

# Transylvania County NC Pre-K Transition Plan

## FY 2023-2024

### Children Entering NC Pre-K

Both written and verbal information regarding the NC Pre-K program will be given to parents at enrollment. Parents will also be given information regarding their role as their child's advocate and will be encouraged to be involved in their child's education by participating in the classroom, by serving on committees, by communicating with their child's teachers, and by providing follow-up learning activities at home.

NC Pre-K Providers will include in the parent handbook for NC Pre-K students the web address of the DCDEE Kindergarten Search Engine: <https://ncchildcare.ncdhhs.gov/Kindergarten-Search> . Upon request from parents/caregivers, providers will supply a list of local public and charter schools offering kindergarten.

Enrollment staff will ask parents about their child's health/developmental records and relevant family records. Information from screenings for developmental, sensory, and behavioral concerns, medical and dental evaluations, and insight from parents will help staff determine how the program can best respond to each child's individual characteristics, strengths, and needs.

### Children Entering a Center

Parents will be asked to take their child to visit the classroom before the actual first day of attendance. During this visit, the classroom teacher will introduce the parent and child to other staff and children, show them the classroom, discuss schedules, routines, and kinds of activities that will be done, answer any questions, and make the child and parent feel welcome to explore or participate in any activities going on at that time. The teacher will also show the parent and child where personal belongings will be kept. An Open House day may be set up at the beginning of the program year for this purpose, but later enrollees are also welcomed to visit at any time.

Ongoing transition strategies will continue after children are enrolled in the NC Pre-K program. Examples of strategies include providing a welcoming supportive environment with consistent staff, expectations and routines; responding to children's needs and offering reassurance; planning developmentally appropriate activities that follow the child's interests and abilities; and using songs, finger plays and books that deal with friendships, emotions, and/or preschool routines.

Parent-teacher conferences and progress reports will help keep parents informed regarding their child's adjustment, progress, strengths, and/or needs on an ongoing basis, and a parent- teacher conference near the end of the child's participation will specifically address the child's progress while enrolled as well as address transition plans. Parents will be encouraged to share their observations, assessments, or ideas concerning their child. In addition, parent training will occur throughout the year with reference made to transition and parental rights and responsibilities concerning the education of their children. The above occurs to the extent that it is feasible.

### Children Leaving the NC Pre-K Program

When children depart from the NC Pre-K program, staff will work with families to assure that records are made available to the schools or to the child's next placement as requested or applicable. Parents will be asked to provide consent and sign release of information forms prior to transfer of any child/family record as applicable.

### Child Leaving NC Pre-K for Kindergarten

Parents will be involved in transition training and implementation as children near the end of NC Pre-K and approach the beginning of kindergarten. Parents will be kept informed regarding their child's progress while enrolled in NC Pre-K

program and will be provided information about their rights and responsibilities concerning the education of their child. Parents will be encouraged to take copies of their child's records to the school as relevant or encouraged to give permission for sharing of information between NC Pre-K and public school staff.

When children are receiving special services and are leaving NC Pre-K to attend kindergarten, the school special education teachers will initiate transition activities. These teachers will forward the special education records to the appropriate elementary schools and will coordinate any related services like transportation or resource teaching. NC Pre-K teachers, home visitors, and the Disabilities Specialist will participate in placement meetings with school personnel to facilitate continuation of services.

Collaborations exist between our county service providers and kindergarten providers. Staff participate on community transition teams when offered by the school and directly communicate and coordinate activities with individual personnel from local schools to strengthen school to school communication and understanding. Transition practices may include visits by school personnel to NC Pre-K classrooms, visits by NC Pre-K children to kindergarten providers, distribution of packets of suggested learning activities for parents to work on at home, and transition parent-meetings for NC Pre-K parents. Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting during staff communication, through written information, and during parent-meetings. In addition, our community sponsors and participates in a Kindergarten Readiness Rally held in the Spring. This encourages parents to attend with their children. This is an opportunity for gaining information about kindergarten, meeting kindergarten teachers, participating in action packed child-oriented experiences, and receiving health and dental information.

The NC Pre-K curriculum includes school readiness goals to help prepare children for success in school. Additional specific transition strategies include using books and stories relating to making new friends or going to school, writing letters to a Kindergarten class, role playing expected school experiences, and talking about similarities and differences between NC PreK and kindergarten or discussing questions and concerns.

In accordance with the Excellent Public Schools Act of 2021 (Session Law 2021-8), a formative assessment must be administered at the end of the Pre-K school year, and the results of the assessment must be shared with the receiving kindergarten teacher. NC DPI, NC Department of Health and Human Services, and Teaching Strategies have collaborated to create a Transition Report to address this legislative requirement and support the state's transition to kindergarten efforts. All Pre-K teachers in public schools, as well as teachers in NC Pre-K programs located in private sites and Head Start sites, will complete a Transition Report within Teaching Strategies GOLD® for each child in their class no later than May 31st. Transition Reports will be transferred to receiving kindergarten teachers via NC ELI as the new school year begins, providing information about a child's knowledge, skills, and abilities related to Widely Held Expectations for child development.