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**TRANSITION PLAN**

**PRE-K TO KINDERGARTEN**

**KINDERGARTEN TO FIRST GRADE**

Transitioning from pre-k to kindergarten or kindergarten to first grade is a big step for many children. Pre-k and kindergarten teachers can support the transition by passing along useful information to the receiving teachers. This information can be used by the new teachers to start with a basic understanding of each child’s personal and academic profile. Guidelines regarding information that must be shared are provided below. Additional best practices are also provided.

 At a minimum, each classroom must develop a transition folder for each pre-k child to take with them to kindergarten. This same folder is recommended to continue to be developed and accompany the kindergarten child to first grade; a new folder will be created if there is not one from pre-k. The folder must contain at least the following:

* End-of-year Kindergarten Readiness Assessment score/summary sheet
* End-of-year developmental screening results (if the students complete a spring or end-of-term screening). Early Learning Collaboratives and Blended Programs should use the Brigance Early Learning Screen III tool; all other pre-kindergarten classrooms shall begin using the Brigance Early Learning Screen III tool, Fall 2020. Kindergarten is not required to administer the Brigance Screener at this time.
* End-of-year results from other assessments used in the classroom
* A completed *Developmental Checklist for Four-Year-Old Students* OR a completed *Developmental Checklist for Kindergarten Students* OR a school-issued report card/skills checklist

(located here: <http://www.mdek12.org/EC>)

* A Child Information Form containing some or all of the following

(a sample form is located here: <http://www.mdek12.org/EC>):

* Child’s name, date of birth, preferred name, photo, languages spoken
* Parents’ names (and/or other adults or caregivers), address, phone, email address, and preferred time and way to contact (in accordance with school policy)
* School or center information
* Child’s favorite things (activity, toy, food, color, book, learning center, etc.)
* Child’s play and learning styles
* Child’s skills and proficiencies
* Child’s areas for growth and what they do not like to do
* Child’s personality/temperament traits
* Work samples (2 or 3 samples that demonstrate the child’s capabilities). May include:
* Free art sample (artwork created by child’s imagination)
* Writing sample (e.g. journal page)
* Learning center products (photograph of product or actual student product)

 In addition to the transition folder, the following best practices regarding transition are encouraged:

* Pre-k and kindergarten teachers should attend meetings with receiving teachers to discuss the transition of each child to the next level, including any special services provided to each child.
* Provide a community workshop on kindergarten readiness for pre-k and kindergarten staff, as well as any local early learning provider who wishes to join the discussion of strategies and modifications for transition activities.
* Early learning providers and teachers should make arrangements for pre-k and kindergarten children to visit their future classrooms.
* Teachers and other early learning providers should visit receiving programs to get a “feel” for where they are sending children.
* Providers should facilitate opportunities for a child’s family to talk with kindergarten and first grade staff about the special needs of their child and/or details about special meals, transportation, and special services available.
* Pre-k and kindergarten teachers should collaborate with receiving teachers to prepare a Frequently Asked Questions document that will inform and educate families on the procedures and expectations of the kindergarten and first grade programs.
* Providers should ensure that a child’s records promptly follow him/her to the new program.