

	Before September (1 year prior to school)	September	October-December	January-April	May-June	July-August 15	Last 2 weeks August	Beyond School Entry
Family / Transition Team Leader	<ul style="list-style-type: none"> Identify the transition team leader (ex. family, service provider, others) Identify individuals/agencies that may be included in the transition planning process Connect with service providers to initiate the transition process 	<ul style="list-style-type: none"> Assemble information on child's strengths/ needs Complete the Transition Planning Form in collaboration with the transition team 	<ul style="list-style-type: none"> Share the Transition Planning Form with school division student services administrator (SSA) and/or school principal Initiate transition planning conversations with school principal and/or school division's SSA 	<ul style="list-style-type: none"> Attend the Kindergarten open house and participate in a school tour/ visits and conversations with the school principal and/or the school division's SSA Register the child for school (must be legal guardian) Participate in a school transition/ intake meeting Participate in planning for child's transition to school, based on his or her unique strengths and needs 	<ul style="list-style-type: none"> Update the Transition Planning Form, if necessary Begin to implement the plan for the child's transition to Kindergarten 	<ul style="list-style-type: none"> Support implementation of the plan for the child's transition to Kindergarten 	<ul style="list-style-type: none"> Support implementation of the plan for the child's transition to Kindergarten Connect with the teacher or school-based case manager to share/update the information 	<ul style="list-style-type: none"> Have ongoing collaboration and planning across care settings Request a follow-up on the child's strengths and needs from pre-school service providers (as needed)
Service Providers	<ul style="list-style-type: none"> Relevant service providers will contact family to initiate transition process 	<ul style="list-style-type: none"> Share relevant information on the child's strengths and needs with the family/transition team leader using the Transition Planning Form as a guide 	<ul style="list-style-type: none"> Support ongoing inter-agency collaboration for service provision and transition on behalf of the child 	<ul style="list-style-type: none"> Participate in the school transition/intake meeting(s) Participate in planning for the child's transition to school, based on unique strengths and needs 	<ul style="list-style-type: none"> Begin to implement the plan for the child's transition to Kindergarten 	<ul style="list-style-type: none"> Support implementation of the plan for the child's transition to Kindergarten 	<ul style="list-style-type: none"> Support implementation of the plan for the child's transition to Kindergarten 	<ul style="list-style-type: none"> Provide follow-up regarding the child's strengths and needs upon request, and where applicable, depending on the service provider Support ongoing, inter-agency collaboration for service provision for the child
Receiving School			<ul style="list-style-type: none"> Receive the Transition Planning Form from the SSA, family or transition team leader Initiate transition planning conversations with the SSA (considerations: accessibility, programming, child care, siblings, etc.) 	<ul style="list-style-type: none"> Once the child is registered, principal determines the school-based case manager School-based case manager works with the transition team leader to facilitate transition planning and implementation With the transition team leader, organize and participate in intake/transition meeting(s) that include the family; appropriate school and division personnel; appropriate pre-school providers Participate in planning for the child's transition to school, based on unique strengths and needs Consider/identify need for professional/staff development opportunities, to meet the needs of the child and his or her classmates in the school setting 	<ul style="list-style-type: none"> Begin to implement the plan for the child's transition to Kindergarten 		<ul style="list-style-type: none"> Principal, classroom teacher, and/or school-based case manager, and/or SSA, or designate, connects with the family to share/update information 	<ul style="list-style-type: none"> Promote ongoing collaboration and planning across care settings (school, child care, community) Monitor ongoing need for consultative services and supports Identify and connect the child/family to appropriate services and supports, where necessary Consider/identify need for professional/staff development opportunities to meet the needs of the child and his or her classmates in the school setting
School Division Student Services Administrator/ Designate			<ul style="list-style-type: none"> Receive Transition Planning Form from family or transition team leader or school principal Initiate transition planning conversations with the family Provide family with information on supports/services available at the school and school division pertaining to the strengths and needs of their child Inform the family of important dates and events, such as school open house(s) Arrange/participate in school tours/visits, as needed Share the Transition Planning Form and initiate transition-planning conversations with the school principal and appropriate school/division staff 	<ul style="list-style-type: none"> If no school-based case manager has been determined, work with the transition team leader to organize transitions/ intake meeting(s) Participate in the school transition/intake meeting(s) as needed Support planning for the child's transition to school, based on unique strengths and needs Consider/identify the need for professional/staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting 	<ul style="list-style-type: none"> Assist the school team in planning for supports and services necessary for the child's transition to school 		<ul style="list-style-type: none"> Connect with the family to share/update information, unless this task is delegated to the school-based case manager, classroom teacher or others 	<ul style="list-style-type: none"> Consider/identify the need for professional/staff development opportunities to meet the needs of the child, and his or her classmates, in the school setting
Informal/Natural Supports		<ul style="list-style-type: none"> Share knowledge of the child's interests, strengths and needs with the transition team leader 	<ul style="list-style-type: none"> Support the family in the transition process Encourage and help the family participate in transition planning 	<ul style="list-style-type: none"> Support the family in the transition process Encourage and help the family participate in transition planning 	<ul style="list-style-type: none"> Support the family in the transition process Encourage and help the family participate in transition planning 	<ul style="list-style-type: none"> Support the family in the transition process Encourage and help the family participate in transition planning 		<ul style="list-style-type: none"> Provide continued support in meeting the needs of the family and their child beyond transition to school