


WV Kindergarten Transitions Toolkit

This tool is provided to assist County Collaborative Early Childhood Teams and classroom teachers in supporting children and families as they transition from a variety of settings to kindergarten. Successful transitions should not be left to chance; rather, they can be thoughtfully planned to ensure that the experience of going to school is a positive one. There are many choices that programs, schools, educators, and families can make to increase the likelihood of successful transitions for all children. This tool identifies key activities for such transitions which reflect effective practice. Users are encouraged to review the activities and potential experiences to determine which best meet the needs of the children and families in their community.



Effective practices for successful transitions are outlined in this tool, which should serve as a guidance document to assist with the selection and implementation of transition practices. The experiences are categorized by the framework of ready children, ready families, ready schools, and ready communities. A suggested timeframe for implementation is also provided for potential experiences.

During the year before kindergarten, children may:		
Be at home	Participate in community settings including Head Start, childcare, home-based, or private/faith-based preschool programs	Participate in collaborative programs that include WV Universal Pre-K in public schools, including special needs, Head Start, or childcare centers
And will transition to kindergarten		
<p>The state's comprehensive school readiness framework serves as a guide to assist with the transition process:</p>		



Ready, Set, Go! WV component	Activity	Suggested Timeframe
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	<p>Provide families with information on Kindergarten programs and/or services including enrollment requirements and registration (e.g., certificate of live birth, immunizations, HealthCheck, etc...).</p> <p>POTENTIAL EXPERIENCES:</p>	
	<ul style="list-style-type: none"> Develop, air and publish County Early Childhood Collaborative Team Public Service Announcements for radio, newspaper, and/or television. 	Spring-Summer
	<ul style="list-style-type: none"> Create a County Early Childhood Collaborative Teams sample packet of the kindergarten requirements to be distributed to all community settings. 	Spring
	<ul style="list-style-type: none"> Utilize a "School Messenger" tool to communicate kindergarten enrollment 	Spring
	<ul style="list-style-type: none"> Disseminate a combined pre-k/k survey for current school families to identify children. 	Spring
	<ul style="list-style-type: none"> Post information on the county's website. 	Spring-Summer
	<ul style="list-style-type: none"> Distribute information regarding school readiness and the value of early childhood learning and experiences 	Spring-Summer


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 	<p>Communicate with Public School staff to facilitate continuity of programming and/or services.</p> <p>POTENTIAL EXPERIENCES:</p>	
	<ul style="list-style-type: none"> • Arrange visits to Kindergarten settings for children, families, and staff from the sending program or service. 	Spring-Summer
	<ul style="list-style-type: none"> • Schedule kindergarten teacher visits community programs of children who will be in his/her room during the coming year. 	Spring
	<ul style="list-style-type: none"> • Offer a collaborative meeting with all pre-k and kindergarten teachers. Offer an administrator training to share the activities that are coming up for transitions and kindergarten enrollment. 	Spring-Summer
	<ul style="list-style-type: none"> • Coordinate with other agencies to transfer relevant records to the Public Schools. 	Spring-Summer
	<ul style="list-style-type: none"> • Develop a County Early Childhood Collaborative Team standard operating procedure to ensure relevant records (including, but not limited to, the WV Pre-K Child Assessment System Kindergarten Transition Report) are transferred appropriately. 	Spring-Summer
	<ul style="list-style-type: none"> • Post kindergarten class lists as early as possible so teachers can access the WV Pre-K Child Assessment System Kindergarten Transition Reports for each child who attended WV Pre-K programming as soon as possible. 	Spring-Summer
	<ul style="list-style-type: none"> • Ensure transition planning for children with high needs and/or special needs that may require special accommodations and special circumstances. 	Spring-Summer



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 	<p>Provide transition-related training to prepare staff:</p> <ol style="list-style-type: none"> a. To follow appropriate procedures; b. To support children and families in the transition process; and c. To discuss strategies to help the child be successful. <p>POTENTIAL EXPERIENCES:</p>	
	<ul style="list-style-type: none"> • Create a County Early Childhood Collaborative Team professional development session to be delivered online or in person as part of a county pre-k /kindergarten teacher orientation. 	Spring-Summer
	<ul style="list-style-type: none"> • Create a County Early Childhood Collaborative Team mentoring project among county early childhood programs. 	Year-round
	<ul style="list-style-type: none"> • Develop and integrate interagency professional development on transitions. 	Spring-Summer-Fall
	<ul style="list-style-type: none"> • Utilize vertical teaming –meetings with pre-k and kindergarten teachers (Potential professional development topics: kindergarten transition report, Early Learning Standards and NxGeneration Kindergarten Standards). 	Year-round
	<ul style="list-style-type: none"> • 	



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	<p>Provide training for families regarding transition processes and future options. Include interagency partners in the training.</p> <p>POTENTIAL EXPERIENCES:</p>	
	<ul style="list-style-type: none"> Utilize Parent-Educator Resource Centers (PERCs) to assist with the training for families. 	Spring-Summer-Fall
	<ul style="list-style-type: none"> Include Pre-K to kindergarten transition offerings as part of the required Title I parent training component. 	Spring-Summer-Fall
	<ul style="list-style-type: none"> Offer a parent academy that includes a transition training component. 	Spring-Summer
	<ul style="list-style-type: none"> 	

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 	<p>Involve parents in transition planning:</p> <ol style="list-style-type: none"> To advocate for children; To communicate with Public School personnel; and To discuss strategies to help children be successful. <p>POTENTIAL EXPERIENCES:</p>	
	<ul style="list-style-type: none"> Conduct a “parent chat” event where families have the opportunity to talk and ask questions with a county kindergarten teacher. 	Spring-Summer
	<ul style="list-style-type: none"> Schedule family forums to provide an opportunity for kindergarten teachers to talk with family groups. 	Spring-Summer
	<ul style="list-style-type: none"> Develop a County Early Childhood Collaborative Team informational newsletter with ideas for transitions, including fun things to do with your child this summer, reminders about health information, helping your child prepare to start school, etc... 	Spring
	<ul style="list-style-type: none"> Conduct meet and greet events to allow families to meet with their child’s teacher; this requires kindergarten class rosters to be generated earlier. 	Summer
	<ul style="list-style-type: none"> Invite families to join the Parent Teacher Association/Parent Teacher Organization (PTA/PTO) at the school their child will attend—schools generate an invitation to welcome families and encourage them to join. 	Summer-Fall
	<ul style="list-style-type: none"> Offer opportunities for PTA/PTO participation by scheduling meetings during hours that work best for the local school. Offer activities for children so more families could attend. 	Year-round
	<ul style="list-style-type: none"> Encourage families whose children will start in the fall to come to PTA/PTO during the spring prior to school entry. 	Spring
	<ul style="list-style-type: none"> 	

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 	Plan activities to prepare children for the Kindergarten entry process. POTENTIAL EXPERIENCES:	
	<ul style="list-style-type: none"> Kindergarten teacher conducts a visit to the child's home before and/or after school starts. 	Summer-Fall
	<ul style="list-style-type: none"> Kindergarten teacher and/or school sends a letter to the child's parents before and/or after school starts. 	Summer-Fall
	<ul style="list-style-type: none"> Kindergarten teacher makes a telephone call to the parents and child before and/or after school starts. 	Summer-Fall
	<ul style="list-style-type: none"> Kindergarten teacher writes a letter to the child before and/or after school starts. 	Summer-Fall
	<ul style="list-style-type: none"> Encourage a natural integration of pre-k and k experiences throughout the school year. 	Year-round
	<ul style="list-style-type: none"> Provide pre-k children the opportunity to practice riding buses to and from kindergarten sites. 	Spring
	<ul style="list-style-type: none"> Provide children the opportunity to participate in a cafeteria/public school lunch. 	Spring
	<ul style="list-style-type: none"> 	