

## **KINDERGARTEN TRANSITION MEETING – August 11, 2004**

We have organized the Parking Lot and the Challenges/Issues that were identified during the Roundtable discussion into groups that reflect R. Pinata's approach to Kindergarten Transition. When an issue fell into more than one group, we listed it twice (an \* indicates it appears more than once.)

### **BUILDING CONNECTIONS AND RELATIONSHIPS**

- Concerns about HeadStart program in town – want to improve relationship and ensure good outcomes for children
- Want stronger relationship with schools – use of DECA
- How to involve suburban districts in region
- Arrogance on the part of school district
- Give parents skills (advocacy) to prepare for going into elementary school; need to ensure district is receptive to advocacy
- Goes back to relationships – get leadership involved in Discovery process – see relationships as resources
- Want transition activities to serve all children (including those in “kith & kin” / family child care)

### **COMMUNITY CONNECTIONS**

#### **1. COORDINATION**

- Coordinating work of K teachers, centers, school district
- Trying to find communication method / assessment tool to share information about children with K teachers. Schools focus on literacy; Discovery wants to have broader focus on whole child (social/emotional health)
- Different elementary schools have their own transition process
- In Greenwich, K teachers go to nursery schools; might be useful in other districts
- Would like as a preschool teacher to know what each school does in kindergarten/entry practices – be able to share this information with parents
- Would like joint K/pre-K professional development
- Give schools more information about child/family (positive information) more well-rounded information

## **2. INVOLVEMENT/BUY-IN**

- \*Want to find champion in school district to guide K transition
- \* How to involve suburban districts in region
- \* Would like joint K/pre-K professional development

## **3. COLLABORATION**

- Leadership wants to support K transition, but want it done “their” way
- \*Want transition activities to serve all children (including those in “kith & kin” / family child care)
- Getting broad group of partners involved
- \*Arrogance on the part of school district

## **4. AGREEMENT ON PHILOSOPHY & GUIDING PRINCIPLES**

- \*Trying to find communication method / assessment tool to share information about children with K teachers. Schools focus on literacy; Discovery wants to have broader focus on whole child (social/emotional health)
- Division between expectations of school districts (cognitive) vs. early childhood community (whole child)
- Disconnect on social / emotional
- School district focuses on families’ deficits vs. families’ strengths – address this through education – philosophical shift (CCSC can play active role)
- Districts are driven by assessments – have lost the “softer” side / whole child focus

## **FAMILY-SCHOOL CONNECTION**

- How to reach out to parents
- Want to get whole family involved
- \*Getting broad group of partners involved
- Families also have a negative view based on their own experiences / past history
- Give parents skills (advocacy) to prepare for going into elementary school; need to ensure district is receptive to advocacy

## **EDUCATION/INCREASING KNOWLEDGE AND SKILLS**

- \*Disconnect on social / emotional
- \*School district focuses on families' deficits vs. families' strengths – address this through education – philosophical shift (CCSC can play active role)
- SDE needs to provide materials to individuals trained as trainers in preschool assessments

## **TRANSITION PLANNING (WHO, WHAT, WHEN, HOW)**

- \* Want to find champion in school district to guide K transition
- Where do we start and whose responsibility is transition and how do we encourage teamwork?
- Need to build relationships early – when children are 1 or 2 years old