

# Reimagining the Pre -K Transition to Kindergarten

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# Revolving Question in Initiative

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How can we ensure that transition planning supports students not just in leaving one setting, but in fully accessing and thriving in the next stage of their learning journey?

# Current Pre -K to K Transition Model in Greenwich Public Schools

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1. Spring of the transition year - Elementary Staff go to Pre-K Classrooms and observe students
2. Pre-K Teachers create a shared folder of materials (visuals, reinforcers, CTDOTS)
3. Elementary and Pre-K Teams meet to review and discuss needs of children
4. PPT is scheduled to align services for the Kindergarten year
  - a. Greenwich labels this “Bridging” Review/Revise PPT

# Issues with the Current Model - Page 1

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Observations of Pre-K students by elementary staff often reflect differences in educational environments —such as staffing ratios, routines, and academic and social expectations — highlighting the need for a more collaborative and contextual understanding of each child's experience.

Transition planning should focus more on CT DOTS data and children's developmental needs. Although information is shared, it's not consistently discussed in PPT meetings. Greenwich Public Schools administers CT DOTS three times a year, but IEP goals are not always aligned with Kindergarten expectations, impacting student readiness.

# Issues with the Current Model - Page 2

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Elementary staff's limited familiarity with Pre -K students can affect appropriate class placements. Additionally, when transition decisions are driven primarily by available staffing rather than individual student needs, it can lead to imbalanced classrooms and inadequate support.

Pre-K teachers often provide comprehensive services directly, while in elementary schools, staffing is more delegated. This difference can make it challenging to distinguish between a student's true needs and the benefits of specific supports.

# Problem of Practice

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Current Pre - K to Kindergarten transition practices often do not provide teams with the necessary information and insight to accurately identify and address individual student needs, which can hinder the development of meaningful, student -centered IEPs.

# Desired Outcomes

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1. Pre-K and Kindergarten staff will develop and use a shared language to ensure a cohesive and student-centered transition process that supports each child's needs.
2. Shared language will be used throughout the IEP development process to help families clearly understand and engage with their child's present levels of performance and support needs.
3. All Pre-K students will be assessed using CT DOTS and other developmentally appropriate tools to provide a clear picture of their strengths and needs, helping PPT teams make informed decisions about services and supports in Kindergarten
4. Collaboration between Pre - K and Kindergarten staff will guide the creation of classroom rosters and inform targeted instruction and supports to meet the diverse needs of incoming students

# Action Steps- Year 1

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1. Introduce spring Pre -K visits to Kindergarten classrooms to help students become familiar with expectations and routines, supporting a smoother transition into Kindergarten
2. Continue Kindergarten visits to Pre -K
3. Conduct a survey of all Pre- K certified staff to evaluate how effectively the CT DOTS informs IEP development and progress monitoring
  - a. [Link to Survey](#)
4. Conduct a comprehensive review of IEPs to evaluate the appropriateness of services and accommodations

Increase understanding of Kindergarten classroom expectations to improve instructional planning, guide IEP development, and support informed classroom placements



# Goal for Year 1

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By December 2027, at least 80% of students with special needs transitioning from Pre-K to Kindergarten will demonstrate successful adjustment within the first eight weeks of school, as measured by individualized teacher - rated transition checklists, parent feedback surveys, and scores on developmentally appropriate kindergarten readiness assessments.

# Indicators

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- A: By December of 2026, at least 90% of certified Pre K staff will complete the CT - DOTS Survey
- B: By December of 2027 at least 80% of students will receive a rating of “meeting expectations” or higher on individualized transition checklists focused on social - emotional readiness, ability to follow classroom routines, and communication needs (as appropriate).
- C: By December of 2027 at least 80% of parents will report feeling supported and satisfied with the transition process, based on a structured survey.

# Examples of Indicators

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Teacher Rating Scale

Parent Survey

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Thank you for your time! I hope everyone has a great  
Summer!