



Kindergarten Transition Best Practices

The transition from preschool to Kindergarten is a pivotal time in a child's life. This transition requires a process as it is not a single event. The following best practices are recommendations for teams to ensure a smooth and effective transition.

Considerations for an effective transition plan

- Self-Assessment Tool for Effective Transition from Prekindergarten to Kindergarten
- 4 C's of Transition
 - Connection: Form and cultivate positive relationships among all stakeholders, offer mutual trust and respect, and accept and celebrate differences
 - Communication: Practice effective listening and participation, provide a continuous sharing of knowledge and information, give and take constructive feedback
 - Coordination: Jointly provide a sequenced transition plan of action, create an alignment of activities, include complementary goals
 - Collaboration between Preschool, Child Development Center (CDC) and School District
- Consideration of children's individual needs and their families
- IDEA compliance for Part B to Kindergarten

Key

- ECC: Early Childhood Center (including all preschool, Child Development Center, Child Development Service, and Head Start staff, IEP team, EC liaison, etc.
- District: Kindergarten teachers, IEP team, Transition liaison, Administrators

Examples of High and Low Impact Transition Activities

- **High Impact Transition Activities:** Scheduled district visits for preschoolers and families before kindergarten, collaboratively planned activities with ECC and District, community-based activities, home visits, phone calls to families from ECC and District, etc.
- **Low Impact Transition Activities:** Open house scheduled after school begins, letter or brochure mailed home, etc.

Planning

<p>1. A primary contact person, coordinator or liaison for transition has been identified within each program or agency (ECC and District)</p> <ul style="list-style-type: none"> ➤ Facilitates contact with programs, agencies, and families regarding kindergarten transition ➤ Attends IEP meetings or designates an appointed person to attend IEP on behalf of each program or agency ➤ Uses parent liaisons to support family program visits
<p>2. A functioning transition team is developed which consists of members from the ECC and District.</p> <ul style="list-style-type: none"> ➤ Roles and responsibilities for all transition activities are clearly delineated ➤ Release time for ECC and District staff to collaborate and joint plan professional development, visits, activities, and meetings
<p>3. A communication plan is jointly created between the ECC and District regarding the planning, process, and post transition.</p> <ul style="list-style-type: none"> ➤ Open and effective communication plan is developed which permits and encourages ongoing contact between the ECC, District, and families ➤ Families have the opportunity to receive information regarding transition in their native language ➤ A copy of the Kindergarten Transition Plan is shared with key ECC and District staff ➤ Professional development and training is jointly planned and shared between ECC and District
<p>4. Conscious and transparent connections are made between curricula and child.</p> <ul style="list-style-type: none"> ➤ ECC, Districts, and families collaborate to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems and plan ➤ District personnel provides kindergarten expectations for incoming students to sending ECCs. ➤ ECC and District staff discuss kindergarten expectations programs that are available ➤ ECC and District collaborate to align curriculum ➤ ECC and District transition team members do reciprocal visits to gain knowledge of policies, procedures, programs, and curricula ➤ Children have opportunities to develop and to practice skills needed to enter kindergarten and to be successful in the next environment
<p>5. ECC and District have developed a functioning transition plan and follow the practices with fidelity.</p> <ul style="list-style-type: none"> ➤ ECC and District have a method to review and assess the effectiveness of their transition plan ➤ A Transition Checklist is created and distributed to key stakeholders among the ECC and District for consistency ➤ SPED Preschool to Kindergarten checklist is referenced for IEPs



6. Transition planning begins within the first semester prior to the school year when the student would enter kindergarten
 - A timeline is created to include high intensity activities throughout the school year
 - Activities are planned in advance to include community, family, and school visits

Process

<p>7. The transition plan is individualized and effective in identifying children and families in need of services.</p> <ul style="list-style-type: none"> ➤ Alignment and continuity of services are ensured within the new setting ➤ All transition planning should be individualized based on student's needs
<p>8. Key personnel are invited to annual IEP and other transition meetings at the ECC</p> <ul style="list-style-type: none"> ➤ Notices are given well in advance for key stakeholders to attend transition meetings ➤ Consent is received from families for meetings as needed
<p>9. The transmittal of student records and necessary enrollment forms are completed and transferred to the District in a timely manner.</p> <ul style="list-style-type: none"> ➤ Districts share what documents or information is pertinent and preferred for kindergarten in order to make informed decisions regarding transition to the new setting ➤ Records and documents are transferred early enough for District staff to perform a proper intake of incoming kindergarten students
<p>10. ECC and District develop formal plan to minimize disruptions in Special Education services before, during, and after transition</p> <ul style="list-style-type: none"> ➤ All students with disabilities are ensured FAPE (Free Appropriate Public Education) and LRE (Least Restrictive Environment) under IDEA (Individuals with Disabilities Education Act) ➤ Provide Child Find and Health Fairs to support outreach to underserved populations ➤ Stakeholders are present at IEP and other transition meetings to review and have input to update the IEP for transition ➤ All stakeholders, including family and key staff from ECC and District input is valued and considered
<p>11. Families are active participants in transition</p> <ul style="list-style-type: none"> ➤ Families' needs are assessed and addressed ➤ ECC and District jointly offer awareness of the importance of transition to families ➤ Families are offered opportunities to actively participate and partner in their child's transition planning efforts and activities ➤ Provide checklist for families to prepare for kindergarten
<p>12. Transition activities are effective and provide a smooth transition into kindergarten</p> <ul style="list-style-type: none"> ➤ The timeline of activities is jointly supported from ECC and District ➤ Activities include school visits with children and families before school begins ➤ Families are notified in advance of activities and encouraged to participate ➤ Activities support continuity of services ➤ Collaboratively create a transition to kindergarten checklist to help families prepare for transition ➤ All transition activities should be individualized based on student's needs

Post Transition

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| <p>13. ECC and District periodically review transition practices and activities</p> <ul style="list-style-type: none">➤ A process or method is in place to regularly assess the effectiveness of the transition plan and coordinating activities➤ ECC and District make changes to plan as necessary |
| <p>14. Support is provided post transition to allow for a smooth adjustment to the new setting.</p> <ul style="list-style-type: none">➤ A follow up visit or call to families and kindergarten staff for aiding completed transition |