

## Planning Entry to School: Roles and Responsibilities

The following chart outlines possible roles and responsibilities of participants in the planning process. Roles and responsibilities in the column “Planning for Children With Special Needs” are *additional* to those in the “Planning for All Children” column.

Planning for All Children	Planning for Children With Special Needs
<b>The parents:</b>	
<ul style="list-style-type: none"> <li>• participate in early registration clinics and other enrolment-related activities;</li> <li>• share information about the child;</li> <li>• share required records, including medical information about immunizations, allergies, and ongoing conditions, if any (e.g., asthma, vision problems, hearing problems);</li> <li>• prepare the child for school by:               <ul style="list-style-type: none"> <li>– participating in school orientation;</li> <li>– helping the child practise new routines and skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• pre-register the child;</li> <li>• describe special needs of the child;</li> <li>• participate in case conference for the child.</li> </ul>
<b>The preschool agency:*</b>	
<ul style="list-style-type: none"> <li>• supports children’s entry to school by:               <ul style="list-style-type: none"> <li>– communicating with the school and parents in the language of instruction;</li> <li>– providing early notification (with parental consent) to the board or school about children who will be starting school;</li> <li>– sharing information about the children (with parental consent);</li> <li>– sharing information about services (in the language of instruction);</li> <li>– collaborating with entry-to-school planning team.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• supports children’s entry to school by:               <ul style="list-style-type: none"> <li>– sharing successful program strategies, where applicable;</li> <li>– planning and participating in case conference(s), as appropriate;</li> <li>– maintaining contact with the school during first term, if required.</li> </ul> </li> </ul>

\* Early Years Centres provide an important link between preschool and Kindergarten.



Planning for All Children	Planning for Children With Special Needs
<b>The school board:**</b>	
<ul style="list-style-type: none"> <li>• collaborates with other school boards and district-wide community partners to develop and establish board-wide entry-to-school planning policy and procedures;</li> <li>• supports district-wide communications;</li> <li>• reviews issues and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• facilitates school-level entry-to-school planning for children with special needs;</li> <li>• provides training as required.</li> </ul>
<b>The principal:</b>	
<ul style="list-style-type: none"> <li>• coordinates an entry-to-school planning team and establishes a school-level plan;</li> <li>• defines procedures;</li> <li>• implements the plan;</li> <li>• monitors any issues that are raised in the process.</li> </ul>	<ul style="list-style-type: none"> <li>• involves parents, system-level personnel, and community partners in implementing a system-level plan;</li> <li>• gathers information;</li> <li>• coordinates case conference(s) for children with special needs;</li> <li>• coordinates orientation for children with special needs;</li> <li>• monitors any issues that are raised in the process.</li> </ul>
<b>The classroom and/or special education teacher:</b>	
<ul style="list-style-type: none"> <li>• facilitate(s) the child's entry to the classroom by:                             <ul style="list-style-type: none"> <li>– serving on entry-to-school planning team;</li> <li>– participating in parent information meetings and orientation activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• facilitate(s) the child's entry to the classroom by:                             <ul style="list-style-type: none"> <li>– participating in case conference(s) for children with special needs;</li> <li>– observing children with special needs in preschool programs;</li> <li>– assisting the preschool agency in identifying the skills the child will require for a successful entry to school.</li> </ul> </li> </ul>

\*\* System-level personnel (e.g., the superintendent, principal/coordinator of special education, or program consultant) often carry out these responsibilities.

