5: The kindergarten will submit, in writing, a request to have the child remain an additional year in kindergarten. A copy of the child's progress record, short term plan and detailed reasons for remaining in kindergarten will be submitted to the Early Childhood Development and Kindergarten Programs, Manager in May of the kindergarten year.

Step 6 : Pending placement decisions, parents are encouraged to register their child (ren) in their respective school during the grade one registration times.

Transition to School for Children with Autism

Many children with autism require individualized educational programs and often have significant difficulties with transition. In order to make the transition to school as smooth as possible, careful planning must occur. Many of these children may be receiving Intensive Behavioural Intervention (IBI) services. The Departments of Education and Early Childhood Development, as well as school boards/district, schools and early childhood staff will collaborate with the family to facilitate the transition from home or centre-based services to school based. This planning process begins in February of the school entry year. In general, it is assumed that students will start school as determined by the age of entry guidelines established by the Department of Education and Early Childhood Development. Exceptions to this are discussed at individual case conferences.

Preparing Schools, Parents and Students

Step 1: Sharing Information

Information on transitioning children will be shared with school boards in a timely manner to allow adequate time for transfer of information, training of staff and transition activities for the child. Informed consent from parents is required before documents or information about the child are shared with the school. For most families this will occur when they agree to access Intensive Behavioural Intervention services or as they prepare to enter school. The Early Intervention Coordinator will request this permission from families.

- By January 15th, the Early Intervention Coordinator will provide the Special Education Autism Coordinator with a list of diagnosed children *receiving IBI services* who will be eligible for school entry the following September.
- By January 15th, the Autism Diagnostic Team Psychologist will provide the Special Education Autism Coordinator with a list of diagnosed children *not receiving IBI services* who will be eligible for school entry the following September.
- The Special Education Autism Coordinator will forward a list of the eligible children and contact information to each School Board/District.

Step 2: Parent Information Meeting

Transition to school is often an anxious time for families, particularly those whose children have special needs. In order to assist with this, a general information meeting for parents will be held at each School Board/District in February prior to scheduled school entry. The meetings will be coordinated by the Early Intervention Coordinator and designated School Board/District Consultant and will be attended by the parents, the Early Intervention Coordinator and Autism Consultant and/or Autism Coordinator. All parents who have a school eligible child with a diagnosis of autism are invited to the meeting regardless of what intervention or program the child may have participated in as preschoolers. The purpose of the meeting is to share general

information and answer questions about the upcoming transition process and is not to specifically address the needs of individual children. Points of information will include:

- Description of the transition process and steps involved.
- Explanation of confidentiality guidelines and the importance of sharing information with involved professionals. Parents are requested to forward documentation of diagnosis as well as other relevant available reports.
- Description of the assessment process and how this will help guide programming.
- Information on the planned case conferences and the scheduled date.
- Overview of school programs, highlighting services and options currently available.
- Information about the application of behavioural teaching strategies in inclusive school settings.
- Overview of supports available from schools, school board/ district and department.
- Clarification of the process for establishing the need for Educational Assistant support and when/how those decisions are made by the school boards/district.
- Written information on options and availability of services if the child will not enter school as planned. Pending the case conference, parents are encouraged to register their child in their respective schools at the appropriate registration times.

Step 3: Formal and Informal Assessment

Following the parent information meeting, receipt of documentation of diagnosis and written consent, additional information will be collected to assist in planning for school transition. This will include the following:

- The Board/District Autism Consultant will schedule an observation of the child at the home or Early Childhood Centre. During the visit, informal assessment will be conducted by the Board /District Autism Consultant. A report of the observation will be forwarded to the parents and the School Principal.
- If the child is receiving IBI services, the Early Intervention Coordinator or Preschool Autism Specialist will complete curriculum based assessment and forward a Transition-To-School report to the family, the Board/District Autism Consultant, the Special Education Autism Coordinator and the School Principal.
- The Department of Health may arrange for standardized assessment of the child's cognitive or adaptive skills by a Psychologist.

- If the child receives speech and language or occupational therapy services, the respective professionals are requested to forward updated standardized assessment reports to the parents, board/district autism consultant and the school principal prior to the case conference.
- If the child is enrolled in an Early Childhood Centre, the staff is encouraged to provide a brief written summary of their impressions regarding the child's skills in the preschool setting. This summary can be brought to the case conference or forwarded ahead of time to the family, Board /District Autism Consultant, and the School Principal.

Step 4: Case Conference

Individual case conferences for all transitioning students with autism will be scheduled and held by each School Board/District before May 1st. The date for these meetings will be given to all involved participants by March to allow all essential participants to plan for attendance. Essential participants are the family, Early Intervention Coordinator or Preschool Autism Specialist, Board/District Autism Consultant, Early Childhood Program and other direct service providers. Participants will discuss the child's strengths and needs, review assessment information, as well as the continuum of supports available in the school. The child's successful entry into school will begin with discussion of the following:

- Support Staff
- Transportation issues
- Visual or other communication supports
- Medical or dietary concerns
- Orientation activities for the child
- Individual Education Plan process

Step 5: Preparing Students- Orientation

PLEASE NOTE: Parents have the right, up to the compulsory school age of seven years, to have their child remain out of school for an additional year. (*School Act. PART VI. Section B, 69. (1)*). If the School Board/District or the kindergarten recommend that the child remain an additional year in kindergarten, a formal application for tuition is submitted by the School Board/District Special Education Consultant or Kindergarten to the Early Childhood Development and Kindergarten Programs Manager, Department of Education and Early Childhood Development. Should the child require a Special Needs Assistant during the additional year in kindergarten, application for funding is submitted to the Early Childhood Program Administrator, Department of Education and Early Childhood Development.

The school and the family will make a plan for orientation activities to introduce the child to involved staff at the school and to help the child become familiar with the school setting and routines. This will be individualized and may include the use of visual supports (photos, maps, videos, social stories, etc.) and one or more visits to the school. Children may also attend the regular school orientation if the parents and school feel this would be beneficial.

Step 6: Personnel Preparation

Following the case conference, the principal will discuss in-service needs of school staff with the Special Education Autism Coordinator and/or the Board/District Autism Consultants. The Autism Coordinator and the Board/District Autism Consultants will collaborate to provide any training needed. The Principal may arrange for the identified classroom or resource teacher to observe the child in their home or Early Childhood Program, either in person or through video review.

The child's classmates may need to have information about the child with autism. Once the child is in school, the teacher and the family will discuss the specifics of this. Age appropriate materials for presenting information to peers about autism are available from the Autism Coordinator. [see also *Educating Children About Autism in an Inclusive Classroom* and *A Resource Guide for Parents of Children with Autism: Supporting Inclusive Practice* (Timmons, MacIsaac, Breitenbach, 2006)]

Step 6: Transition to School IEP Meeting

In May or June, the involved school staff, parents, Autism Consultant and Preschool Autism Specialist (if applicable) will meet to share initial IEP goals and objectives to provide direction for the Fall. If any environmental accommodations or visual supports are needed, decisions are made about who will provide these. Potential challenging behaviours and preventative measures are discussed, as well as how staff will initially respond. A plan for communication between home and school is agreed upon. Detailed information about the expected classroom schedule is discussed.

Step 7: Follow-up

In September, each student with autism will continue to be followed by a School Board/District Autism Consultant who will assist with program and IEP development, provide individual consults and support for school staff as needed. Following Board/District policy, the school schedules a followup meeting in the Fall to formalize and revise the IEP as needed for the school year.

Kindergarten Calendar for the 2009-2010 Academic Year

September

- 7 Labour Day**
- 25 In-Service for New Kindergarten Educators (English)**
- 25 In-Service for New Kindergarten Educators (French and Immersion)**

October

- 12 Thanksgiving**
- 15-16 ECDA Fall Conference**

November

- 6 Professional Development Day (if applicable)**
- 11 Remembrance Day**

December

- 4 New Kindergarten Educators (English)**
- 4 New Kindergarten Educators (French and Immersion)**
- 22 Last Day of Kindergarten in 2009**

January

- 4 First Day of Kindergarten in 2009**

February

- 1 Mid-Semester Professional Development Day (ECDA)**
- 6 ECDA Winter Conference**
- 15 Islander Day**

March

- 15-19 March Break**

April

- 2 Good Friday**
- 5 Easter Monday**

May

- 24 Victoria Day**

June

- 4-5 AGM and Spring Workshop (ECDA)**