
SCHOOL TRANSITION PROTOCOL Children Entering School September 2023

**For Preschool Children who are mutual clients
of the:
LINCK and
the Children's Treatment Centre of Chatham-Kent
(CTC-CK)**

Transitioning to:
Lambton Kent District School Board (LKDSB) *or*
St. Clair Catholic District School Board (SCCDSB)
or
Conseil Scolaire Catholique Providence

In early October, LINCK and the Children's Treatment Centre of Chatham-Kent (CTC-CK) will create a list of all children on their respective caseloads eligible for school entry the following year with moderate and high needs. Staff will identify the school, schoolboard and document consent to share information from the family.

In mid October, LINCK and the CTC-CK will distribute an information package to the family of each child on their caseload who is eligible to enter school **for the first time** in junior kindergarten, senior kindergarten, or grade one the following September. Parents who participated in the school transition process in previous years will be asked to complete a new TUAYC form so that the most current information is provided. This package will be distributed as follows:

- CTC-CK will distribute package to their caseload as well as any joint clients shared with LINCK
- LINCK will distribute to clients only on their caseload.

The package will contain:

- a letter briefly outlining the process.
- an invitation to attend 'Path to School Entry – Parent Information Night';
- 'Tell Us About Your Child' form (moderate or high needs form) to be completed with parents to describe their child's needs.
- Brochure

Parents/caregivers will be asked to complete the 'Tell Us About Your Child' form and return it to the CTC-CK or LINCK either through encrypted email, provided link, or by dropping off at the CTC-CK or LINCK. Parents/caregivers are encouraged to complete forms with support from their consultant/clinician to provide the most

complete information for transition. The CTC-CK or LINCK will forward the completed high needs TUAYC forms to the appropriate school board as they come in.

In November, parents will be invited to attend the presentation, 'Path to School Entry – Parent Information Night'. School board representatives will explain the current school transition process in place and will present their philosophy and service delivery models. Following the presentation, parents will have the opportunity to ask questions of their board representatives. Parents will be provided with the contact information of both school board representatives and are encouraged to reach out individually with questions specific to their child.

In mid December, early January of the year children will enter school for the first time, the CTC-CK and LINCK will provide the school board representatives a confirmed list of students attending their board. This list will indicate the child's name, address, date of birth, email for the family, severity of need, home school, school board, consent checkbox, and consultant/clinician names and contact emails. This list will be used to ensure parents and agencies have the opportunity to communicate the child's needs whether or not the Tell Us About Your Child form is received.

In February, the school boards will forward a schedule of transition meetings for High Needs Intake to be held with parents/caregivers in late February and early March to both the CTC-CK and LINCK. The school boards will contact the parent/guardian to extend an invitation to attend this transition meeting. At the transition meeting, representatives from the CTC-CK and LINCK will share updated information related to the child's current therapy status, equipment needs, development, and behaviour concerns (as appropriate).

Also in February, parents/caregivers will be invited to a presentation "Becoming Part of Your Child's School Team" by Renee Zarebski. This flyer will be shared with all families on the CTC-CK and LINCK school transition caseloads.

In early March, LINCK and the CTC-CK will send moderate needs 'Tell Us About Your Child' forms ('School Based' meeting identified on the front cover) to school boards with latest reports. Parents who participated in the school transition process in previous years will be asked to complete a new TUAYC form so that the most current information is provided. The school boards will then forward the completed 'Tell Us About Your Child' form to the appropriate home-school administrators once the child is registered at their home school. School administrators may arrange an observation meeting (at the childcare) following receipt of this information. School board staff will contact the parent to obtain consent prior to scheduling an

observation visit to the childcare.

In April, the CTC-CK and LINCK will attempt to have all TUAYC forms into the school boards. Initial intake meetings may not be able to be booked until the Fall, if not.

All SEA claims from CTC-CK clinicians will be forwarded to the school boards by the end of May.

In May/June School-based team meetings will be scheduled for high needs and moderate needs as needed at the discretion of the school administrators and the parent/caregiver.

The Planning Team will meet in June to discuss documents, process, positives, areas to grow, and set dates for the next year.

Some schools may schedule additional school-based team meetings in September/October.

This following information will be shared with staff in September as a refresher for determining severity, prior to initiating the school transition process:

Determining if a child on your caseload has high or moderate needs for school transition planning:

A child's diagnosis, or developmental delay, does not determine if a child has high or moderate needs in the classroom or school. A designation of "High" or "Moderate" needs is based on the level of support the child will require in the classroom/school. For example, a child may have a diagnosis of CP but only require moderate supports in the classroom. Similarly, a child who is nonverbal and uses PECS may also only require moderate supports in the classroom. However, a child who is nonverbal but is also a flight risk, aggressive, and requires constant supervision, would be considered to have "high" needs based on the multiple and degree of challenges.

PROCEDURE FOR CHILDREN WITH INITIAL INTAKE (HIGH NEEDS) MEETINGS

Children with High Needs: **High Needs** are those clients who have significant behavioral, mental health, developmental and/or physical needs and will require **extensive supports** in the classroom/school due to:

- Equipment needs, (stander, walker, lift, accessible bathroom...)
- Personal care assistance (dependant for toileting, dressing, feeding; tube feeding.)
- Aggressive behavior (danger to themselves and/or others)
- Constant supervision/redirection (flight risk....)

- Difficulties with transitions (changing expectations or task result in escalation, outburst, shutdown, flight, aggression.....)

These designated clients will require additional support in the classroom. Additional support could include special equipment, staffing and/or specialized transportation. The need for specialized equipment, personal care assistance, or specialized transportation does not in itself identify a child as high needs.

Initial Intake Meeting: The parents, representatives from the appropriate school board, CTC- CK, LINCK, and school administrators/resource teachers will be invited to attend this meeting. Information about the child and the appropriate placement will be discussed. Based on the parent's permission, as indicated on the completed 'Tell Us About Your Child' form, school board staff will initiate contact with the parent and the childcare to arrange for an observation following the scheduled February/March meeting.

Registration: Parents/caregivers will register the child at the appropriate home school during board-wide designated registration. The board will forward a copy of the 'Tell Us About Your Child' form and recent reports to the school administrator of the receiving school.

Observation: The Board of Education personnel and/or the school administrator and/or the resource teacher are encouraged to arrange for an on-site observation of the child at a childcare or during scheduled therapy following the Initial Intake Meeting for high needs children. Verbal consent for this visit will be discussed with the parent at the initial intake meeting.

School Based Meeting: During the Initial Intake Meeting, the school administrator/school personnel will schedule a home-school based conference to review the transition plan and actions agreed upon by the participants for children with high needs. For students considered to have high needs, the meeting will be in May or June. An additional meeting may be scheduled in September or October. Any parents or school personnel who wish to make changes to these scheduled meeting dates/times should contact the school board representatives identified at the February/March school transition meeting. At the home-school based meeting, personnel from LINCK(consultants) and the CTC-CK (clinicians) will share the most current verbal and written information as appropriate. .

SCCDSB – Minutes will be provided to all parties present (and parent, if absent).

LKDSB/Providence: – The LKDSB school administrator/school personnel will complete minutes during this meeting which outlines the agreed upon actions/responsibilities.

PROCEDURES FOR CHILDREN WITH SCHOOL BASED (MODERATE NEEDS) MEETINGS

Children with **Moderate Needs: Moderate Needs** are those clients who will require moderate supports in the classroom such as:

- Staff awareness (nonverbal, unintelligible speech, moderate fine motor delay, dysfluency, poor motor coordination, moderate receptive language delay....)
- Frequent supervision/redirection, (active, impulsive, behaviors, self-regulation...)
- Moderate amount of support (communication device, picture schedule, If/Then board....)
- May require on-going intervention (SLP, OT, PT ...)
- May require specialized equipment (PECS, Boardmaker, footstool...)

Registration: For moderate needs children, registration will occur at the usual registration time.

School Based Meetings: At the discretion of the school administrators and the parent/caregiver at the student's home school, a meeting will be scheduled in May/June or September with the parents and service providers as identified on the 'Tell Us About Your Child' form. Copies of the most recent assessments and service plans completed by the CTC-CK and LINCK will be shared at this time or forwarded to the schools by the end of May.

SCCDSB – Minutes will be provided to all parties present (and parent, if absent).

LKDSB/Providence – The LKDSB school administrator/school personnel will complete the minutes during this meeting, which outlines actions/responsibilities agreed upon.

PROCEDURES FOR ALL CHILDREN

Late Registrations: For a high or moderate needs child coming into service with LINCK and/or the CTC-CK after the transition meetings:

- A copy of the 'Tell Us About Your Child' form will be distributed to the family by personnel from either LINCK or the CTC-CK. Once the completed form is received by LINCK or CTC-Ck, then forwarded to the school board, , the board representative will contact the family to schedule a meeting as appropriate.. The most recent reports (informal assessment summaries, therapy reports) will be sent to Board representatives.. It will be the responsibility of LINCK and/or CTC-CK staff to obtain the appropriate consents prior to forwarding these reports.

Sharing of Reports: LINCK and the CTC-CK will forward additional reports regarding the child to the school board and the child's receiving school as they become available.

For children who enter the school system, but for various reasons were unable to complete their transition to school, they will be required to recomplete the TUAYC with current information prior to submission for the following school year.

Collaboration with Board Representatives: In order to provide the most desirable placement for children and to make the beginning school experience a positive one for the parents, collaboration and information sharing with legal guardian's consent is crucial. Only the appropriate school personnel can make the final decision that the child will have additional support.

Parents will be encouraged to consult with the appropriate school board representative about services that can be offered at school to support the unique needs of each child.