

Transitions: From Values to Practice

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WELCOME & INTRODUCTIONS

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Communication

Respect

Professionals respect all children and families and are responsive to diverse values and cultural backgrounds. Professionals individualize their approach to transitions in or out of a program based on the needs of each child and family.

Collaboration

Professionals in all early learning settings and services coordinate with professionals in other roles, disciplines, and sectors to facilitate mutual understanding and collective contributions to improving outcomes for children.

Leadership

Leadership across systems and services is committed to supporting collaborative transition practices.

Data Sharing

With consent, professionals share relevant information about children and families across early learning settings and services.

KINDERGARTEN TRANSITION RESOURCES

Kickstarting Kindergarten Collection

Kindergarten readiness is achieved when children are prepared in all domains of early learning and families, schools, and communities collaborate to positively impact educational outcomes.



KICKSTARTING KINDERGARTEN COLLECTION

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Kindergarten readiness is achieved when children are prepared in all domains of early learning; and families, schools, and communities collaborate to positively impact educational outcomes.

- For children, kindergarten readiness is being prepared in all domains of early learning and development (social and emotional, language, cognitive, motor, physical well-being, and approaches toward learning) through appropriate routines and activities.
- For families, kindergarten readiness is understanding their child's level of development, understanding the school environment and expectations, and participating in supportive partnerships with the school.
- For schools, kindergarten readiness is meeting each child where they are with aligned standards and curriculums in engaging, predictable environments that welcome and accept unique experiences, cultures, and backgrounds.
- For communities, kindergarten readiness is valuing the incredible importance of early learning.




This collection of resources is meant to support programs in helping ensure children and families are ready for kindergarten, but also that schools are ready for them.

 EARLY EXPERIENCES Quality early childhood experiences increase a child's ability to succeed in kindergarten.	 KICK START CAMP This allows opportunities to become familiar with the routines of kindergarten.	 TRANSITIONS Effective transition practices can have a substantial positive impact on academic achievement.
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RACING into Kindergarten Transition Toolkit



RACING into Kindergarten Transition Toolkit

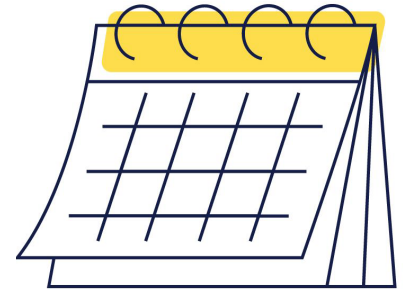
DEPARTMENT OF EDUCATION Office of Early Childhood & Out-of-School Learning Indiana Head Start Association

COMMUNICATION

1 Establish relationships with schools, early learning providers, Head Start institutions, families, and other community partners. Communication is easier once relationships are established and pathways are created.

2 Providing monthly calendars or other resources to families and educators to assist in preparation for the kindergarten transition throughout the previous school year.

3 Communicate kindergarten readiness expectations and sharing ideas for what families can do to support learning at home.



RESPECT

1 Encourage the participation and input of parents/family members when convening the individualized education program (IEP) team to conduct a review and apply updates for the transition.

2 Encourage parents/family members to take their child on a planned visit to the school to meet with kindergarten staff. In addition, schedule a field trip to visit the school and a kindergarten classroom.

3 Ensure materials sent home regarding kindergarten open houses, enrollment, and transition opportunities match the students' home language when possible.



COLLABORATION

With permission from the family, invite kindergarten and key elementary personnel to attend the IEP or another transition meeting to collaboratively plan transition activities.

Engage family members and school personnel in planning transition activities to support child and parent preparation and adjustment.



Provide follow-up support with parents/family members and kindergarten staff to facilitate a smooth adjustment to the new setting.

Invite kindergarten educators (and administrators, if applicable) to visit and observe children who will attend their school in early learning settings.

Engage preschool and kindergarten educators in joint professional development and work to align settings and instructional practices and goals.

LEADERSHIP

1

(Ensure) staff involved with transition activities are knowledgeable about kindergarten and elementary school programs and maintain ongoing communication with key school personnel.

2

(Facilitate) staff encouraging parents/family members to take their child on a planned visit to the school to meet with kindergarten staff.

3

Support families by hosting:

- A kindergarten networking event and invite nearby public, private, and charter schools to come share information with families.
- A kindergarten registration night, and provide access to necessary forms or computers to complete the process.

4

Leaders from all settings must prioritize and support transition supports for these steps to be successfully implemented.



DATA SHARING

1 Parents/family members should be included in planning the transition to kindergarten in a timely manner, including through the transfer of records and completion of necessary enrollment forms and documentation.

2 Schools may also collect aggregate data on students from specific early learning programs to share back with the program to inform future instructional practices.



TRANSITION AND KINDERGARTEN RESOURCES

RACING into Kindergarten Transition Toolkit

Kickstarting Kindergarten Collection

Transition from Preschool Special Education to Kindergarten Checklist



Kindergarten readiness is achieved when children are prepared in all domains of early learning; and families, schools, and communities collaborate to positively impact educational outcomes.

- For children, kindergarten readiness is being prepared in all domains of early learning and development (social and emotional, language, cognitive, motor, physical well-being, and approaches toward learning) through appropriate routines and activities.
- For families, kindergarten readiness is understanding their child's level of development, understanding the school environment and expectations, and participating in supportive partnerships with the school.
- For schools, kindergarten readiness is meeting each child where they are with aligned standards and curriculums in engaging, predictable environments that welcome and accept unique experiences, cultures, and backgrounds.
- For communities, kindergarten readiness is valuing the incredible work of early learning.

Kindergarten Entry
In Indiana, a school corporation is required to provide a kindergarten program for eligible students who are five years old on or before August 1 of the school year. However, a school corporation may enroll a student who is five by October 1, and still receive Average Daily Membership (ADM) funding. Select the bullets below for additional information.

This collection of resources is meant to support programs in helping students who are ready for kindergarten, but also that schools are ready for them.



EARLY EXPERIENCES

Quality early childhood experiences increase a child's ability to succeed in kindergarten.

KICKSTARTING

This allows opportunity for...



RACING into Kindergarten Transition Toolkit



TRANSITION Checklist 3 of 3
Transition from Preschool Special Education to Kindergarten

This checklist includes practices to support preschoolers and their caregivers transition from preschool or preschool special education to kindergarten. The main focus of these practices is to implement activities in collaboration with family members and practitioners from the receiving kindergarten program in order to promote positive relationships and child and family preparation and adjustment to new settings and services.

The checklist includes transition plan, update a child's communication, rating scale can determine whether implemented.

Practitioner: _____ Child: _____

Section	Some of the time (0-25%)	Most of the time (25-50%)	Always (50-100%)
Please indicate which practice characterizes you were able to use as part of transition with a child and family:			
1. Practitioners are knowledgeable about kindergarten and elementary school programs and maintain ongoing communication with key school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practitioners invite, with permission of the family, kindergarten and key elementary school personnel to attend the IEP meeting or another transition meeting, to learn about the child and family, share information about kindergarten programs and school services, and jointly plan transition activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Practitioners engage family members and school personnel in planning transition activities to support child and parent preparation and adjustment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Practitioners include parents/family members in planning the transition to kindergarten in a timely manner including the transfer of records and completion of necessary enrollment forms and other documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Practitioners encourage the participation and input of parents/family members when convening the IEP team to review and update the IEP for the transition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Practitioners provide parents/family members with information about school orientation activities and to facilitate program visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Practitioners encourage parents/family members to take their child on a planned visit to the school to meet with kindergarten staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Practitioners provide follow-up supports with the parents/family members and kindergarten staff to facilitate a smooth adjustment to the new setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This checklist is based upon the following DEC Recommended Practices: Transition 1, 2
The DEC Recommended Practices are available at <http://dec-sped.org/recommendedpractices>
Access this checklist and other products at <http://transition.org/secsp>
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UPCOMING LEARNING LAB SESSION

Join IDOE in the **Indiana Learning Lab** for intentional conversation on how the science of reading can be supported through play!



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#INLOVESREADING THROUGH PURPOSEFUL PLAY



Discover how the science of reading plays an important role in early childhood and how these principles can be emphasized through play with this Indiana Learning Lab collection! Live sessions will take place from January to March 2023.



The bottom section of the graphic contains three photographs. The first shows a man in a red shirt sitting on the floor reading a book to a young girl. The second shows a woman in a striped shirt reading to a young girl who is holding a book. The third shows a woman in a white shirt reading to a young girl who is holding a book.

INDIANA'S EARLY LEARNING FOUNDATIONS

ELA1.1: Demonstrate receptive communication					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in understanding increasingly complex and varied vocabulary					<p>K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p> <p>K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>
<p>Respond to words or gestures</p> <p>Recognize familiar objects, people, and voices</p> <p>Orient to sounds in the environment</p>	<p>Respond to simple statements, requests, and/or gestures</p>	<p>Respond to simple sentences, phrases, gestures and/or actions</p> <p>Follow simple one-step directions</p>	<p>Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</p> <p>Listen to and follow multi-step directions with adult support</p>	<p>Listen to and follow multi-step directions</p>	

INDIANA'S EARLY LEARNING FOUNDATIONS

EIA1.1: Demonstrate receptive communication (SKB).					
Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
Demonstrate continual growth in understanding increasingly complex and varied vocabulary					<p>K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.</p> <p>K.SL.2.4: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.</p> <p>K.SL.4.3: Give, restate, and follow simple two-step directions.</p> <p>K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>
<p>Respond to words or gestures</p> <p>Recognize familiar objects, people, and voices</p> <p>Orient to sounds in the environment</p> <p>Begin to make eye contact when caregiver speaks</p>	<p>Respond to simple statements, requests, and/or gestures</p>	<p>Respond to simple sentences, phrases, gestures and/or actions</p> <p>Follow simple one-step directions</p>	<p>Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)</p> <p>Listen to and follow multi-step directions with adult support</p>	<p>Listen to and follow multi-step directions</p> <p>With adult support, uses context clues to discover the meaning of a new word</p>	

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INDIANA EARLY LEARNING FOUNDATIONS PRIORITIZATION COMMITTEE

In alignment with work being done in compliance with Indiana Code 20-31-3-1, the Indiana Department of Education (IDOE) seeks qualified individuals to participate in advisory committees to determine prioritization for the Early Learning Foundations.



**Educators,
Providers, &
Administrators
Apply Here**

**Families and
Community
Members
Apply Here**

Currently Recruiting

- Infancy to Age Five Educators, Administrators, Exceptional Needs Administrators, English Learner Educators
- Kindergarten and Head Start Personnel
- Family and Community Stakeholders
- Higher Education Personnel
- Public and Non-Public School Personnel
- Licensed Childcare Center or Registered Ministry Personnel

Commitment & Benefits

- The committee runs from February to March 2023.
- Several virtual meetings will be held per month. Meetings will occur in the evening.
- The committee includes some individual preparation and engagement.
- Professional Growth Points (PGPs), a \$50 stipend for the kickoff meeting, and \$100 stipend for each of the two work sessions will be granted to participants.

CONTACT IDOE



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THANK YOU!