

Improving Kindergarten Transition

Best Practices and Beyond

Deana Smith, M. Ed.

January 15, 2021

Prize Drawing Options: Winner's Choice

Teacher ball chair



OR

Student regulation rocking chair –
students can sit at their desk or
table and still participate!



Rockers come in preK – secondary sizes

Overview

Deana Smith

Improving
Kindergarten
Transition
Best
Practices &
Beyond

Amy Reyes

Social
Emotional
Support for
Young
Children in a
Virtual
World

Dr. Nikki Baldwin & company

Executive
Function and
Transitions

HB 0174, Act No. 59

Considerations for Districts

Kindergarten Start Date

Effective date: August 1, 2021



21-2-704. School district responsibility.

Notwithstanding any other provisions of this act, any preschool children with disabilities who are five (5) years of age on or before August 1, or September 15 if pursuant to an approved request under W.S. 21-3-110(a) (xxxvii), of the year in which they may register in kindergarten as provided in W.S. 21-4-302(b) and who are receiving services from a school district shall be the responsibility of that school district.

21-3-110. Duties of boards of trustees.

(a) The board of trustees in each school district shall:

(xxxvii) Establish a process in policy to approve or deny requests made by a pupil's parent or guardian based on the pupil's kindergarten readiness assessment score to assess whether the pupil is sufficiently mature to be admitted to the applicable grade.

<https://www.wyoleg.gov/Legislation/2020/HB0174>

Recommendations as you implement state statute:

WYOMING
DEPARTMENT OF EDUCATION



Follow all of the requirements of IDEA

- It is important to remember that the **rights** of children with disabilities are **protected** under federal law.
- All educational institutions that receive **any** public funding are obligated to provide FAPE in the LRE.

The Rehabilitation Act states...

Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that receives Federal financial assistance.

<https://www.ada.gov/cguide.htm#anchor65610>

Student placement decisions must be determined by the IEP transition team

- These teams should include the parents and representation from the CDC, District.
- Placement decisions must be based upon the individual needs of the student.

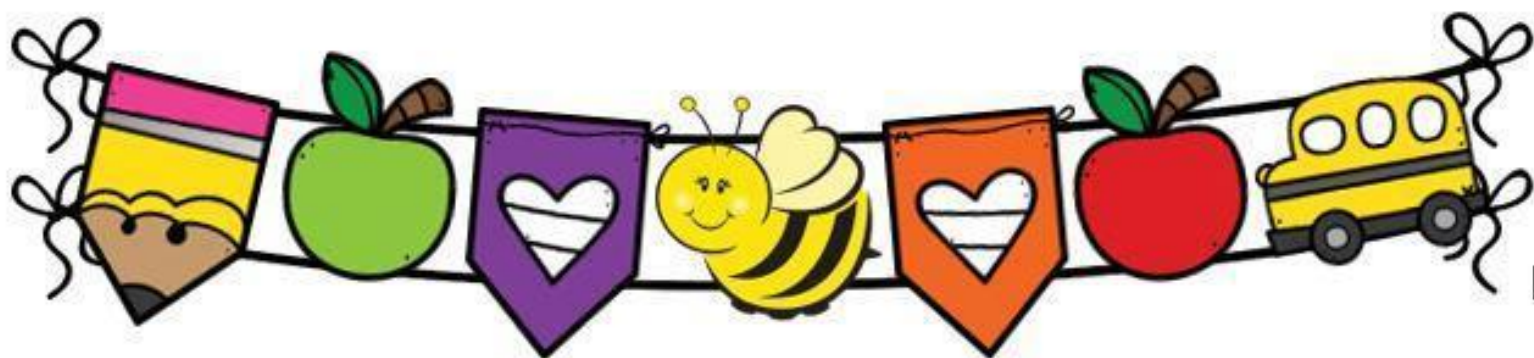
Determination of CDC placement

- Every child with a disability has the right to a complete FAPE package.
- FAPE must be delivered in the LRE appropriate for that child.

Screeners: accommodations and/or modifications

- In reference to a screener, districts must follow the requirements under Part B.
- When determining accommodations and/or modifications, refer to Part B 34 CFR §300.347(a)(5)(i).

<https://sites.ed.gov/idea/regs/b/d/300.304>

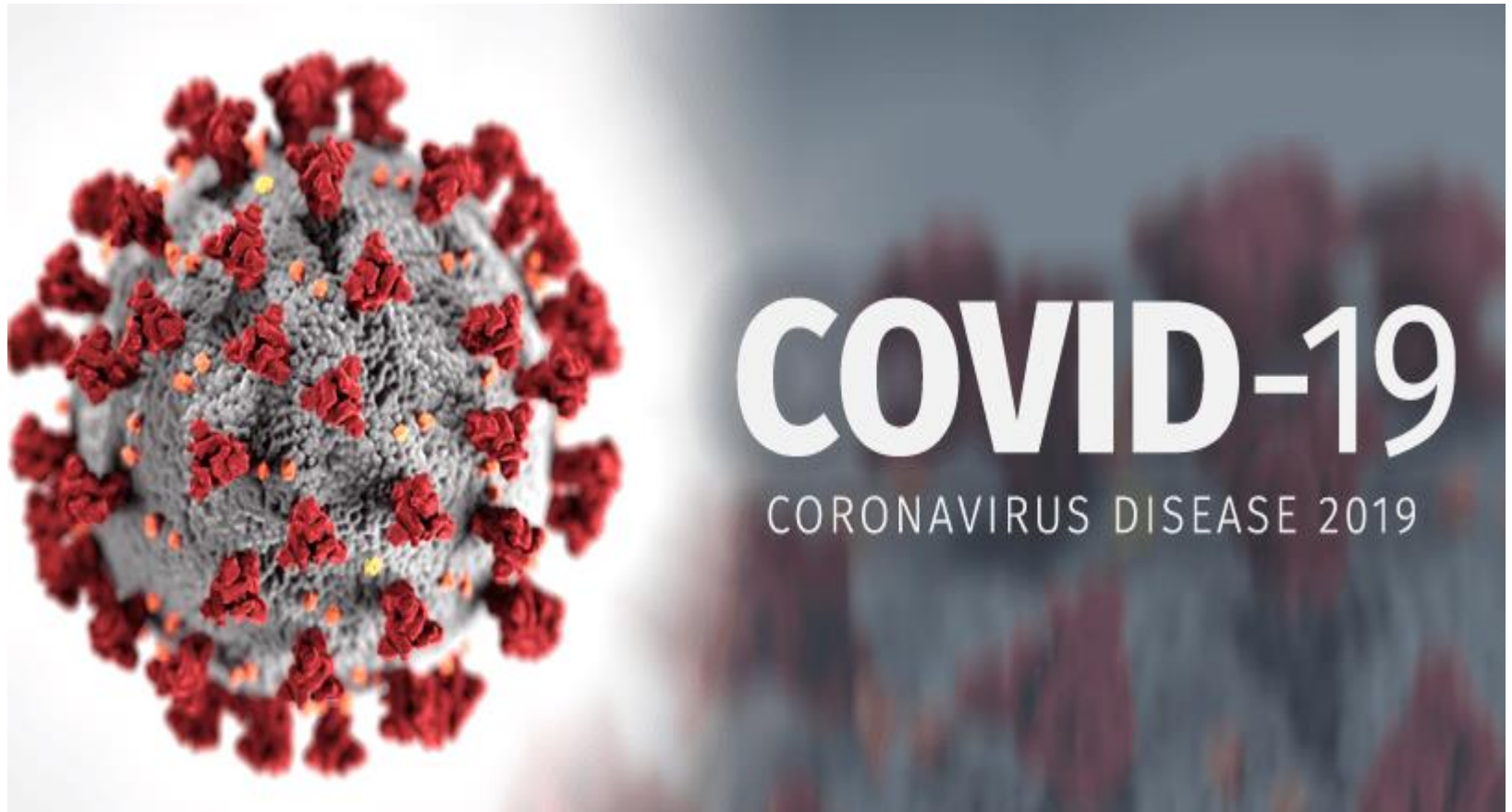


Welcome to
Kind**e**rga**r**te**n**!

JANUARY 10, 2020

KINDERGARTEN TRANSITION SUMMIT





COVID-19

CORONAVIRUS DISEASE 2019

♥ Welcome to Kindergarten



Improving Kindergarten Transition



“Successful transitions from preschool to kindergarten don’t simply happen; transitions require planning, communication, intentionality, leadership, and time. School transition should be a process and NOT a one time event.”

(Patton & Wang, 2012)



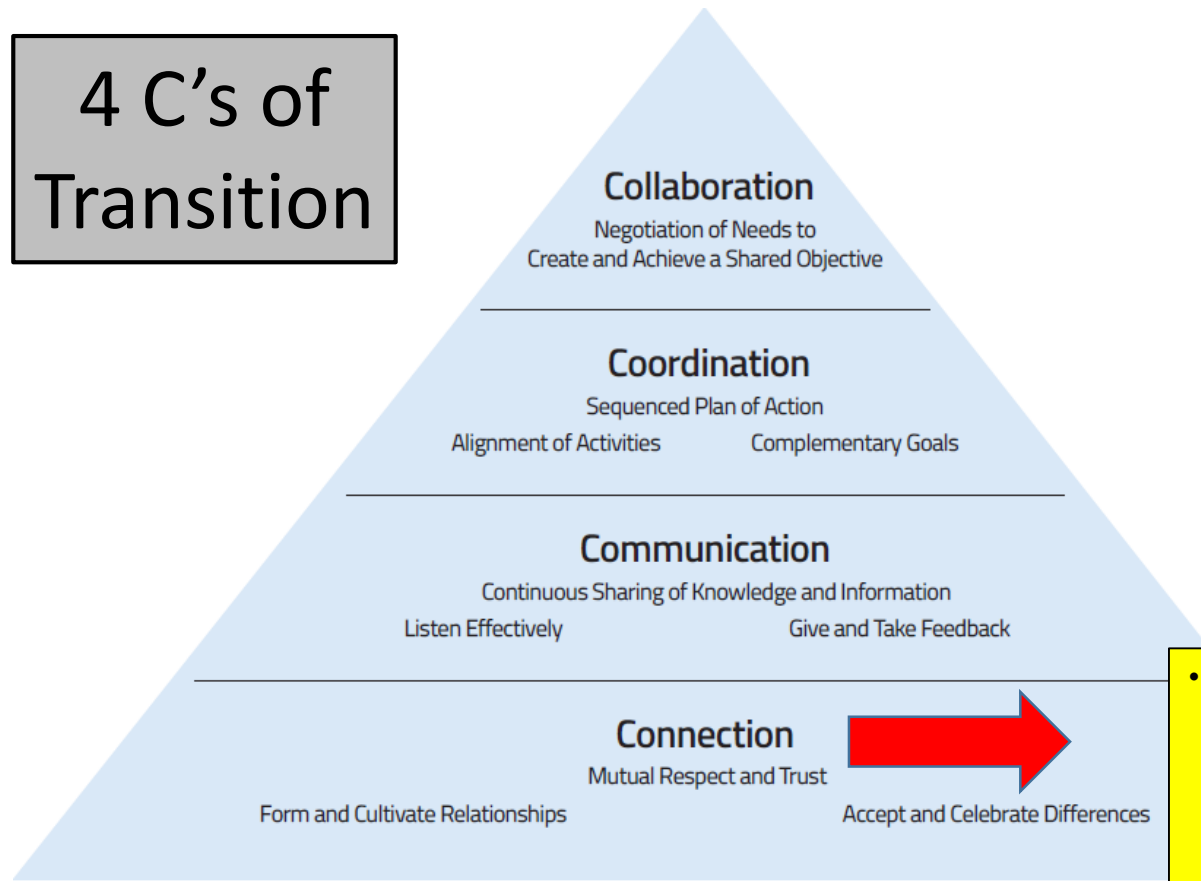
Considerations for a smooth and effective Kindergarten transition

- 14 Wyoming Kindergarten Transition Best Practices
- Self-Assessment Tool for Effective Transition from Prekindergarten to Kindergarten
- 4 C's of Transition
 - Connection, Communication, Coordination, Collaboration
- Individual needs of each child and family
- Effects of Early Adversity on Children's Transitions
- IDEA compliance for Part B to Kindergarten

<https://wyominginstructionalnetwork.com/additional-resources/pre-k-to-kinder-transition-summit/>

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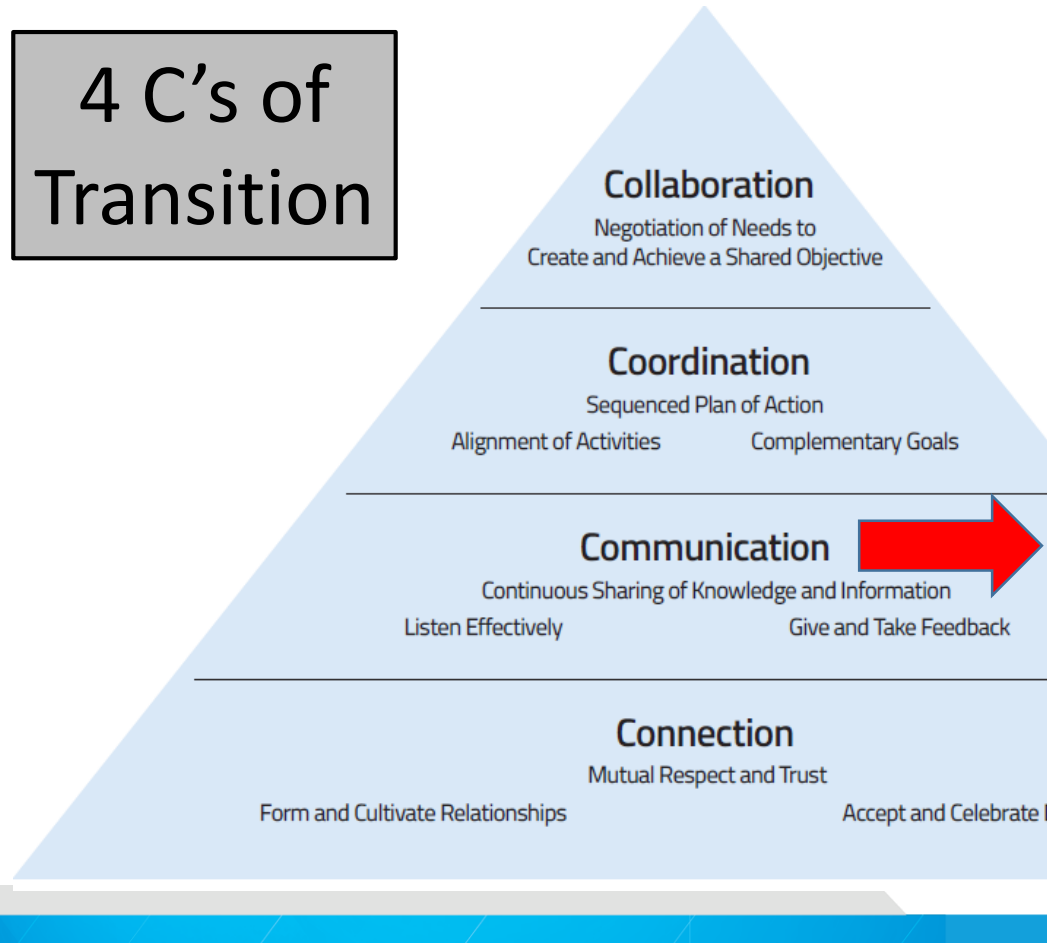
4 C's of Transition



- Have you made the connections needed to build or cultivate relationships between CDC and District to build mutual respect and trust?
- Is your transition team in place?

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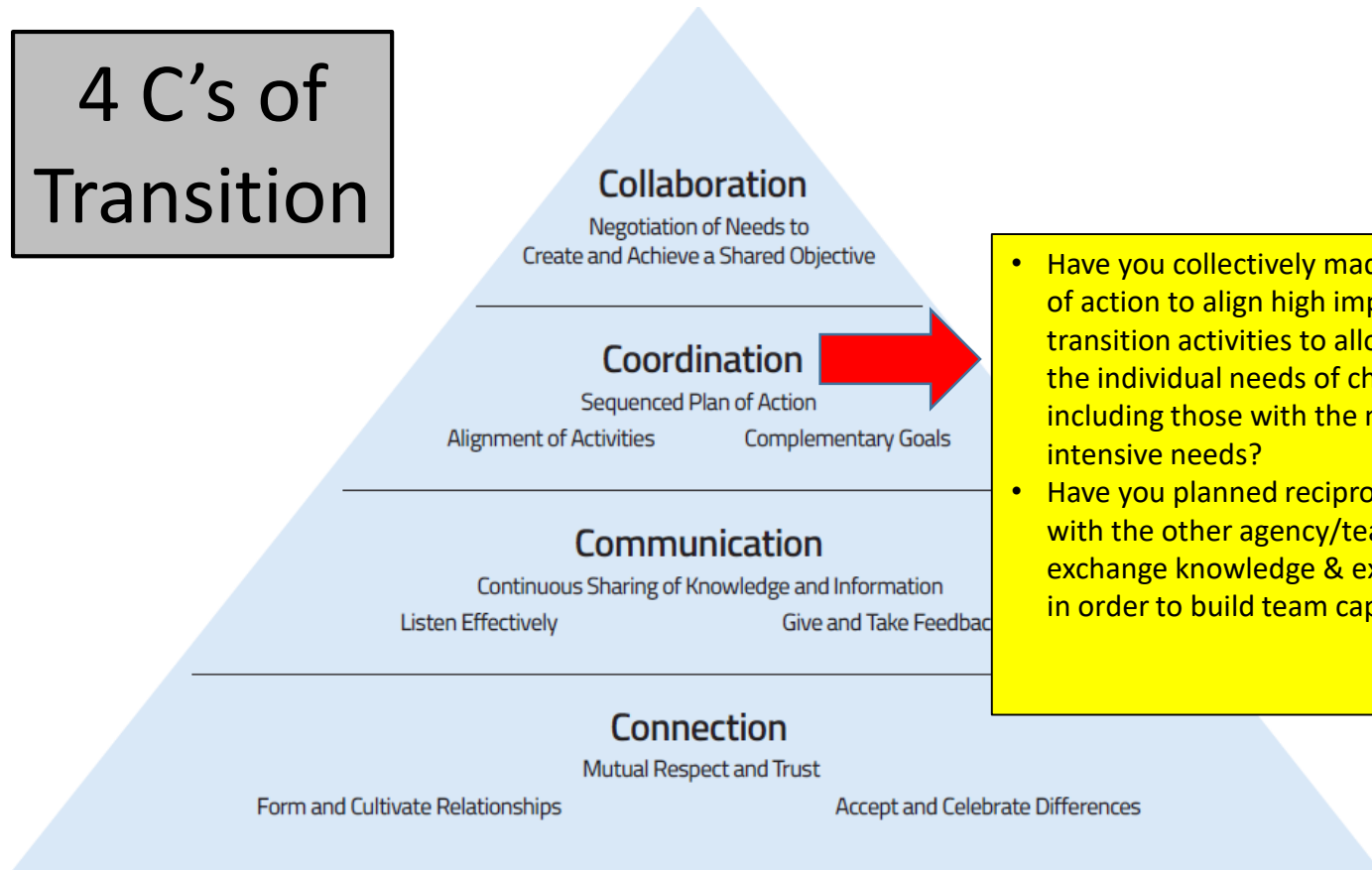
4 C's of Transition



- Do you have a communication plan in place for the continuous sharing of information and feedback between CDCs and Districts?
- Is there an assigned contact person or liaison from each agency, and is that information shared?
- Is the transmittal of records complete & transferred in a timely manner?
- Are key personnel from CDCs/Districts invited to transition IEP meetings?

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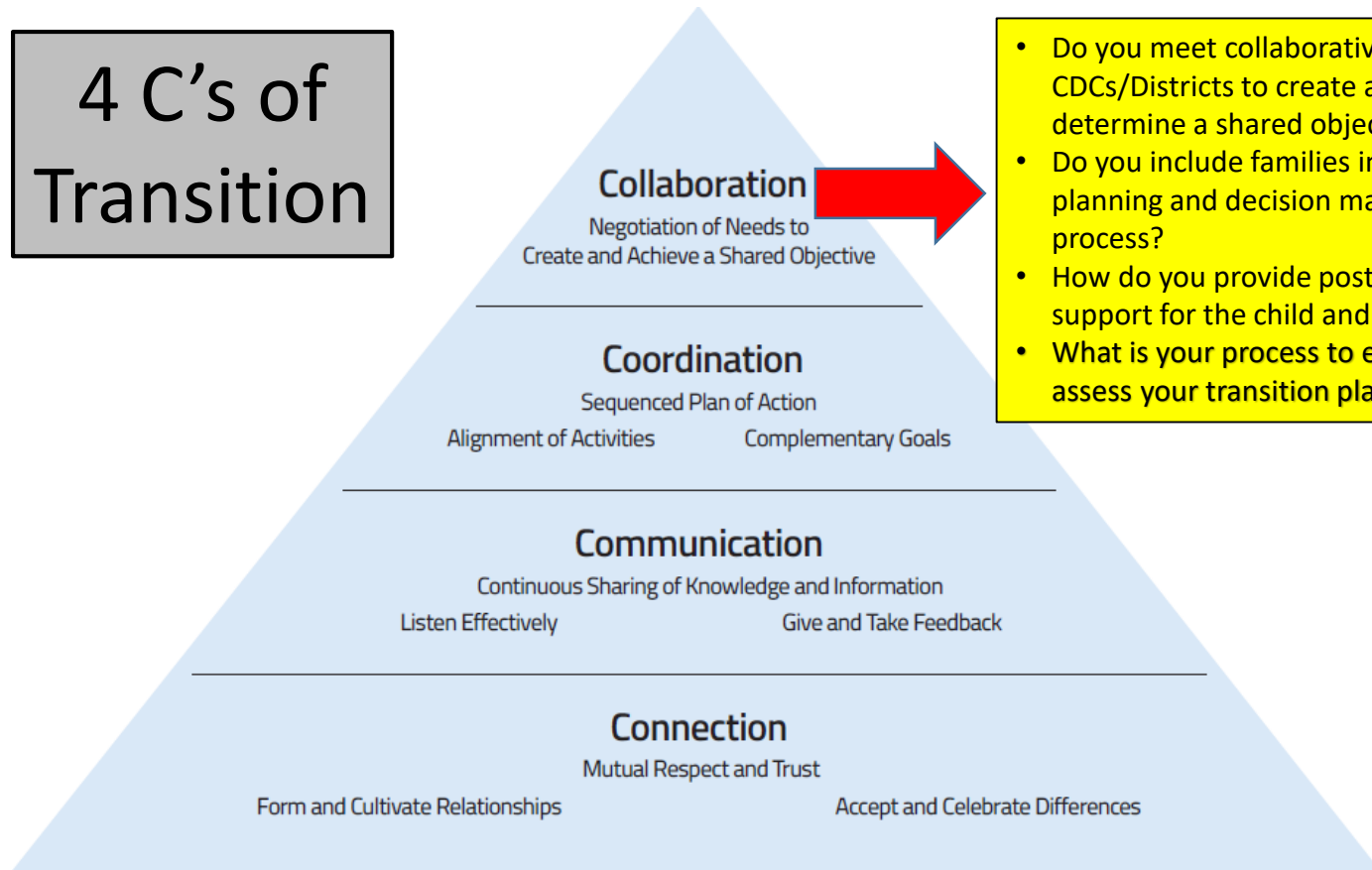
4 C's of Transition



- Have you collectively made a plan of action to align high impact transition activities to allow for the individual needs of children, including those with the most intensive needs?
- Have you planned reciprocal visits with the other agency/teacher to exchange knowledge & expertise in order to build team capacity?

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4 C's of Transition



- Do you meet collaboratively among CDCs/Districts to create and determine a shared objective?
- Do you include families in the planning and decision making process?
- How do you provide post transition support for the child and family?
- What is your process to evaluate and assess your transition plan?

“Teachers who are passionate about making a difference are more likely to make a difference.” – John Hattie



A decorative graphic featuring the words "Thank you!" in a black, cursive script. The text is surrounded by several gold-colored stars of varying sizes. Below the text is a thick, gold-colored swoosh that curves under the words.

Thank you!

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