
How can kindergarten teachers and school district leaders support transitions?

Create a shared vision among all staff that the mission is to serve all students as a continuum from prekindergarten through grade 12.

Include prekindergarten staff in curriculum planning and professional development opportunities.

Conduct outreach efforts to establish relationships with feeder schools and programs.

 Create and maintain a list of contacts for ease of communication.

 Visit programs; meet and learn about incoming kindergarteners.

 Host meetings for early childhood program directors and teachers to discuss transition plans.

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Reach out to local organizations (e.g., libraries; housing authorities; adult education and job training providers; churches; social service organizations) that serve families to ensure that families with children who are not enrolled in prekindergarten programs receive information about kindergarten registration.

Ensure communications from the district are reciprocal and support the culture, home languages and reading levels for the families of incoming students.

Hold orientation meetings for children and families prior to the beginning of the school year.

Provide opportunities for families of entering kindergarteners to meet and begin forming relationships.

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A cgh]a dcfhUbh'mz'fYa Ya VYf'h\Uh'dUFYbhg'UFY'h\Y]f'W.]'XFYbh'g'Zfgh'hYUW'Yfg'UbX']bWi XY'k Umg'h\Uh'h'Ym'W]b'Vcb! hf]Vi hY'hc'h\Y'X]gW'gg]cb'cZ'h\Y]f'W.]'XFYbh'g'cWU'UbX'UWXYa]Wdfc[fYgg"

How can teachers and leaders in early childhood programs support transitions?

Provide orientations for children transitioning from OLB 005 (A) 2 (g) 5 (rand 8) dis 004 (8 (re) 3 (8 (5) 3) 04) 2000) 2 (w) 10

What can families do to support children's transitions to kindergarten?

Children benefit from having families who help to guide them through the transition from home and early child-