

School to School (Receiving)

Continuity across early childhood services in which all programs for children birth-age 8 in the community work together can ensure consistent and effective services throughout these important years. Continuity includes alignment of expectations, environmental design, as well as instructional practice. When sending and receiving teachers use similar strategies, children adjust more easily to school. It is essential that both early learning teachers and elementary school staff work together to overcome the barriers to smooth transitions for children and families.

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Partnerships	School has open communication with at least one early care provider from which a majority of children transition.	School partners with one or more early care providers from which children transition. Partnering includes providing the early care providers with information on the school expectations, curriculum, transition process, etc.	School partners with most of the early care providers from which the children transition. Partnering includes providing the early care providers with information on school expectations, curriculum, transition process, etc, as well as establishing community of practice in which providers and formal school teachers collaborate. E.g. through joint professional development, intentional sharing and continuity of curriculum goals, etc.
	There is a release of information agreement between sending and receiving school.	There is a release of information agreement between sending and receiving school and a process in place for sharing of information.	There is a release of information agreement in place between sending and receiving school, a process is in place for sharing of information, and the information shared goes beyond required forms to include information which creates a “snapshot” of the child including developmental information, unique interests, learning styles, etc. which is shared with classroom teachers (when appropriate).

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 Revised August 2012

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



	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			
Resources	Schools within the school district share resources and coordinate transition efforts.	Neighboring school districts share resources and coordinate some transition efforts (e.g. PSAs advertising K registration)	There is active mentoring, shared resources, and coordination of transition efforts among multiple school districts (possibly county-wide).
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

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