



# Prekindergarten to Kindergarten Transition Toolkit



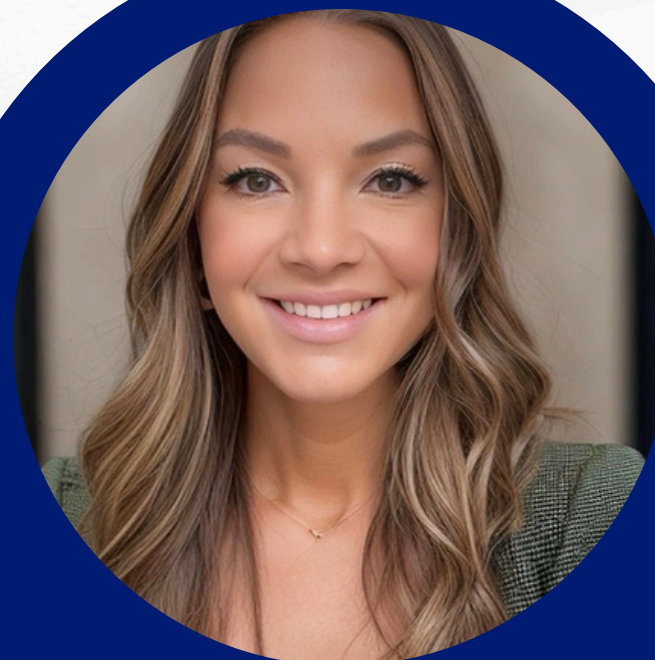
**NAVIGATING PREK DAY**  
**MAY 8, 2025**  
**ALBANY, NY**

# Presenters



**Dr. Tina Rose-Turriglio**

Associate in  
Instructional Services



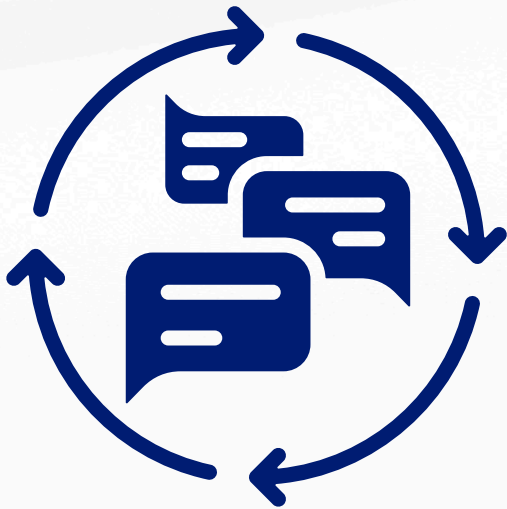
**Rachel Schlude**

Assistant in  
Instructional Services





# Interactive Feedback



# Agenda

- *Why transitions matter*
- *Introduction to OEL Toolkit*
- *Examples from districts*







“

***A smooth transition from PreK to Kindergarten helps children build on their early learning experiences, reduces anxiety, and sets the stage for future academic success. A thoughtful transition plan can make a significant difference in a child's long-term educational journey. - National Institute for Early Education Research (NIEER)***

”



# Why are Purposeful Transitions to Kindergarten Important?



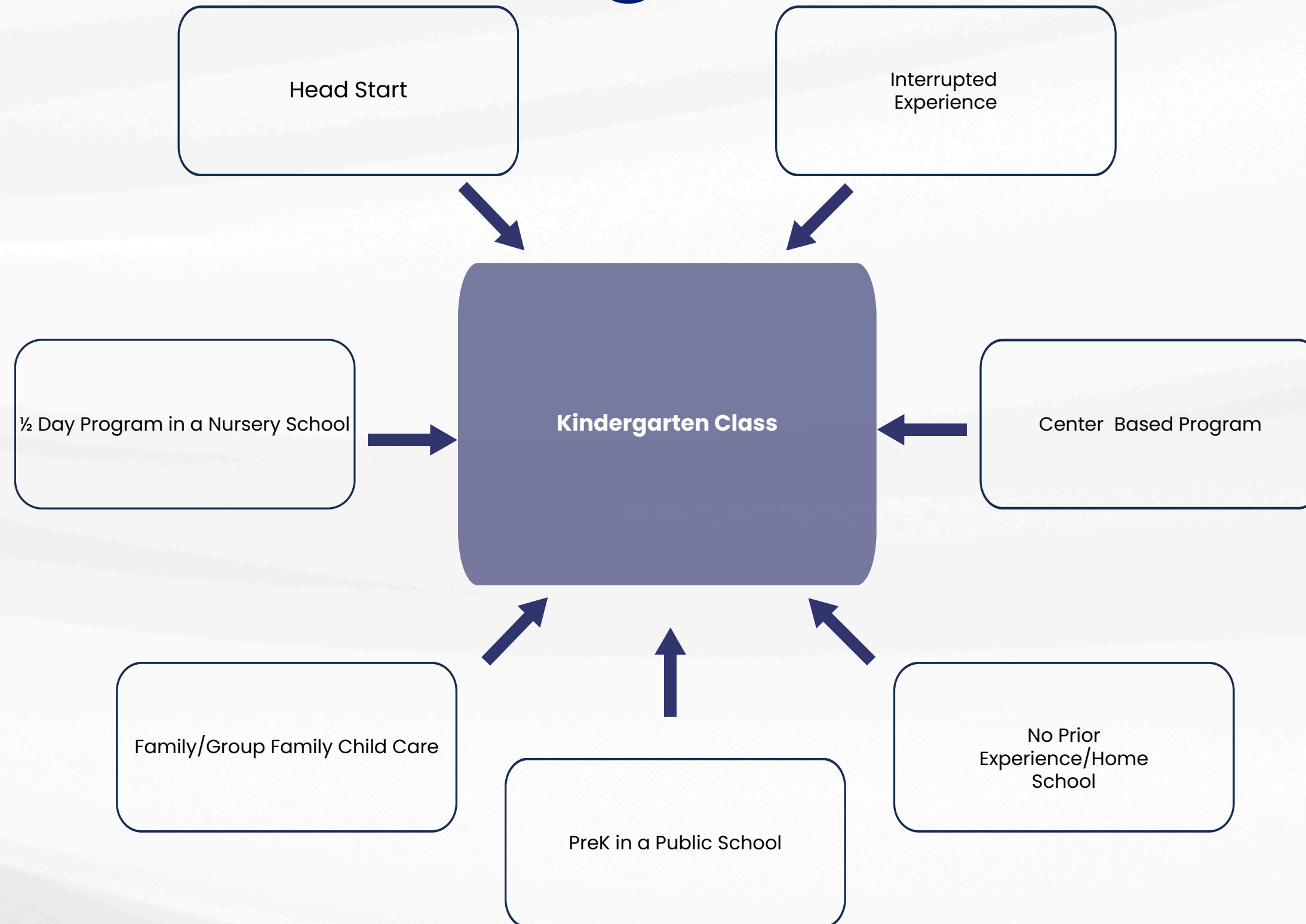
The brain is the only organ not fully developed at birth.

90% of a child's brain development happens before age 5.





# What We Know About Our Incoming Kindergarteners



# Consider Diverse Experiences



Tatiana goes to a half-day nursery school program at her family's church where her grandmother can walk her to school every day. Tatiana then stays with her grandmother for the rest of the day. She is very shy and apprehensive when she encounters unfamiliar adults.



Jacob is attending prekindergarten in a public school with high teacher turnover. He has had 3 different teachers this year and developed behavioral issues.



Adeline and Emma are twins that attend an early childhood program while their parents are at work. They both have a neurological disorder that requires the use of a feeding tube. A visiting nurse comes daily to assist with the girls' feeding needs.



Oliver attends a Head Start Program for five hours per day. He also participates in the program's extended care option while his father takes college classes, and his mother works.



# The Transition Toolkit

## Prekindergarten to Kindergarten Transition Toolkit

For Administrators and Educators



The transition toolkit is a resource for administrators and educators providing a structured approach to planning, implementing, and evaluating transition activities. It aims to ensure all stakeholders are prepared, engaged, and working collaboratively to support children's successful entry into Kindergarten and promote positive educational outcomes.



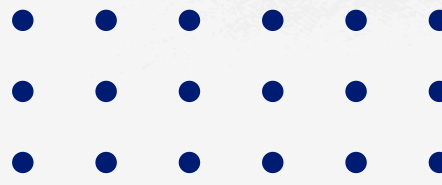


# Deepening Our Understanding

- ▶ How can we learn about children's varied experiences prior to Kindergarten?
- ▶ How can we make sure the Kindergarten year builds upon and deepens children's previous learning?
- ▶ What are the best ways to keep children and families connected to school and engaged in learning?
- ▶ How can early childhood programs, schools, and teachers provide the smoothest transitions possible?







# What is Included?

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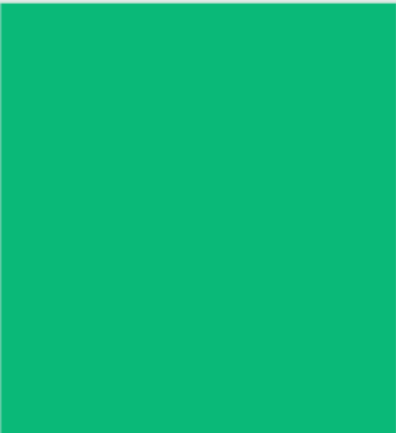
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**This toolkit is designed to provide guidance for school districts in developing and fostering an effective transition plan from Prekindergarten to Kindergarten. Districts should tailor their decisions regarding this guidance to reflect their specific locations, available resources, programs, and the communities they serve.**





# Developing a Transition Plan

**1**

Initial

**2**

Planning

**3**

Development

**4**

Implementation



# Step 1:

## Initial

- ▶ Establish the transition team and conduct an initial planning meeting.
- ▶ If a transition plan is in place, assess current practices and determine what is still needed.
- ▶ Create a schedule for meetings to begin work on the plan (bi-monthly, monthly etc.)





# Toolkit Resources

## Identifying Transition Team Members

### 1 Transition Coordinator

**Role:** Oversees the entire transition process and coordinates activities among the team.

**Possible Responsibilities:**

- Develop and implement the transition plan (see Appendix I).
- Schedule and facilitate team meetings.
- Act as a liaison between stakeholders.
- Communicate with families about transition activities and timelines.
- Monitor and evaluate the effectiveness of the transition plan.

### 2 Prekindergarten Teacher

**Role:** Provides insights on each child's developmental progress and needs.

**Possible Responsibilities:**

- Share developmental records and assessment data with Kindergarten teachers.
- Complete the Prekindergarten Learner Profile to share with the transition team (see Appendix D).
- Prepare children for the transition through classroom activities.
- Communicate with families about what to expect in Kindergarten.

### 3 Kindergarten Teacher

**Role:** Provides insights on the children transitioning into Kindergarten and the preparation of the classroom.

**Possible Responsibilities:**

- Review the Prekindergarten Learner Profile provided by previous teacher (see Appendix D).
- Plan activities that ease the transition for new students.
- Communicate with Prekindergarten teachers to understand individual student needs.
- Communicate with families to establish positive relationships.

## 12 Month Meeting Planner

Appendix E

Month	Topics to Cover	Notes
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		
August		

## 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Collaborate with local services and support agencies for potential partnerships.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Arrange meetings for the transition team and ensure alignment with school policies and objectives.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			



# Identifying Transition Team Members

- 01** | Transition Coordinator
- 02** | Prekindergarten Teacher
- 03** | Kindergarten Teacher
- 04** | School Administrator
- 05** | School Counselor/Social Worker

- 06** | Special Education Staff
- 07** | ENL Staff
- 08** | Family Members
- 09** | Community Partners

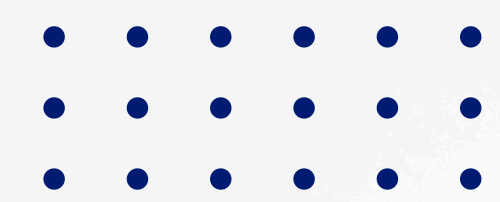


# North Country Alliance for Early Childhood Education



Jefferson & Parts of Lewis County representatives include:

- 9 school districts
- 6 daycare centers
- Jefferson & Lewis County Head Start
- Flower Library
- Jefferson & Lewis County Departments of Health
- North Country Prenatal/Perinatal Council
- Northern Regional Center for Independent Living



# North Country Alliance for Early Childhood Education



“... is to ensure that schools are prepared to welcome the children we serve, making their transition from preschool to kindergarten as smooth and successful as possible.”



# North Country Alliance for Early Childhood Education

What we have done:

- Hosted a transition summit
- Hosted professional development
- Co-hosted a Mental Health Wellness Fair
- Published a seasonal newsletter for families
- Created short videos on developmentally appropriate practices
- Planned a spring STEAM event and Health & Wellness Event
- Created a Facebook Page





## Step 2: Planning

- ▶ Assign roles and responsibilities to team members
- ▶ Discuss and set goals and objectives for transition plan
- ▶ Develop a timeline for transition activities
- ▶ Initiate a communication plan for the transition team





# Toolkit Resources

## Setting Goals and Objectives

Transition goals and objectives from PreK to Kindergarten vary based on specific needs of the students and the district. These goals and objectives should be updated on an annual basis. Annual updates ensure that the transition process remains relevant, effective, and responsive. Below are some suggested goals and objectives to use as a baseline to create a plan for your program. Goals can and should include teachers, support staff, students, and their families. **The Developing and Evaluating the Transition Plan Tool** (see Appendix I and J) includes additional goals and objectives. This tool provides the transition team with information to consider in developing and evaluating the plan.

### Suggested Goals

- Ensure Continuity of Learning and Development.
- Foster Positive Relationships.
- Increase Family Engagement.
- Promote Child Readiness.
- Support Teachers and Staff.

### Suggested Objectives

- Align Prekindergarten and Kindergarten curricula 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.

### District Goals

### District Objectives

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

Appendix I



### 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
<ul style="list-style-type: none"><li>• Ensure Continuity of Learning and Development.</li><li>• Foster Positive Relationships.</li><li>• Increase Family Engagement.</li><li>• Promote Child Readiness.</li><li>• Support Teachers and Staff.</li></ul>	
Potential Objectives	Our Objectives
<ul style="list-style-type: none"><li>• Align preschool and Kindergarten curricula and facilitate teacher collaboration to ensure a smooth academic transition for children.</li><li>• Create opportunities for children to meet teachers and peers before transitioning to Kindergarten to support relationship-building and social integration.</li><li>• Provide families with resources, workshops, and communication channels to actively engage them in supporting their child's transition to Kindergarten.</li><li>• Assess and support each child's developmental needs through targeted activities that prepare them for the Kindergarten environment.</li><li>• Offer professional development and collaborative opportunities to ensure teachers are equipped with strategies to support children's transition to Kindergarten.</li><li>• Collaborate with CBO partners</li></ul>	



## Step 3:

# Development

- ▶ Develop a comprehensive transition plan using the tools in the appendix of the toolkit for suggestions.





# Toolkit Resources

## Month by Month Planning

A month-by-month transition team plan facilitates a smooth transition from Prekindergarten to Kindergarten by breaking down tasks into manageable segments. This plan encompasses gathering information about new Kindergarteners, aligning the curriculum, and fostering a welcoming Kindergarten experience through activities such as orientation days and buddy programs. Ongoing communication with families is essential for ensuring a successful transition. Below is a selection of activities that can be implemented each month to develop a transition plan for Prekindergarten students and their families. For a printable planning tool and additional resources mentioned below, please refer to the Appendix.

- | Month    | Activities  |
|----------|---|
| January  | <ul style="list-style-type: none"><li>• Set up the transition team, define roles and duties, and kick off the initial planning phase.</li><li>• Evaluate past transition plans and offer input.</li><li>• Arrange meetings for the transition team and ensure alignment with school policies and objectives.</li><li>• Organize student records and assessment data.</li><li>• Allocate resources for transition tasks.</li><li>• Assess current IEPs and identify children requiring special assistance.</li><li>• Identify multilingual learners and plan for support (see Appendix A for recommended use of the EML Language Process).</li><li>• Initiate communication with families regarding the upcoming transition.</li><li>• Collaborate with local services and support agencies for potential partnerships.</li></ul>  |
| February | <ul style="list-style-type: none"><li>• Share information about the transition process with all stakeholders and begin preliminary activities.</li><li>• Coordinate information sessions for staff and families.</li><li>• Share developmental records and assessments with Kindergarten teachers.</li><li>• Communicate with families about what to expect in Kindergarten.</li><li>• Review developmental records and assessments from Prekindergarten.</li><li>• Plan welcoming activities for new Kindergarten students.</li><li>• Ensure resources are in place for transition activities.</li><li>• Develop transition plans for children with special needs.</li><li>• Plan language support activities for multilingual language learners.</li><li>• Host informal gatherings for families to discuss transition concerns and questions.</li><li>• Start collaboration on activities to support transitioning families.</li></ul> |
| March    | <ul style="list-style-type: none"><li>• Provide training for staff on transition best practices.</li><li>• Schedule and support professional development sessions.</li><li>• Look at vertical alignment of curriculum and standards.</li><li>• Plan and integrate transition activities into the Prekindergarten classroom routine.</li><li>• Plan classroom setup—paralleling classrooms routines and mirroring classroom setups, when possible, from Prekindergarten.</li><li>• Finalize IEPs and accommodations/supports for transitioning children.</li><li>• Provide training on supporting multilingual language learners (see Appendix A for recommended use of the EML Language Process).</li><li>• Organize family workshops on preparing for Kindergarten and readiness.</li><li>• Offer resources and services to support family engagement.</li></ul>   |

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## Transition Team Sample Agenda <sup>Appendix F</sup>

**Date:**

**Time:**

**Location:**

**Transition Team Member Facilitator:**

**Team Members in Attendance:**

### 1. Welcome and Introductions

- Welcome and introduction of transition team members.
- Review of agenda and meeting objectives/goals.

### 2. Review of Previous Meeting Minutes

- Summary of last month's meeting minutes.
- Follow-up on any unresolved items from last meeting.

### 3. Updates and Announcements

- School administration updates.
- Updates from transition team members.

### 4. Curriculum Alignment Discussion

- Review of current Prekindergarten curriculum and its alignment with Kindergarten expectations.
- Identification of any gaps or areas needing enhancement.

### 5. Student Transition Planning

- Review of transition plans for individual students, especially those with special needs or requiring extra support.
- Review upcoming transition activities for students and staff.

### 6. Family Engagement Strategies

- Discussion on how to involve families in the transition process.
- Planning for workshops or informational sessions, and home-based activities.

### 7. Professional Development Needs

- Identification of training and resources needed by teachers/team members to support student transitions.

### 8. Action Items and Next Steps

- Summary of decisions made and actions to be taken prior to next meeting.
- Assignment of team member for each action item.
- Setting the agenda for the next meeting.

### 9. Open Forum

- Opportunity for transition team members to raise any additional concerns or suggestions.

### 10. End of Meeting

- Recap of the meeting and thank you to all participants.
- Confirm the date, time and location of next meeting.

**Note:** This agenda can be adjusted depending on the specific needs and focus areas of your team.



## Step 4: Implementation

- ▶ Begin comprehensive transition plan implementation
- ▶ Review and reflect on transition plan to monitor for continuous improvement
- ▶ Adjust and adapt plan as necessary







# Fostering Connections



Establishing Child-School Relationships



Strengthening Family-School Relationships



Nurturing Program-School Relationships



Cultivating Community-School Relationships





# Establishing Child-School Relationships




School Tour & Classroom Visits

Story Time


Welcome Art



# Toolkit Resources

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.).	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May			
Invite Kindergarten teachers to the Prekindergarten classroom to meet incoming Kindergarten students.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	April-May			

District Tool

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May			

District Tool



# Waverly School District

# Adirondack Central Schools

## Welcome to Lincoln Street Elementary!

*The QR codes below are linked to short videos of various places at Lincoln St. Consider this a "Tour of Lincoln St. Elementary School. Please take a few minutes to watch the videos with your child. We hope they help you and your child to become excited about school.*

Entering Lincoln St. - Families drop-off and pick-up students at the Lincoln Street doors. Morning drop-off is from 7:55-8:10 AM.



Visit a Kindergarten Classroom



Visit our Music/STEM room where Kindergarten students have music every third day. PreK students have STEM every third day.



Visit our gymnasium where students have PE every third day.



*We hope you enjoyed your tour of Lincoln St. Elementary School. We are very excited that you will be joining our family this year!*



## Just a few questions....

*Please complete this brief questionnaire and return it in your child's red travel folder on the first day of school. Knowing this information will be a huge help in assisting your son/daughter! Thank you for your support! It's going to be a great year!*

Student Name\_\_\_\_\_

1. *Is your child fully potty trained, in progress, or not at all? Is it acceptable to assist your child in the bathroom should he/she need help?*
2. *Does your child take a nap or have a rest/quiet time routine?*
3. *Does your child have allergies?*
4. *If your child is not riding the bus, who will be the primary caregiver(s) for pick-up? Pick-up dismissal is at 2:25.*

# Strengthening Family-School Relationships









Open House Events  
Kindergarten Orientation  
Interactive Workshops






# Adirondack Central Schools


## *Open House Scavenger Hunt* Can you find these things?

<p>Find your cubby</p>  <input type="checkbox"/>	<p>Find your seat</p>  <input type="checkbox"/>	<p>Find your mailbox</p>  <input type="checkbox"/>
<p>Find your rest bin</p>  <input type="checkbox"/>	<p>Find your artwork</p>  <input type="checkbox"/>	<p>Find your hallway artwork</p>  <input type="checkbox"/>

# Toolkit Resources

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Facilitate outreach and enrollment of children eligible for the Kindergarten program.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Establish a process to assist in the Kindergarten placement of students identified as a student with disabilities.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			

District Tool

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Provide families with information about school routines, important dates, the Kindergarten learning standards and curricula before the first day of Kindergarten.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Spring			
Host open house events, Kindergarten orientations, and family workshops to enhance the family-school relationship, considering convenient times and days for families.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Ongoing			

District Tool



# Toolkit Resources

## Prekindergarten to Kindergarten Transition Tip Sheet

As kids move from PreK to Kindergarten, they hit a crucial milestone, with excitement and challenges for students and families alike. A thorough transition plan is essential for success, supporting children, families, and educators, **relevant for both district and community based organizations.**

### Year Long Best Practices

- Have a transition team in place including administrators, Prekindergarten teachers and Kindergarten teachers, and representatives.
  - Provide targeted ongoing professional development aligned for both Prekindergarten and Kindergarten teachers.
  - Ensure curriculum alignment from Prekindergarten to Kindergarten for consistency and coherence.

### ✓ Fall Ideas:

- Survey families about needs and types of family activities they would like to participate in
- Coordinate Prekindergarten to Kindergarten classroom visits and vice versa
  - Ensure continuity in vocabulary and classroom management systems
  - Discuss expectations

### ✓ Spring Ideas:

- Share student data between Prekindergarten and Kindergarten teachers
  - Formal and informal assessment data
  - Information on emergent multilingual learners
  - Accommodations for students with disabilities
- Host informational session(s) for transition to Kindergarten
  - Invite previous Prekindergarten families in to serve on a panel and share their experiences
- Allow and encourage multiple visits by Prekindergarten students to Kindergarten classrooms

### ✓ Summer Ideas:

- Host an open house event for families and students to visit their classroom for the upcoming year
- Share resources to aide families with the transition to a new school year



Office of  
Early  
Learning

**Contact Us:**

- 518-474-5807
- oel@nysed.gov



Appendix G

## Books to Share

Sharing books with students about the upcoming transition to Kindergarten is a great way to get them excited comfortable with the change. There are some great places to find lists of books surrounding kindergarten transition. Consider visiting your local library, where librarians can offer personalized recommendations and curated lists. Online resources like educational websites and blogs often have comprehensive lists tailored for this important milestone. Engaging stories about starting school can spark conversations, alleviate anxieties, and build anticipation for the new adventures ahead.

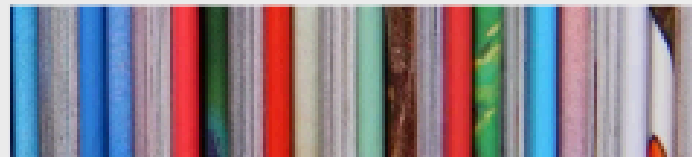
**Here's a list of free online resources where educators can find books for students:**

### Digital Libraries and eBook Platforms:

- **Epic!** - Free for educators and offers access to thousands of children's books, audiobooks, and learning videos. Parents can get a free trial or access through an educator's invitation.
- **Open Library** - A digital library with a vast collection of children's books available for free borrowing.
- **Project Gutenberg** - Free access to classic children's literature and other books in the public domain.
- **International Children's Digital Library** - Offers free books for children in multiple languages.
- **Bookshare** - Provides free access to books for students with qualifying disabilities, such as dyslexia or visual impairments.
- **Libby** - A library app that connects with your local library to provide free access to eBooks and audiobooks.

### Storytelling and Read-Aloud Platforms

- **Storyline Online** - Features videos of celebrities reading popular children's books aloud.
- **PBS Kids** - Offers free eBooks and reading activities tied to their programming.
- **Vooks** - Animated storybooks for kids, offering a free trial or special access for educators.
- **TumbleBooks** - Interactive eBooks for kids, often free through school or public library partnerships.



Appendix C

# Rochester Parent Power Moment






# Family Resource



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 "The most important day of a person's education is the first day of school, not graduation day."  
*Harry Wong*

2

# Nurturing Program-School Relationships



Child Profiles

Data Sharing Agreements

Transition Teams





# Toolkit Resources

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	February			
Provide training for staff on transition best practices, supporting students with special needs, and EML students entering the Kindergarten classroom.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	March			
Provide opportunities for Kindergarten teachers and Prekindergarten teachers to visit each other's classrooms.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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).	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May-June			

District Tool

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May-June			

District Tool


# Valley Central Montgomery

## Toolkit Resource:

<b>Placement Form For UPK Student Entering Kindergarten Sept. 2025</b>			Overall Academic: ____ Level of Support: ____						
Elementary School: BE EC MES WES									
Last Name: _____	First Name: _____	DOB: _____							
Current Grade: <b>Full-Day UPK</b>	UPK Teacher: _____	Age: ____ Yrs. ____ Mos.							
Entering Grade: <b>Kindergarten</b>	UPK Provider: <b>School Time</b>	Gender: <b>Male</b> <b>Female</b>							
		Race: <b>B</b> <b>W</b> <b>H</b> <b>Other</b>							
<b>Behavior/Effort Code</b> <b>O</b> – Outstanding <b>S</b> – Satisfactory <b>I</b> – Improvement Shown <b>N</b> – Needs Improvement <b>U</b> – Unsatisfactory	<input type="checkbox"/> Completes class work in a timely and satisfactory manner <input type="checkbox"/> Organizes self and materials <input type="checkbox"/> Respects property, self, and others <input type="checkbox"/> Maintains Focus <input type="checkbox"/> Demonstrates perseverance <input type="checkbox"/> Listens and follows directions <input type="checkbox"/> Works well in a variety of settings <input type="checkbox"/> Communicates and collaborates effectively in a group	<b>Any health concerns?</b> Yes (see nurse) No  <b>Prek Screening Deficits?</b> Yes No  <small>On Speed DIAL-4 we use 10% as the Level (cutoff) to identify a potential developmental delay.</small>							
<b>Reading</b> Identifies ____ out of 52 letters Identifies ____ out of 52 sounds <input type="checkbox"/> Intensive reading support needed <input type="checkbox"/> Intensive writing support needed	<b>Math</b> <input type="checkbox"/> Identifies numbers 1-20 <input type="checkbox"/> Identifies numbers 1-10 <input type="checkbox"/> Identifies numbers 1-5 <input type="checkbox"/> Identifies zero numbers <input type="checkbox"/> Intensive math support needed	<b>Overall Academic</b> <input type="checkbox"/> High <input type="checkbox"/> High Average <input type="checkbox"/> Average <input type="checkbox"/> Low Average <input type="checkbox"/> Low							
<b>Level of Teacher Support Required for Behavior:</b> <input type="checkbox"/> Minimal support <input type="checkbox"/> Average support <input type="checkbox"/> Above average support <input type="checkbox"/> Intensive support	<b>Level of Teacher Support Required for Academics:</b> <input type="checkbox"/> Minimal support <input type="checkbox"/> Average support <input type="checkbox"/> Above average support <input type="checkbox"/> Intensive support	<b>Level of Teacher Support Required for Social/Emotional:</b> <input type="checkbox"/> Minimal support <input type="checkbox"/> Average support <input type="checkbox"/> Above average support <input type="checkbox"/> Intensive support							
<b>Gross Motor Skills:</b> <input type="checkbox"/> Above Average <input type="checkbox"/> Average <input type="checkbox"/> Below Average	<b>Fine Motor Skills:</b> <input type="checkbox"/> Above Average <input type="checkbox"/> Average <input type="checkbox"/> Below Average <input type="checkbox"/> Scissor Skills <input type="checkbox"/> Appropriate <input type="checkbox"/> Pencil Grip	<b>Do not place this student with:</b> _____ _____ _____ <b>Special Concerns:</b> _____ _____ _____							
<b>Services Received</b>									
YEAR	SEIT	Speech	OT	PT	Hearing	Vision	ENL	504 Plan	Counseling
2024-2025									
2025-2026									

Appendix L

<b>PREKINDERGARTEN LEARNER PROFILE</b>			
Name: _____ First Last			
Date of Birth (mm/dd/yyyy) _____			
Language(s) spoken by child _____			
Prekindergarten Program _____			
<b>Student Strengths and Program Favorites</b>		<b>Areas of Teacher Support</b>	
<b>Skill</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Interacts with a variety of materials and peers through play.			
Identifies a problem and tries to solve it independently.			
Transitions with minimal support between activities.			
Uses fine motor skills.			
Uses gross motor skills.			
Exhibits self-help skills.			
Modifies strategies to complete a task.			
Interacts with other children.			
<b>Reading</b>	<b>Math</b>		
Identifies ____ Upper Case Letters	Identifies ____ Numbers		
Identifies ____ Lower Case Letters			
Able to Write First Name: Yes No	Can Count Up to ____		
Engages In Read Alouds: Always Sometimes Never	Can Write Numbers Up To ____		
Engages in Prewriting Activities: Always Sometimes Never			





# Cultivating Community-School Relationships




Community Events

Partnerships with Local Organizations


Community Bulletin Boards



# Toolkit Resources

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, <a href="#">childcare programs</a> , etc.) that serve children in the year prior to Kindergarten entry with contact information.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Ongoing			

District Tool

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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> 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.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Spring			

District Tool



NYS Council on  
Children and Families  
presents ...





# Self Assessment



# Implementing the Transition Plan

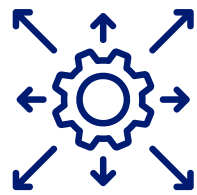
## A Yearlong Cycle



# Reflection and Continuous Improvement of Transition Plan



Monitoring and Tracking



Feedback



Reflection & Continuous Improvement of Plan



# Toolkit Resources

## Reflection and Continuous Improvement of Plan

Setting up a transition plan from PreK to Kindergarten involves a reflective framework for continuous improvement, connecting PreK programs with Kindergarten classrooms. It focuses on monitoring, tracking, and feedback for adaptability and responsiveness. Please see the "Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool" in the Appendix to reflect on the transition programming and plan for continuous improvement.

### Monitoring and Tracking of Data



**Progress Monitoring:** Consistently assess students' academic, social, and emotional development using valid and reliable tools.  
**Data Collection:** Record student progress from Prekindergarten to Kindergarten, encompassing attendance and academic performance.  
**Tracking:** Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.  
**System Development:** Establish a plan of action to facilitate data sharing agreements between Prekindergarten and Kindergarten programs to review effectiveness.

### Feedback



**Teacher Feedback:** Conduct meetings and conversations with Prekindergarten and Kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness.  
**Family and Caregiver Feedback:** Involve families through surveys, meetings, and discussions to gain their viewpoints on the transition experience.  
**Student Feedback:** Use techniques such as drawings and conversations to assess children's comfort levels and address any concerns they might have about the transition.

### Reflection and Continuous Improvement



**Data Analysis:** Regularly analyze Prekindergarten student data to identify patterns and areas for improvement in programming.  
**Reflective Meetings:** Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement.  
**Sharing Best Practices:** Share successful practices within and across schools and CBO locations to encourage ongoing learning.  
**Annual Review:** Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.

## Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Appendix K

Monitoring and Tracking of Data			
Progress Monitoring, Data Collection, Tracking and System Development	Progress	Comments	Updates to the current transition plan
Consistently assess students' academic, social, and emotional development using valid and reliable tools and teacher observations.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Record student progress from Prekindergarten to Kindergarten, encompassing attendance and academic performance.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Establish a mechanism to facilitate the exchange of vital information between Prekindergarten classes and Kindergarten programs.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		



## Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Feedback			
Feedback: Teacher, Family/Caregiver & Student	Progress	Comments	Updates to the current transition plan
Conduct surveys with Prekindergarten and Kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness (see Appendix H).	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Involve families through surveys, meetings, and discussions to grasp their viewpoints on the transition experience.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Employ techniques such as drawings and guided conversations to assess children's comfort levels and address any concerns they might have about the transition.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		

## Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Reflection and Continuous Improvement			
Data Analysis, Reflective Meetings, Sharing Best Practices, Annual Review	Progress	Comments	Updates to the current transition plan
Regularly analyze Prekindergarten student data to identify patterns and areas for improvement in programming.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement in programming.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Share successful practices and lessons learned within and across schools and CBO locations to encourage ongoing learning.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		
Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented		

# Toolkit Resources

  **FAMILY SURVEY** Appendix H

**Prekindergarten to Kindergarten Transition**

Administer this survey in the fall of Kindergarten, after transition activities have been finalized.

**PROGRAM INFORMATION:**

NAME OF PREKINDERGARTEN PROGRAM \_\_\_\_\_

**INSTRUCTIONS:**

Using the questions below, please reflect on your family's and child's experiences throughout the transition from Prekindergarten to Kindergarten.

<b>QUESTIONS:</b>	<b>RATING SCALE:</b>		
	Disagree	To Some Extent	Agree
<b>COMMUNICATION</b>			
I felt well-informed about the Kindergarten transition process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provided clear information about what to expect during the first few weeks of Kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had repeated opportunities to ask questions and express concerns before the start of Kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>SCHOOL ENVIRONMENT</b>			
The Kindergarten environment was welcoming for both my child and our family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>PARENT ENGAGEMENT</b>			
The school offered opportunities for me to be involved in my child's transition to Kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortable reaching out to teachers or staff if I had concerns about my child's adjustment to Kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>OVERALL SATISFACTION</b>			
Overall, I am satisfied with the way my child's transition to Kindergarten was handled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>ADDITIONAL COMMENTS</b>			
_____ _____ _____			





# Interactive Feedback



What is a transition practice your district/program currently implements that you would like to share? Is there any other feedback that you would like to provide at this time to the group?







“



“

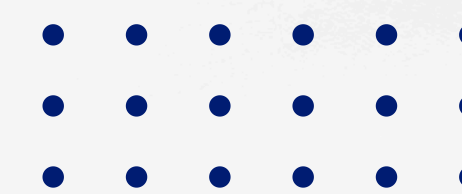
***"The transition from PreK to Kindergarten is a critical period that can influence a child's academic trajectory. Schools that implement comprehensive transition programs that engage families and build connections between PreK and Kindergarten classrooms see more successful outcomes. (A. J., & Pianta, R. C. 2006)"***

”









# Thank You Contact Us



**Phone number**

518-474-5807



**Email Address**

OEL@nysed.gov



**Website**

<https://www.nysed.gov/early-learning>



**NAVIGATING PREK DAY**

**MAY 8, 2025**

**ALBANY, NY**