



TRANSITION FROM EARLY LEARNING TO PUBLIC SCHOOL

Entering school for the first time is something that can be stressful for many families. However, there are some great pieces of information to keep in mind when planning for this transition.

COMMUNICATING WITH MY CHILD’S SCHOOL

When your child goes to school, the communication you have with the teacher will be different from that of the early childhood educator. You likely won’t see your child’s teacher every day and won’t have the consistency of reviewing daily activities. There are several good strategies you can use to ensure you are able to communicate with your child’s school to support the learning process and overall experience.

- Be clear and concrete - If your message or request sounds confused, other people may not know what your child needs
- Listen carefully to what other people are saying and ask questions
- Keep a notebook, log or a diary to record your discussions
- Use e-mails as a follow up to meetings

For more information on how to effectively communicate with your child’s school, please read Section 1 (How to be an Effective Advocate for Your Child) of the [Achieving Inclusion resource \(linked\)](#).

WHAT ARE BEST PRACTICES FOR TRANSITIONING INTO SCHOOL? ROLES PLAYED IN TRANSITION

Families, Educators, and Early Learning Centres all play key roles to ensure students have a smooth transition. These are the best practices for ensuring a good transition.

FAMILIES	EARLY LEARNING FACILITY	SCHOOL
<ul style="list-style-type: none"> • Create a one-pager ‘About Me’ for the elementary school • Attend transition meetings • Know your child’s rights and advocate for the appropriate supports • Share stories about social situations at home. These are short descriptions of an activity that will take place in their public school so they know what to expect in the situation 	<ul style="list-style-type: none"> • Build relationships with local kindergarten and elementary programs • Participate in or arrange a transition meeting • Support families with knowing their legal rights 	<ul style="list-style-type: none"> • Create a transition document • Participate in or arrange a transition meeting • Invite Parents to be active participants in transition planning • Encourage families to share information about preschool programming or services • Bring the children to play on the local elementary school playground • Provide individualized support for each family’s unique transition • Provide Social Stories of what to expect • Talk often about the transition

WHAT ARE MY CHILD'S RIGHTS?

As identified in [Policy 322 \(Inclusive Education\)](#) by the Department of Education and Early Childhood Development, it is the responsibility of your child's school to do the following:

- Enable each student to participate fully in a common environment that is designed for all students. It is appropriate for the student's age and grade, is shared with peers in their neighbourhood school, and respects learning styles, needs and strengths.
- Have a common environment where student-centered learning principles are applied (e.g., Universal Design for Learning, learning outcomes, instruction, assessment, interventions, supports, accommodations, adaptations and resources).
- Consider accommodations and implement them in a timely manner.



QUESTIONS OF CONCERN

[Does Inclusive Education mean that all students should never leave their regular classrooms?](#) – Inclusive education means that all students are educated in regular classrooms. It does not mean that individual students cannot leave the classroom for specific reasons. For example, a child may require one-on-one assistance in a subject which may or may not be happening during regular class time.

[We have worked to develop a plan to identify and review behaviours at our Early Learning Centre. What plan will be made at school?](#) – If determined to be needed by the District you are in, your child will have a Personalized Learning Plan. This type of plan would exist when your child needs learning strategies beyond robust instruction, there are additional behavior supports required as outlined in Policy 322, or the common learning environment needs to be varied. Sharing the strategies that have worked in the early learning environment will be valuable information for planning extra support. If your child does not have a Personalized Learning Plan but suspect it may be necessary, you should discuss your concerns with your school's resource teacher.

[Will the school be open to meet with other professionals that have worked with my child, to share strategies that works for them?](#) – Yes! Anyone who has a role with your child's learning goals should be on the Personalized Learning Plan team. This includes professionals from within the school system and specialists who know your child best.

[Where can I seek support to understand my child's rights and get resources?](#) – Inclusion NB works to ensure all children have the right to access an inclusive education. Please visit inclusionnb.ca or call 1-866-622-2548 for more information.

When we celebrate inclusion and diversity, we create environments designed for everyone, so that all children succeed, using their own gifts and skills.



www.inclusionnb.ca