Child to School (Receiving)

The transition can be exciting because the child is moving to something new that the adults in his or her life regard as important. He or she may be apprehensive about leaving familiar people and routines and facing the unknown. A child entering a new program must learn to cope with an unfamiliar place, changes in expectations, a new role, peer group, and authority figure, and many new experiences. If not handled well, these new experiences and relationships may be stressful for the child. This section emphasizes practices to help make transition an exciting event with a high level of comfort. These practices help foster positive attitudes toward school and learning, foster positive teacher-child relationships and help children develop and maintain positive relationship with peers.

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Orientation to school	School provides written, informational materials to the family about the school and the child's classroom.	School provides at least one orientation activity to familiarize the child with the school/teachers. e.g. visit to school, child-level "welcome to our school" booklet or DVD, open house event or activity.	School provides multiple and varied opportunities for child to become familiar with the school/teachers/future classmates.
	Teachers intentionally address the differences between the pre-Kindergarten and Kindergarten settings.	Environment including room design is similar to pre-Kindergarten settings at the beginning of the school year.	Teachers design room lay-out, instructional practices, and routines to match a majority of the children's previous settings at the beginning of the school year.

Current Practice:
What's working:
What can be improved?
Ideas for next steps:

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Relationships	Teachers make contact with all children in writing prior to the start of school.	Teachers make personal contact (phone call, home visit, open house) with most children prior to the start of school.	Teachers make personal contact (phone call, home visit, open house) with all children prior to the start of school. When children cannot attend activities at the school, an effort is made to establish contact with children through other means (phone call, home visit, and visit to child care) prior to the start of school.
	School plans events prior to the start of school which allow children to meet their peers.	School intentionally plans for children to transition into their new classroom with a least one peer from their previous setting/neighborhood.	School intentionally plans for children to transition into their new classroom with groups of peers from their previous setting/neighborhood.

Current Practice:

What's working:

What can be improved?

Ideas for next steps:

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Orientation to child	School receives information about the child from the child's family.	School has information exchange policies and documentation in place with sending programs and receives information from children's pre-kindergarten classrooms, as well as from the child's family.	Information about the child is received from multiple sources and is provided (where appropriate) to the child's new teacher for use in instructional and transition planning.

Current Practice:

What's working:

What can be improved?

Ideas for next steps:

Companion resources can be found at www.pakeys.org or at www.pdesas.org

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