

Transition from Preschool to Kindergarten Plan - Guiding Principles & Practices

Transitioning to kindergarten is one of the most important events in the lives of young children and their families. Multiple programs, including NC PreK, Head Start, and the Every Student Succeeds Act (ESSA) require that activities are implemented to help preschool children transition into kindergarten. The purpose of this document is to develop consistent transition practices and procedures between local preschool and kindergarten programs within communities in North Carolina.

Guiding Principle 1: Transition from Preschool to Kindergarten should be a year-long process with multiple activities during the year.

Multiple activities should be held during the year to ensure a smooth transition from preschool to kindergarten. Examples of activities include but are not limited to:

- Preschool teachers reading books to prepare children for kindergarten transition,
- Kindergarten Orientation,
- Preschool children visiting kindergarten classrooms and/or public schools,
- Kindergarten information sessions for families,
- Kindergarten registration events.

Guiding Questions: 1) How many transition activities will be held during the year? 2) What is the agreed upon kindergarten orientation process? 3) How will information about kindergarten transition activities be shared with families of children who stay at home with their families and do not attend a preschool in the public schools, Head Start, or community childcare?

Guiding Principle 2: Throughout the school year, multiple opportunities should occur for preschool and kindergarten teachers to collaborate and participate in professional development.

Examples of collaborative and professional development activities include, but are not limited to:

- Finding space for multiple meetings to foster trust and relationship building between preschool and kindergarten teams,
- Meetings to examine Early Learning Inventory (ELI) and preschool standards (NC Foundations for Early Learning and Development – NC FELD),
- Meetings to collaboratively design or review “All About Me” Forms,
- Meetings to design or review home activity packets for “What to Expect in Kindergarten”,
- Meetings to plan kindergarten orientation activities

Guiding Questions: 1) How many opportunities have been scheduled for either professional development or collaboration between preschool and kindergarten teachers? 2) How will information about collaborative and professional development activities be shared with Head Start and/or private community-based childcare programs, including church preschool programs?

Guiding Principle 3: Preschool and Kindergarten Teachers have opportunities to align pre-K and kindergarten processes and standards.

Examples of activities include, but are not limited to:

- Preschool teachers use positive acknowledgement for children demonstrating kindergarten readiness
- Developing a bank of and using “I Can Do” Statements in preschool,
- Discussing comparisons of NC FELD and ELI,
- Comparing and discussing approaches to learning between preschool and kindergarten
- Examining the Transition Report from Teaching Strategies GOLD
- Discussing how non-NC Pre-K or LEA Pre-K teachers will transfer child information to kindergarten teachers

Guiding Questions: 1) What will be the process for developing a bank of “*I Can Do It*” statements? 2) Who will participate in the development of these statements? 3) What professional development will be provided to preschool teachers (school, Head Start and community based) to implement the “*I Can Do It!*” statements? 4) What training will be provided around NC FELD, ELI and the transition report?

Guiding Principle 4: Multiple opportunities should be available for families to engage in the transition process and share information with preschool and kindergarten teachers.

Examples of opportunities include, but are not limited to:

- Families will have opportunities to be included in formative assessment and provide artifacts,
- Opportunities for family engagement and information sharing,
- Giving families the opportunity to provide input to and to complete the “All About Me” form,
- Providing opportunities for families to attend kindergarten orientation and other community transition activities,
- Providing opportunities for families to meet kindergarten teachers,
- Providing information to families about NC FELD, ELI and or “I Can Do” statements,
- Providing opportunities for families receiving educational services to meet with LEA to discuss continuation of services,
- For programs that do not operate during the summer, collaborating with LEA to determine the availability of summer school programming for children entering kindergarten and assisting families in enrolling in programs when appropriate.

Guiding Questions: 1) How will families provide input to formative assessments and provide artifacts to teachers? 2) How will families be engaged in the development of “*I Can Do It*” statements so that they can embed them into home routines? 3) What events have you planned for families, preschool teachers, and kindergarten teachers to meet? 4) What are your plans for informing families about NC FELD, ELI, and/or “I Can Do” statements?

Guiding Principle 5: Preschool teachers share child specific developmental data with families and kindergarten teachers.

Activities include, but are not limited to:

- Preschool teachers sharing individualized information about each child with the kindergarten teachers, including developmental data, attendance records, and special education referrals and/or eligibility,
- Reviewing developmental data, answering questions, and providing the family with useful experiences that they could do with their child to support further growth and development,
- For non -NC Pre-K or LEA children, plans should be made with the families to ensure information is transferred to the child's kindergarten teacher.

Guiding Questions: 1) What is the process for sharing information with families? 2) How often is information shared with families? 3) For non-NC PreK children, what is the process for sharing information with kindergarten teachers?

****NC Pre-K and public-school Pre-K programs using the state's Teaching Strategies GOLD platform, share individualized information about each child with kindergarten teachers electronically.***

Guiding Principle 6: The Transition to Kindergarten Plan is a living document and should be revisited and revised on an ongoing basis to ensure Continuous Quality Improvement (CQI)

Transitions plans should be centered around the Guiding Principles and should include three domains:

- Relationships,
- Information Sharing,
- Alignment (for Curriculum, Assessment, Shared Training, and Shared Activities).

For all activities, there should be at least one point of connection between:

- Children and schools,
- Families and schools,
- Early childhood programs and schools, or
- Community and schools.

Activities should include regular review of Benchmarks of Quality for transition to inform CQI.

Guiding Questions: 1) How often will your team review and revise your plan? 2) How does your plan center around the domains of Relationships, Information Sharing, and Alignment? 3) What points of connections does your plan have? Are all included? 4) What is your process for reviewing Benchmarks of Quality?