







Entry to School Planning Calendar









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Timeline	School Boards/Schools	Early Childhood Settings/Community Agencies	Parents
 <p>FALL</p> <p>before school entry (September-December)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Inform parents and agencies of kindergarten registration process (pamphlet or posted on the Board website) <input type="checkbox"/> Meet with parents who have provided early notification that their child has additional needs <input type="checkbox"/> Update contact list for early childhood settings and community agencies <input type="checkbox"/> Principal informs school board's special education department of pending registration of students with additional needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide early notification, with parental consent, to the school principal or school board about children with additional needs who will be starting school <input type="checkbox"/> Update contact list of key school personnel and board-level special education personnel <input type="checkbox"/> Begin preparing information to share with the school board 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk to staff of the early childhood setting your child attends and/or the agency providing service about your child starting school <input type="checkbox"/> Visit your nearest school to introduce yourself and your child to the principal <input type="checkbox"/> Notify the school that your child has additional needs <input type="checkbox"/> Request an initial meeting with the principal to discuss your child's needs <input type="checkbox"/> Attend a Developmental Screening Clinic in your community
 <p>WINTER</p> <p>before school entry (January-March)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Contact early childhood settings and community agencies about children transitioning to kindergarten <input type="checkbox"/> Work in conjunction with community agencies to plan information sessions (i.e. <i>Welcome to K</i>) <input type="checkbox"/> Advertise <i>Welcome to K</i> and other entry to school events, if available <input type="checkbox"/> Arrange to observe children in their current placement <input type="checkbox"/> Request parental consent to gather and exchange information with preschool service providers and community agencies involved with their child <input type="checkbox"/> Identify ways of providing additional support to parents with language or literacy needs <input type="checkbox"/> Inform service providers about the school-entry process, including how information is communicated to parents <input type="checkbox"/> Share <i>Ideas for Preparing Your Child for Kindergarten</i> with parents 	<ul style="list-style-type: none"> <input type="checkbox"/> Request parental consent to share information with the school board <input type="checkbox"/> Notify, with parental consent, the school principal or board about children with additional needs who will be starting school <input type="checkbox"/> Conduct community information sessions and ensure additional support for parents with literacy or language needs; invite school boards to attend <input type="checkbox"/> Initiate age-based referrals to appropriate agency, as required <input type="checkbox"/> Offer Developmental Screening Clinics in different parts of the region <input type="checkbox"/> Share <i>Ideas for Preparing Your Child for Kindergarten</i> with parents <input type="checkbox"/> Identify ways of providing additional support to parents with language or literacy needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Register your child for kindergarten <input type="checkbox"/> Visit the school with your child <input type="checkbox"/> Request information about the registration and transition process for children with additional needs <input type="checkbox"/> Participate in general parent information events offered by community agencies and the school board <input type="checkbox"/> Attend events organized by community agencies and the school board for parents of children with additional needs <input type="checkbox"/> Request a list of things to work on and do with your child to better prepare him or her for school – <i>Ideas for Preparing Your Child for Kindergarten</i> <input type="checkbox"/> Provide consent for preschool service providers and community agencies to share information with school board personnel <input type="checkbox"/> Attend a Developmental Screening Clinic in your community
<div style="display: flex; justify-content: space-between; align-items: center;">  <div> <input type="checkbox"/> Share <i>Transition for Children with Additional Needs</i> resource with parents </div> </div>			

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 SPRING before school entry (April-June)	<ul style="list-style-type: none"><input type="checkbox"/> Confirm list of children with additional needs transitioning to kindergarten with early childhood settings and community agencies<input type="checkbox"/> <i>Welcome to K events</i> – provide parents a list of available services and name of contact person<input type="checkbox"/> Conduct bus orientation sessions<input type="checkbox"/> Identify case manager and inform parents and service providers<input type="checkbox"/> Observe children in their current placement<input type="checkbox"/> Schedule case conference, if needed<input type="checkbox"/> Consider sending a personalized letter or information to the child who will be starting school in the fall<input type="checkbox"/> Determine which referrals for community services are needed and when referrals will be sent<input type="checkbox"/> Gather information and request prescriptions required for a SEA (specialized equipment allocation) claim<input type="checkbox"/> Identify staff professional development needs<input type="checkbox"/> Advise transportation department (Nipissing Parry Sound Student Transportation Services) of pending requests<input type="checkbox"/> Ensure parents have <i>Ideas for Preparing Your Child for Kindergarten</i><input type="checkbox"/> Encourage parents to tour the outside of the school with their child during the summer<input type="checkbox"/> Suggest that parents tour the inside of the school with their child the last week or two of August, based on when the school is open<input type="checkbox"/> Suggest parents quickly introduce themselves and their child to the secretary, principal and relevant school staff who may be at school during the last week or two of August	<ul style="list-style-type: none"><input type="checkbox"/> Confirm list of children with additional needs transitioning to kindergarten with schools<input type="checkbox"/> Attend case conference, if necessary<input type="checkbox"/> Review <i>Ideas for Preparing Your Child for Kindergarten</i> with parents<input type="checkbox"/> Encourage parents to attend a Developmental Screening Clinic and entry to school events in their community<input type="checkbox"/> Explore with parents, school readiness programs offered during the summer<input type="checkbox"/> Assist parents, as requested, to review documentation, create a portfolio or one page profile 	<ul style="list-style-type: none"><input type="checkbox"/> Accompany your child for planned pre-visits to the school<input type="checkbox"/> Create a portfolio about your child and share at the case conference<input type="checkbox"/> Create an <i>All About Me</i> album or one page profile of your child to share at the case conference<input type="checkbox"/> Attend case conference<input type="checkbox"/> Enrol your child in school readiness programs for the summer<input type="checkbox"/> Attend a Developmental Screening Clinic in your community<input type="checkbox"/> Arrange before and after school care needs 
	<input type="checkbox"/> Develop a written, individualized transition-to-school plan and a before & after school care plan		<input type="checkbox"/> Create a personalized <i>I'm Going to School</i> album

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 <p>SUMMER</p> <p>before school entry (July-August)</p>		<input type="checkbox"/> Work with parents to create a videotape of child engaged in different activities to share the most complete picture possible with the school staff	<input type="checkbox"/> Visit and explore the school property: kindergarten playground & entrance – take pictures of your child at school to add to the <i>I'm Going to School</i> album <input type="checkbox"/> Create a videotape of your child engaged in different activities to share the most complete picture possible with the school staff <input type="checkbox"/> Attend a Developmental Screening Clinic in your community <input type="checkbox"/> Confirm before and after school care
<p>In the last week or two before school starts</p>	<input type="checkbox"/> Invite the parents and child to tour the school and introduce themselves to the principal and if available, the teacher. <input type="checkbox"/> Follow up on arrival of equipment provided by service providers, if applicable <input type="checkbox"/> Prepare to submit SEA claim, if applicable <input type="checkbox"/> Confirm transportation arrangements	<input type="checkbox"/> Review last minute details with parents <input type="checkbox"/> Accompany parent & child to the school, if requested <input type="checkbox"/> Encourage parents to practice new routines 	<input type="checkbox"/> Visit school: kindergarten hall, classroom, cubby area, washrooms, gym, library, main office <input type="checkbox"/> Check with the school if it's possible to quickly say 'hi' to the relevant school staff who may be at school <input type="checkbox"/> If school staff who will be involved with your child are available, ask if you can take pictures of teacher and support staff – add these pictures to your child's <i>I'm Going to School</i> album <input type="checkbox"/> Practice new routines <input type="checkbox"/> Confirm transportation arrangements <input type="checkbox"/> Confirm before and after school care
 <p>SEPTEMBER</p>	<input type="checkbox"/> Provide parents with the classroom schedule, routines and related transition/classroom songs that they can review at home <input type="checkbox"/> Organize professional development for school personnel, as needed <input type="checkbox"/> Discuss with parents the best way to ensure ongoing communication between school and home	<input type="checkbox"/> Follow through with agreed upon involvement in school 	<input type="checkbox"/> Inform school of your desire to participate in the development of the IEP 
<input type="checkbox"/> Develop Individual Education Plan (IEP) <input type="checkbox"/> Partners review the transition to school process and make modifications, as needed, for future transitions			