

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

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



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

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

