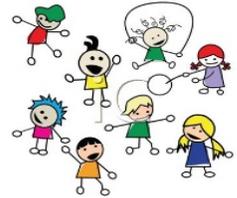




TIP SHEET FOR TRANSITION TO KINDERGARTEN

Multiple social connections impact a smooth transition for children going into kindergarten. As children leave prekindergarten programs and move to kindergarten, it is important to provide supports for the child and family in order to set a good foundation for a successful outcome in their future educational settings.

A consistent plan for transition provides support and connections throughout the transition process. The strategies below are provided as a starting point for schools, agencies and families to develop their own transition strategies.



A. TIPS for early childhood staff—to help prepare families

1. Provide contact information about the school where the child may be going;
2. Talk to parents about enrollment procedures at that school;
3. Provide parents with as much information as possible about the school, e.g.:
 - a. Discipline and behavior policies,
 - b. Parent involvement opportunities,
 - c. Meals—times and costs,
 - d. Transportation,
 - e. Report cards—what they represent and when they are sent home,
 - f. School calendar of holidays and events,
 - g. School website,
 - h. Kindergarten staff and
 - i. Expectations for the child upon entering kindergarten;
4. Encourage families to gather all records needed for the child's enrollment, such as: birth certificate, immunization records, etc.;
5. Fill out the **Teacher to Teacher** form of the **Getting to Know** series available on TATS Transition webpage at <http://www.tats.ucf/transition.com>.



B. TIPS for early childhood staff—to help prepare children eligible for kindergarten

1. Develop a plan to be implemented annually during the school year that includes supports to help children in the transition to kindergarten, such as:
 - a. Several opportunities to follow a schedule that mimics a kindergarten day,
 - b. A visit to a school/kindergarten classroom,
 - c. Lunch in the school cafeteria,
 - d. A visit to the kindergarten playground,
 - e. A visit to the prekindergarten classroom by a kindergarten teacher,
 - f. An opportunity to participate in an activity with a kindergarten class and
 - g. An opportunity for families to complete the **Getting to Know Me and My Family** booklet for the child to take to kindergarten.
2. Provide classroom activities that may include opportunities to:
 - a. Walk in line,
 - b. Participate in circle time,
 - c. Promote a better understanding of kindergarten through participation in creating an individual or class book about kindergarten,
 - d. Sing songs that will be sung in kindergarten,
 - e. Read or listen to books with a focus on kindergarten and
 - f. Observe kindergarten-related materials and activities on a bulletin board for ongoing discussion.



C. TIPS to help kindergarten teachers promote a successful transition

1. Make direct contact with the family by email or phone to welcome them;
2. Use the **Getting to Know Your New Teacher and School** form to share information with families (available on TATS Transition webpage at www.tats.ucf.edu/transition)
3. Talk to the children about what is the same and what is different about kindergarten as compared to prekindergarten;
4. Read books to children about kindergarten and change;
5. Facilitate children's transition through literature, activities, art, music and physical activities;
6. Hold a "Family Night" to support the whole family in transition and focus on what will be different for the children and their families, such as schedules and activities; and
7. Discuss room arrangement with families as needed, relative to accessibility needs of their child (physical, communication, individual educational plan [IEP], etc.).

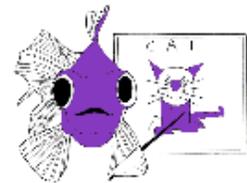


D. TIPS to help establish more consistent districtwide expectations and communications for the prekindergarten to kindergarten transition

1. Establish a workgroup, including administrators and prekindergarten and kindergarten teachers, to create a long-term plan for prekindergarten activities, experiences and curriculum that leads to kindergarten success for all children. This may involve a schoolwide or districtwide effort, which could include:
 - a. Set goals for the skills children need when leaving prekindergarten and entering kindergarten;
 - b. Annual meetings for administrators and prekindergarten and kindergarten teachers to discuss how expectations are being met for children transitioning into kindergarten;
 - c. Opportunities for prekindergarten and kindergarten teachers to participate in joint in-service training;
 - d. Opportunities for prekindergarten and kindergarten teachers to visit each other's classrooms; and
 - e. Discussions among prekindergarten and kindergarten teachers on room arrangement at transition relative to accessibility for incoming students (physical, communication, IEP, etc.).
2. Share information about the child (with parent consent) using the **Teacher to Teacher** form of the **Getting to Know** series available on the TATS Transition webpage.

Resource Links

- Early Childhood Technical Assistance Center
<http://ectacenter.org/families.asp>
- Florida Division of Early Learning
<http://www.floridaearlylearning.com/>
- TATS Transition Webpage
www.tats.ucf.edu/transition.com



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