**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.

<table>
<thead>
<tr>
<th>Planning for All Children</th>
<th>Planning for Children With Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The parents:</strong></td>
<td></td>
</tr>
<tr>
<td>• participate in early registration clinics and other enrolment-related activities;</td>
<td>• pre-register the child;</td>
</tr>
<tr>
<td>• share information about the child;</td>
<td>• describe special needs of the child;</td>
</tr>
<tr>
<td>• share required records, including medical information about immunizations, allergies, and ongoing conditions, if any (e.g., asthma, vision problems, hearing problems);</td>
<td>• participate in case conference for the child.</td>
</tr>
<tr>
<td>• prepare the child for school by:</td>
<td></td>
</tr>
<tr>
<td>- participating in school orientation;</td>
<td></td>
</tr>
<tr>
<td>- helping the child practise new routines and skills.</td>
<td></td>
</tr>
<tr>
<td><strong>The preschool agency:</strong></td>
<td></td>
</tr>
<tr>
<td>• supports children’s entry to school by:</td>
<td>• supports children’s entry to school by:</td>
</tr>
<tr>
<td>- communicating with the school and parents in the language of instruction;</td>
<td>- sharing successful program strategies, where applicable;</td>
</tr>
<tr>
<td>- providing early notification (with parental consent) to the board or school about children who will be starting school;</td>
<td>- planning and participating in case conference(s), as appropriate;</td>
</tr>
<tr>
<td>- sharing information about the children (with parental consent);</td>
<td>- maintaining contact with the school during first term, if required.</td>
</tr>
<tr>
<td>- sharing information about services (in the language of instruction);</td>
<td></td>
</tr>
<tr>
<td>- collaborating with entry-to-school planning team.</td>
<td></td>
</tr>
</tbody>
</table>

* Early Years Centres provide an important link between preschool and Kindergarten.
## Roles and Responsibilities

**Planning for All Children**

<table>
<thead>
<tr>
<th><strong>The school board:</strong>**</th>
<th><strong>Planning for Children With Special Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• collaborates with other school boards and district-wide community partners to develop and establish board-wide entry-to-school planning policy and procedures;</td>
<td>• facilitates school-level entry-to-school planning for children with special needs;</td>
</tr>
<tr>
<td>• supports district-wide communications;</td>
<td>• provides training as required.</td>
</tr>
<tr>
<td>• reviews issues and outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

**The principal:**

<table>
<thead>
<tr>
<th><strong>The classroom and/or special education teacher:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• coordinates an entry-to-school planning team and establishes a school-level plan;</td>
<td>• involves parents, system-level personnel, and community partners in implementing a system-level plan;</td>
</tr>
<tr>
<td>• defines procedures;</td>
<td>• gathers information;</td>
</tr>
<tr>
<td>• implements the plan;</td>
<td>• coordinates case conference(s) for children with special needs;</td>
</tr>
<tr>
<td>• monitors any issues that are raised in the process.</td>
<td>• coordinates orientation for children with special needs;</td>
</tr>
<tr>
<td></td>
<td>• monitors any issues that are raised in the process.</td>
</tr>
</tbody>
</table>

**The classroom and/or special education teacher:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• facilitate(s) the child’s entry to the classroom by:</td>
<td>• facilitate(s) the child’s entry to the classroom by:</td>
</tr>
<tr>
<td>- serving on entry-to-school planning team;</td>
<td>- participating in case conference(s) for children with special needs;</td>
</tr>
<tr>
<td>- participating in parent information meetings and orientation activities.</td>
<td>- observing children with special needs in preschool programs;</td>
</tr>
<tr>
<td></td>
<td>- assisting the preschool agency in identifying the skills the child will require for a successful entry to school.</td>
</tr>
</tbody>
</table>

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