

## The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for School Districts

### Considerations for an effective transition plan:

*Building relationships, partnering and collaboration are extremely important to facilitate the transition of prekindergarten students to kindergarten. This is a time of great change for children, parents, families and schools in which new relationships, new expectations and new competencies are being developed. The local school district should have a comprehensive plan for supporting its newest incoming students and their families as they transition into a K-12 system. This planning tool will help to determine how complete your school district's prekindergarten to kindergarten transition plan is. It may signal areas for improvement for your district to work on to ensure a positive start for young children in the school community. Transition planning should become a part of the ongoing P3 process in the district.*

### How to use this planning tool:

*Read each element carefully and indicate how strongly your district considers it as part of the district transitions plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Describe the implementation status for each of the program standards. For those program standards not in process, does the district have a plan and timeline for implementation?*

List of School District Transition Team Members	List of Community Based Transition Team Members

**Part 1: Information About Early Childhood Programs**

<b>Transition Activity</b>	<b>Not Implemented</b>	<b>In Process</b>	<b>Implemented</b>	<b><u>Implementation Status</u></b> Describe what the district has in place to meet the criteria.
District personnel know the names and locations of early childhood programs/providers in the district that serve children in the year prior to kindergarten entry and have established a contact at each site.				
District has contacts with local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. (knowledge of programs supporting families helps locate children).				
District provides opportunities (such as emails and meetings) for directors and teachers from programs serving children in the year prior to kindergarten entry and kindergarten teachers and administrators to share information regarding effective transitions.				

**Part 2: Information About Incoming Kindergarteners and Their Families**

<b>Transition Activity</b>	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what the district has in place to meet the criteria.
District has a system to obtain information from families about their children who are entering kindergarten, including children’s preschool/prekindergarten experiences.				
Representatives from the district are knowledgeable of each family’s socioeconomic background, the status of mother’s education, the home language, and the child’s preschool experience, including special education services or involvement with the Committee on Special Education(CSE).				
The district has a procedure in place for obtaining and reviewing screening and assessment information for students who attended an early childhood program prior to kindergarten.				
For kindergarten entrants who attended an early childhood program in the previous year, the district has a plan for how it will use information and data obtained from families and/or the prior program to identify a child’s strengths.				

**Part 3: Family Engagement Plan and Activities**

<b>Transition Activity</b>	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what the district has in place to meet the criteria.
Communications from the district are written to support the culture, home languages, and reading levels of the families of incoming children.				
The district has process and procedures for engaging parents and families in the transition of their children to kindergarten that are clearly communicated within the community.				
Families are provided the opportunity to learn about district/school routines, the school calendar, the kindergarten learning standards and curricula before the first day of kindergarten.				
Families and their kindergarten student can meet school staff before the first day of kindergarten either in person or by virtual experiences such as a classroom tour, a ride on the bus, and/or a school tour.				
District has procedures to facilitate outreach and enrollment of children eligible for the district’s kindergarten program.				