

The New York State Education Department's
Planning Tool
to
Support Effective Transitions
to Kindergarten



What is it the NYSED Planning To Support Effective Transitions?

An optional planning tool to that can be used to reflect on how complete the school district's or CBO's process for transition is from prekindergarten to kindergarten.



District Version

Revised 2/13/2020



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

Community Based Organization

Revised 2/13/2020



The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for Community-Based Organizations

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. Early childhood programs serving four-year-old children should have a plan for supporting children and their families as they transition into the K-12 system. This planning tool will help to determine how your program can support the prekindergarten to kindergarten transition.

How to use this planning tool:

Read each element carefully and indicate how strongly your program considers it as part of the kindergarten transition 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, is there a plan and timeline for implementation?

List of CBO Transition Team Members	List of Community Transition Team Members (to include district staff)

Defining a Child's Prekindergarten Experience

- Nursery School
- Head Start Program
- Prekindergarten at their school district
- Early Care & Learning Program
- Home with a parent
- Care with an extended family member
- Participation in a Home Visiting Program



Bridging Practices.....



What does the NYS ESSA plan say?

*“The Department supports school districts in facilitating successful P-12 transitions by encouraging the **entire school community (district leadership, teachers, support service personnel, students, families, community partners, and other relevant stakeholders)** to form collaborative transition teams that are an ongoing presence in each cohort’s P-12 academic experience. The transition team’s purpose is to ensure that the needs of each cohort of students are identified and met before, during, and after key transition points. Successful transition teams should begin planning two years before each transition point, and implement activities no later than one year before each transition point.”*

Transition teams should be :

- Be composed of decision-makers at both ends of each key transition point
- Reflect the diverse characteristics, circumstances, and needs of the district's community of learners and families
- Develop and implement whole group, small group, and individual outreach strategies to engage families – especially families whose circumstances do not provide for many opportunities to, or who are reluctant to, engage with the school community
- Continually analyze the strengths and weaknesses of various transition program components by surveying and collecting feedback from students, families, teachers, and other stakeholders”



How to Use the Tool

- Convene a self-assessment team
- Read each item carefully & discuss
- Select a rating of :
 - Implemented
 - In Process
 - Not Implemented
- Implementation status



How to Use the Planning Tools

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

District Version

District tool captures the following:

- Part 1: Information About Early Childhood Programs
- Part 2: Information About Incoming Kindergarteners and Their Families
- Part 3: Family Engagement Plan and Activities



Part 1: Information About Early Childhood Programs

Transition Activity	Not Implemented	In Process	Implemented	<u>Implementation Status</u> 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

Transition Activity	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

Transition Activity	Not Implemented	In Process	Implemented	Implementation Status 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.				

Community Based Organization Version

CBO tool captures the following:

- Part 1: Information About School Districts
- Part 2: Information About Kindergarteners
- Part 3: Family Engagement Plan and Activities



Part 1: Information About School Districts

Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
Program personnel know the names and locations of public schools for the children served in the program and have established a contact at each to support the transition to kindergarten.				
The program supports 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 Kindergarteners

Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
The program provides information to families about the school district kindergarten program their child would attend (i.e. registration flyer).				
The program has a procedure in place for sharing relevant screening and assessment information on children who attended the early childhood program with children's school districts prior to kindergarten entry.				

Part 3: Family Engagement Plan and Activities

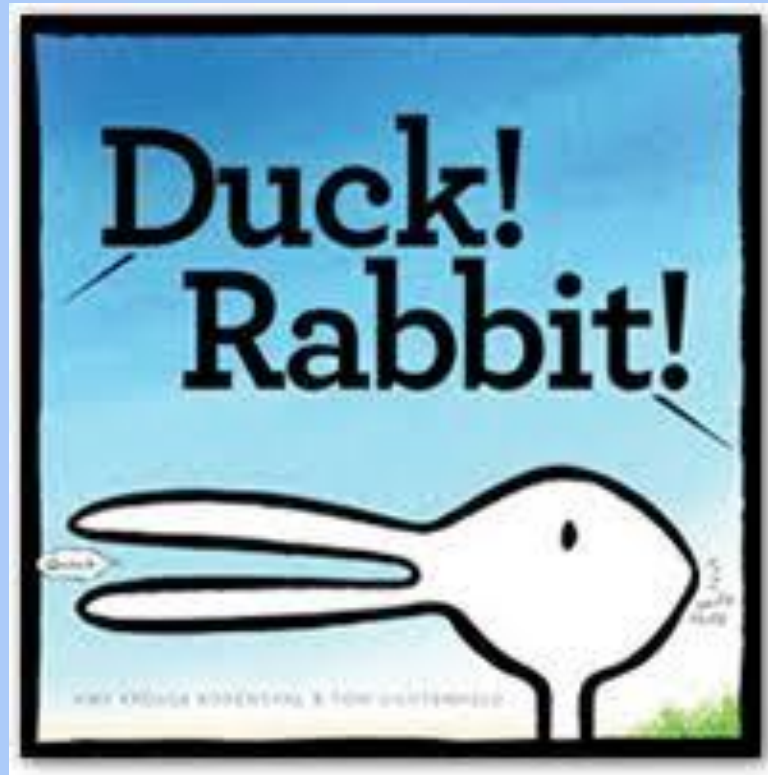
Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
The program supports families and their children by providing opportunities for school district staff to visit the program for transition engagement opportunities.				
The program has procedures to facilitate outreach to districts and support the enrollment of children eligible for the kindergarten program.				

Using the Results

- Discuss current practice
- Look for ways to provide children & families with a stronger transition experience
- Identify areas of strength
- Identify areas of most immediate need



Perspective Taking.....



Additional Resource for Families

Family Focus

Insert District Name Here Building a Foundation for School Success

Getting Ready for School

Smooth and Successful Transitions

Transitioning from one early childhood setting to another or starting school in a formal setting for the first time can be overwhelming for both children and adults. Meeting new people, adjusting to a new routine and classroom environment can make children excited, anxious, or nervous. Whether your child is transitioning into a prekindergarten program or to kindergarten, it is important to talk with them and prepare them and yourself for the new experience. Having a plan and being prepared before the first day of school can help lessen the anxiety and pressure around the first day of school.

Use this checklist to help you get your child ready for the transition:

- Read books about going to prekindergarten/kindergarten.
- Set up a time to visit the new program and teacher.
- Talk with your child about the new routine. Include how your child will get to the new program and who will be dropping off and picking them up.
- Let your child know whether any friends that will be attending the new program.
- Provide opportunities for your child to ask questions about school.
- Talk about how your routine will be changing. For example, if you need to leave home earlier and bedtime will change, talk about the change.
- Practice saying the name of your child's new teacher with your child.
- Before the first day, help your child pack their backpack and/or lunchbox. Help them choose what they will wear on the first day of school and lay it out the night before.

Use this checklist to help prepare you for the transition:

- Contact the school for registration information and secure all necessary documents for registering your child.
- Make an appointment to tour the school or classroom before the first day of school.
- Start a calendar to keep track of important dates such as orientation, open house, the first day of school, etc.
- Plan how your child will get to and from school each day. For example, if they are riding the bus, where will they get off, who will meet them, etc.
- Prepare yourself for the first day of school. Support your child while keeping your own emotions in check (if you are worried or concerned try not to let those emotions show).
- Ask your child how the first day of school went. Talk about the routine, new friends, what was interesting, and what was learned.
- Check your child's backpack daily once school begins.

Books for Children Transitioning to Preschool


- *What to Expect at Preschool* by Heidi Murkoff
- *The Night Before Preschool* by Natasha Wing
- *Maisy Goes to Preschool* by Lucy Cousins
- *The Kissing Hand* by Audrey Penn
- *Llama Llama Misses Mama* by Anna Dewdney

Books for Children Transitioning to Kindergarten

- *When You Go to Kindergarten* by James Howe
- *Look Out Kindergarten Here I Come* by Nancy Carlson
- *Kindergarten ABC* by Jacqueline Rogers
- *Miss Bindergarten Gets ready for Kindergarten* by Joseph Slate
- *Monkey Not ready for Kindergarten* by Marc Brown

Resources for Families

- [A Parent's Guide to a Successful Kindergarten Transition \(NEA\)](#)
- *National PTA in partnership with the National Education Association produced several [Family Guides](#) preparing children for their new learning adventure as they transition to kindergarten and beyond in "Starting Off Kindergarten Right" and "Preparing Your Child for School." These guides are also available [in Spanish](#).*
- [Special Education: From Pre-K to Graduation and Beyond \(National PTA\)](#)
- *Sesame Street produced "[Sesame Family, Kindergarten Here We Come!](#)" which includes a Sesame Street themed backpack Parent Guide with videos and hands-on materials to help guide parents with their transition discussions with children*
- *[Head Start's website](#) includes a video made about the transition to kindergarten from the perspective of children and an activity calendar for families.*
- *[Count Down to Kindergarten](#) is a website with several resources for families including 10 Steps for a [First Trip to School](#) and [What Makes a Good Kindergarten](#).*

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Questions???

