

Transition to Kindergarten Readiness Considerations

Suggested questions and considerations to use in coordination with the Comprehensive Needs Assessment for determining whether TK is right for your school.

Consideration	Reflection/Notes
How does TK fit within our district mission and vision ?	
Finding data on unmet need. Is there a need for TK? How will we find out? What ideas did ECEAP, Head Start, and Early Achievers sites share about data sources to identify number of eligible four-year-old children.	
Connect with key partners. Who else is serving four-year-old children in our community? How will we work together to coordinate enrollment and assure family and child needs are met?	
Meet to discuss the needs of families on waitlists. Determine process to share program options to best serve child and family's needs. A consolidated waitlist shared among early learning providers could include the number of full-day options for four-year old children along with details on the program.	
How will we communicate TK planning with community partners and families?	
What is the TK eligibility determination process? Will we use an existing screening tool or create our own?	
How will we work with families to identify their child's needs, their family's needs, and how to review the options for care/education?	
Hiring qualified staff. How will TK be staffed? Who is responsible for program implementation and oversight?	
Do certificated TK teachers and paraeducators have early learning credentials and/or experience ?	
Can the TK classroom be located at and fully integrated into district schools ? How will TK fit into the school's master schedule? Consider transportation and meal times .	
Is the learning environment , which encompasses physical space, materials, and schedule and routines, designed with young children who may have developmental delays and other risk factors in mind? See the Washington State Full-day Kindergarten Guide Chapter 3 Learning Environment: Physical Space .	



Consider ease of access, safety, and transitions to bathrooms, cafeteria, outdoor learning environments, specialists, etc.	
Is the curriculum research/evidence-based? Does it follow a developmentally appropriate, play-based approach?	
Are classroom materials and equipment child-sized and developmentally appropriate?	
Will children have access to age-appropriate playground equipment ? <u>Department of Health School Health and Safety</u> <u>The Association 4 Learning Environments (A4LE)</u>	
What additional supports will be available to children and families enrolled in TK? Who will provide these?	
How will we address the needs of dual language learners ?	
Consider including the school nurse in TK planning address and prepare for applicable health requirements. <u>Health Services Resources (ospi.k12.wa.us)</u> <u>Infectious Disease Control Guide for School Staff</u> <u>Immunization Manual (wa.gov)</u>	
What professional development will be available to staff that is specific to the needs of early learners?	
How will student progress and program effectiveness be measured over time? How will this data inform program improvement?	
Family Engagement. What opportunities will families have to be involved in their child’s learning throughout the TK program?	
Other Considerations?	

