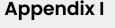# The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for School Districts

How to use this planning tool:
This tool can be used to create a transition plan. The first section provides an area to brainstorm a list of who will be on the transition team including district and community-based team members. It is important to identify a Transition Team Coordinator.

List of School District Transition Team Members (may include Prekindergarten and Kindergarten teachers, building leaders or district administrators, school counselor or social worker, ENL staff, CPSE staff, and family members)	List of Community Based Transition Team Members (may include the local librarian, social service agency staff, health clinic staff, local housing authority staff, community-based organization teachers and staff, and early childhood program staff that do not provide Prekindergarten instructional services with the district)

Setting Transition Goals & Objectives

This section of the tool allows the team to create transition goals and objectives. Below are potential goals and objectives to use as a baseline to create the plan.

Potential Goals	Our Goals
- Ensure Continuity of Learning and Development. - Foster Positive Relationships. - Increase Family Engagement. - Promote Child Readiness. - Support Teachers and Staff.	
Potential Objectives	**Our Objectives**
- Align preschool and Kindergarten curricula and facilitate teacher collaboration to ensure a smooth academic transition for children. - Create opportunities for children to meet teachers and peers before transitioning to Kindergarten to support relationship-building and social integration. - Provide families with resources, workshops, and communication channels to actively engage them in supporting their child's transition to Kindergarten. - Assess and support each child's developmental needs through targeted activities that prepare them for the Kindergarten environment. - Offer professional development and collaborative opportunities to ensure teachers are equipped with strategies to support children's transition to Kindergarten. - Collaborate with CBO partners	

Developing & Evaluating the Transition Plan

This section provides the team with information to consider in developing and evaluating the plan. Read each item carefully and indicate its implementation status. Next, develop a timeline for implementation of activities and designate responsibilities.

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Set up the transition team, define goals and objectives, roles and duties, and kick off the initial planning phase.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Collaborate with local services and support agencies for potential partnerships.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Arrange meetings for the transition team and ensure alignment with school policies and objectives.	☐ Not Started ☐ Emerging ☐ Implemented	January			

Developing & Evaluating the Transition Plan (Continued)

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Allocate resources for transition tasks.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Evaluate transition plans and gather feedback for continuous improvements from team members, teachers, and families. Identify successes and areas of improvement.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			
Create a process for engaging families in the transition of their children to Kindergarten that is clearly communicated within the community.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			

Cultivating Community-School Relationships

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of early childhood programs/providers in the district (non-public schools, nursery schools, childcare programs, etc.) that serve children in the year prior to Kindergarten entry with contact information.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and Kindergarten teachers and administrators to share information regarding effective transitions.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			

Cultivating Community-School Relationships (Continued)

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of community-based programs that support families such as local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. to assist the district in providing information to families about the Kindergarten program.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			
Hold a community fair where community-based programs come together to provide information about services for families. During this time information can also be shared about the transition to Kindergarten.	☐ Not Started ☐ Emerging ☐ Implemented	Spring			

Strengthening Family-School Relationships

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Create a district process to obtain information from families about their child(ren) who are entering Kindergarten, including the child's early childhood experiences.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Facilitate outreach and enrollment of children eligible for the Kindergarten program.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Create a district process for obtaining and reviewing screening, assessment, special education (IEP's BIPS, etc.) and EML information for students who attended an early childhood program before Kindergarten.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Establish a process to assist in the Kindergarten placement of students identified as a student with disabilities.	☐ Not Started ☐ Emerging ☐ Implemented	January			

Strengthening Family-School Relationships (Continued)

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a process to assist in the Kindergarten placement of students identified as Emergent Multilingual Learners.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Create written communication to share with families about transition activities that support the culture, home languages, and reading levels of the families of incoming children.	☐ Not Started ☐ Emerging ☐ Implemented	January			
Provide families with information about school routines, important dates, the Kindergarten learning standards and curricula before the first day of Kindergarten.	☐ Not Started ☐ Emerging ☐ Implemented	Spring			
Host open house events, Kindergarten orientations, and family workshops to enhance the family-school relationship, considering convenient times and days for families.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			

Establishing Child-School Relationships

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Integrate transition activities into Prekindergarten classroom daily routines (e.g., practice opening/closing food containers at lunch, talk/read stories about riding the bus, read stories about Kindergarten, etc.).	☐ Not Started ☐ Emerging ☐ Implemented	May			
Provide opportunities for Prekindergarten students to visit a Kindergarten classroom. If an in-person trip is not possible, provide access to a virtual tour of the building including spaces the Prekindergarten student may access as a Kindergarten student such as the nurse, library, cafeteria, special area classrooms, etc.	☐ Not Started ☐ Emerging ☐ Implemented	May			
Invite Kindergarten teachers to the Prekindergarten classroom to meet incoming Kindergarten students.	☐ Not Started ☐ Emerging ☐ Implemented	April-May			

Establishing Child-School Relationships (Continued)

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Arrange a Kindergarten orientation to help students familiarize themselves with their new classroom.	☐ Not Started ☐ Emerging ☐ Implemented	May			

Nurturing Program-School Relationships

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Coordinate transition information sessions for staff from both district and CBO classrooms.	☐ Not Started ☐ Emerging ☐ Implemented	February			
Provide training for staff on transition best practices, supporting students with special needs, and EML students entering the Kindergarten classroom.	☐ Not Started ☐ Emerging ☐ Implemented	March			
Provide opportunities for Kindergarten teachers and Prekindergarten teachers to visit each other's classrooms.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			
Create a Prekindergarten learner profile that includes information about each child's strengths, interests and developmental progress to be shared with Kindergarten teachers (see Appendix D for an example).	☐ Not Started ☐ Emerging ☐ Implemented	May-June			

Nurturing Program-School Relationships (Continued)

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Provide information to Prekindergarten and Kindergarten teachers on the vertical alignment of Prekindergarten and Kindergarten standards.	☐ Not Started ☐ Emerging ☐ Implemented	Ongoing			
Have Kindergarten students visit Prekindergarten classrooms to share what they enjoy most about Kindergarten. If an in-person visit is not possible, consider virtual options.	☐ Not Started ☐ Emerging ☐ Implemented	May-June			