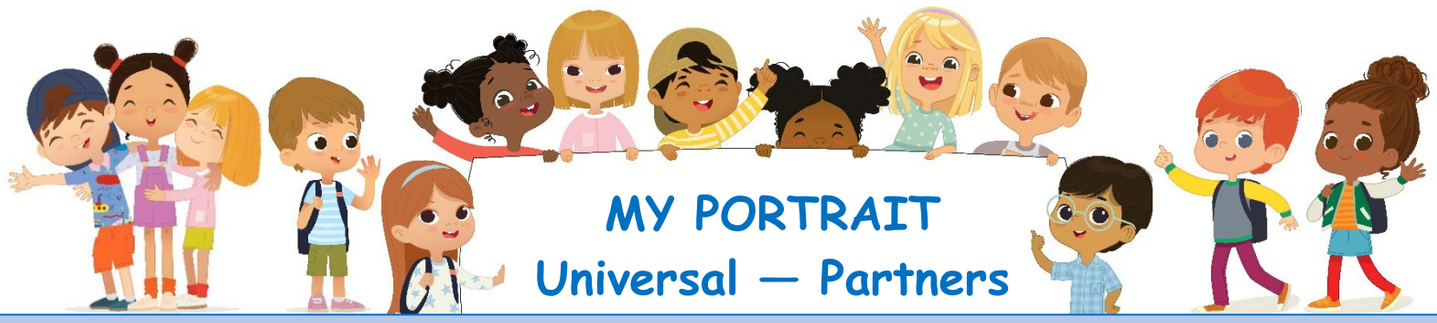

MY PORTRAIT
Universal — Partners

A Monteregian tool used by **PARTNERS**
to share information concerning a child who is entering kindergarten

PURPOSE OF THIS TOOL

This tool is intended to help accommodate children based on their strengths, challenges and interests, and to **facilitate their adaptation from the moment they start school**.

MESSAGE TO PARENTS

Dear parent or guardian,

With your permission, the document MY PORTRAIT – UNIVERSAL is intended to enable a **caregiver who knows your child well to share valuable information with the school** that will soon be welcoming your child to 4- or 5-year-old kindergarten.



This document should be completed by **the caregiver** who knows your child best and spends the most time with him or her.
This person may come, for example:

- From an educational child care facility or home child care setting
- From a preschool
- From a community organization
- From the Passe-Partout service
- From the health and social services network.

Although you are obviously the adult who knows your child and their needs best, the other person knows them in a different context than at home. The information shared in this document is therefore complementary to the information you provide to the school.

The purpose of this information is to enable the school to :

- Prepare to welcome your child
- Know your child better and understand their needs from their first day of school
- Support your child during their adjustment period.





MESSAGE TO PARTNERS

Before completing this form, we invite you to read the document *MESSAGE TO PARTNERS.*

DESIRED DATE OF SENDING THIS FORM TO THE SCHOOL: BY MID-MAY
However, please note that this tool will be useful to schools throughout the child's transition period, and that this document **may also serve as the child's final (daycare) educational portrait**, as required by the Ministère de la Famille.

**To find out more about this process for passing on information about a child entering kindergarten, click HERE.*

Parents and partners, we thank you for your kind cooperation.
Together, we're working to ensure a smooth transition into school!

Various tools developed in the Montérégie and elsewhere in Québec were used as inspiration for this regional tool. More specifically, the Mon Portrait tool developed by the CSS des Patriotes and the Me Voici tool developed by the CSS du Val-des-Cerfs served as the basis for the creation of this Montérégie version of the *MY PORTRAIT – UNIVERSAL – PARTNERS* tool.

Reproduction or downloading authorized, without modifications in any way, for personal or public use, for non-commercial purposes, with acknowledgment of the source: Regional Intersectoral School Transition Working Group (GTR-TS) and My Portrait steering committee. Tools and procedures related to the My Portrait process – Montérégie. (2022)

Last update : September 2026
Image sources: Lisitsa — Depositphotos

In our facility or department, at this moment, based on our observations of: _____ (Child's first and last names)



INFORMATION ABOUT THE CHILD

Child's date of birth:

Child's gender: ☐ Girl ☐ Boy ☐ Other/Prefer not to answer

Child's address:

Parent 1 - Name: | Parent 2 - Name:

Parent 1 - Phone number: | Parent 2 - Phone number:

The child lives with:

Language of communication with the family:

Languages spoken at home *(if different)*:

INFORMATION ON THE PARTNER COMPLETING THIS DOCUMENT

Name of the organization:

Type of organization (e.g., CPE, home-based educational daycare, private, Agir tôt program, community organization, Passe-Partout, etc.):

Name of person completing the document: | Position:

Date document completed:

Contact person for further information

Telephone number : | E-mail:

Name and position *(if different from the person completing this form)*:

INFORMATION ON ATTENDANCE AT THIS ORGANIZATION OR DEPARTMENT

How long has the child been attending your facility ?

How often? (e.g., part-time, full-time, etc.)

In what context? *(Check all that apply)* ☐ Individual ☐ Group ☐ Parent-child

Specify as needed:

Does the child have an intervention plan within **your** organization or department? ☐ Yes ☐ No

If yes, please specify the content (or send it, with parental authorization, to the school):

Does the child receive **specialized or individualized** services at **your** establishment*? ☐ Yes ☐ No

If yes, please specify which services:

**If the child receives specialized or individualized services, we invite you to complete the document MY PORTRAIT – SPECIFIC NEEDS, if you deem it relevant for this child and have not already done so..*

Has the document *MY PORTRAIT — SPECIFIC NEEDS* already been completed for this child? ☐ Yes ☐ No ☐ Don't know

CHILD'S STRENGTHS, INTERESTS AND CHARACTERISTICS

Their greatest strengths and qualities *(you can answer with keywords)*:

In our facility or department, at this moment, based on our observations of: _____

(Child's first and last names)

Their main interests and favourite activities *(you can select multiple answers)*:

- ☐ Puzzles, board games
- ☐ Costumes/disguises
- ☐ Drawings, crafts, painting
- ☐ Construction toys
- ☐ Car toys/games
- ☐ Electronic games, television
- ☐ Outdoor games
- ☐ Music, songs
- ☐ Books, stories
- ☐ Active games, sports, dance
- ☐ Dolls, play houses

Other or specify as required:

Are there any activities or situations that the child does not like or has difficulty handling (e.g., loud noises, group games, etc.):

To feel good, the child needs (e.g., security, structure, friends, emotional ties with adults, activity, etc.):

Most of the time, in your organization or department, the child displays the following characteristics *(indicate all that apply)*:

- ☐ Active
- ☐ Altruistic
- ☐ Anxious
- ☐ Attentive
- ☐ Adventurous
- ☐ Calm
- ☐ Curious
- ☐ Humorous
- ☐ Emotional
- ☐ Energetic
- ☐ Expressive
- ☐ Interested
- ☐ Leader
- ☐ Observant
- ☐ Reactive
- ☐ Sociable
- ☐ Solitary
- ☐ Reckless
- ☐ Shy
- ☐ Voluble

Other or specify as required:

In our facility or department, at this moment, based on our observations of: _____

(Child's first and last names)

IMPORTANT REMINDER

The purpose of this table is to learn a little more about the child, **so that we can better take into account their uniqueness, implement strategies adapted to their profile, and meet their needs right from the start of the school year**, to make their first transition into school as smooth as possible.
Therefore, **the aim is not to evaluate the child's development**. It's normal for there to be differences between children, since each develops at their own pace. **There are no prerequisites to starting school.** Thus, the statements below do **not** represent elements to be attained or acquired before entering school.

Social and affective domain	The child can do it most of the time	With help, the child is progressing	Even with support, it's a challenge	Not observed
Respects others in word and deed.	○	○	○	○
Is able to initiate contact with others.	○	○	○	○
Expresses emotions while respecting others and the environment.	○	○	○	○
Resolves conflicts with other children peacefully.	○	○	○	○
Fits in and participates in the life of the group.	○	○	○	○
Respects the group's code of conduct.	○	○	○	○
Waits their turn, tolerates delays.	○	○	○	○
Communicates their needs and asks the adult for help.	○	○	○	○
Accepts separation from their parent.	○	○	○	○
Is able to adapt to ordinary changes and unforeseen events.	○	○	○	○

Success strategies and strategies to avoid *(specify as necessary):*

Cognitive domain	The child can do it most of the time	With help, the child is progressing	Even with support, it's a challenge	Not observed
Organizes their self during routines and transitions.	○	○	○	○
Organizes their self during free play.	○	○	○	○
Follows the instructions of a proposed activity or structured game.	○	○	○	○
Looks for and tries solutions when a problem occurs.	○	○	○	○
Perseveres, accepting trials and errors.	○	○	○	○
Enjoys exploring, discovering and learning new things.	○	○	○	○

Success strategies and strategies to avoid *(specify as necessary):*

Language domain	The child can do it most of the time	With help, the child is progressing	Even with support, it's a challenge	Not observed
Makes their self understood when expressing their self.	○	○	○	○
Gives answers corresponding to questions asked.	○	○	○	○
Can describe events and situations.	○	○	○	○
Shows through gestures and actions that they understand verbal messages.	○	○	○	○

Success strategies and strategies to avoid *(specify as necessary):*

Physical and motor skills	The child can do it most of the time	With help, child is progressing	Even with support, it's a challenge	Not observed
Performs gross motor activities with control and ease.	○	○	○	○
Can adapt their gestures and behaviour to the context and space.	○	○	○	○
Acts safely in their environment.	○	○	○	○
Knows how to be independent...				
- Going to the bathroom	○	○	○	○
- When getting dressed	○	○	○	○
- During snacks and meals	○	○	○	○
- During naps or moments of relaxation	○	○	○	○
- During clean-up periods	○	○	○	○

Success strategies and strategies to avoid *(specify as necessary):*

In our facility or department, at this moment, based on our observations of: _____

(Child's first and last names)

THE *MY PORTRAIT – UNIVERSAL – PARTNERS* FORM WAS COMPLETED BY :

_____ _____

Name of educator *(please print)* Date

THE *MY PORTRAIT – UNIVERSAL – PARTNERS* FORM WAS GIVEN TO THE PARENTS : ☐ YES ☐ NO

DATE OF DELIVERY TO PARENTS : _____

You are now invited to:

- **Present the contents of this document to the parent** and **confirm their agreement** with the information given.
- **Have parents sign the parental consent form.**
- **Forward the document to the school** following the given procedure, ideally by **mid-May**.

For more details on the process, visit https://www.polereussite.com/premiere-transition and consult the *User Guide — My Portrait – Montérégie*.

THANK YOU FOR YOUR TIME IN COMPLETING THIS FORM.
THIS INFORMATION IS INVALUABLE FOR THE SCHOOL THAT WILL SOON BE WELCOMING THIS CHILD.



