

School-to-School (Sending)

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	Early care representative/ teachers partake in open communication with at least one formal school to which a majority of children transition occurs.	Early care representative/ teachers partners with one or more formal schools to which children transition. Partnering includes providing the formal school with information on the child, transition process, etc.	Early care representative/ teachers partners with most of the formal schools to which the children transition to. Partnering includes providing the formal schools with information on early learning curriculum, transition process, etc, as well as establishing community of practice in which early care and formal school teachers collaborate.
	Early care representative/ teachers initiate and design a release of information agreement between sending and receiving school.	Early care representative/ teachers initiate a release of information agreement between sending and receiving school and create a process for sharing of information.	Early care representative/ teachers partner to create a series of intentional plans design around designing a seamless transition between sending and receiving schools. For example: Release of information agreement in place between sending and receiving school, a process for sharing of information, and sharing goes beyond required forms to includes developmental information, unique interests, learning styles, etc
Current Practice:			
What's working:			
What can be improved?			

Ideas for next steps:			
Resources	Early care representative/ teachers within the community share resources and coordinate transition efforts with formal school and staff.	Neighboring Early Learning Communities share resources and coordinate some transition efforts. (Professional Learning Community at www.pdesas.org)	There is active mentoring, shared resources, and coordination of transition efforts among multiple Early Learning Communities (possibly county-wide) and formal schools.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

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