



PRE-K TO KINDERGARTEN TRANSITION PLAN

Transitioning from pre-k to kindergarten is a big step for many children. Pre-k teachers can support the transition by passing along useful information to the kindergarten 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 what information must be shared are provided below. Additional best practices are also provided.

At a minimum each classroom *must* develop a transition folder for each child to take with them to kindergarten. The folder *must* contain at least the following:

- End of year Kindergarten Readiness Assessment score/summary sheet
- End of year Ages and Stages Questionnaire (if the classroom completes it in the spring or end-of-term)
- End of year results from other assessments used in the classroom
- A school-issued final report card/skills checklist or a completed *Developmental Checklist for 4-Year-Old Students* (located here: <http://www.mde.k12.ms.us/ESE/EC>)
- A child information sheet containing some or all of the following:
 - Child's name, date of birth, preferred name, photo, languages spoken
 - Parents' names (and/or other adults caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
 - Child's favorite things (activity, toy, food, color, book, center, etc.)
 - Child's play and learning styles
 - Child's skills and proficiencies
 - Child's areas of 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
 - Guided art
 - Writing sample
 - Learning center products (e.g. block construction)

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

- Each pre-k teacher should attend a meeting with kindergarten teachers to discuss the transition of each child to kindergarten, including any special services provided to each child.
- Provide a community workshop on kindergarten readiness for kindergarten and pre-k staff as well as any local early learning provider who wishes to join the discussion of strategies and modifications for transition activities.
- Providers and teachers should arrange visits for pre-k children to their future classrooms.
- Teachers and other providers should visit the receiving program to get a "feel" for where they are sending children.
- Providers should facilitate opportunities for a child's family to talk with kindergarten staff about the special needs of their child and/or details about special meals, transportation, and special services available.
- Preschool teachers should collaborate with kindergarten teachers to prepare a Frequently Asked Questions document that will inform and educate families on all possible kindergarten options and the procedures and expectations of the kindergarten programs.
- Providers should ensure that a child's records promptly follow him/her to the new program.