

Introduction and Background

Each public school district in South Dakota is required to have a written coordination and transition plan. The Department of Education (DOE) conducted five regional trainings on the subject in March 2003 to inform school districts and Head Start agencies of the requirements and provide technical assistance. The full day training included discussions about the importance of collaboration among early childhood agencies and parents within a community, federal requirements, components of the plan, and resources. The expectation was that districts would create their coordination and transition plans during the 2003-04 school year.

The department convened a workgroup in the spring of 2008 to review the requirements for the written plan. Representatives from local school districts, Head Start, the Committee of Practitioners, Title I, Special Education, Birth to Three Connections, and Head Start were present. Recommendations were made for revisions to the components of the plan and topics that should be addressed within each component. The DOE was charged with revising the plan components and creating a guidance document with information related to the requirements for the written plan as well as information regarding related services and programs. Districts are expected to revise their coordination and transition plans to comply with the revised plan components during the 2008-09 school year for full functioning by the beginning of the 2009-10 school year. Since the cycle for transition activities begins in the winter and spring of each year for incoming kindergarten students, it might be helpful for districts to complete the revision process prior to the start of that cycle for this coming year.

Federal Requirements

Each district is required to have a coordination and transition plan that is developed and implemented with the input of district staff, early childhood programs, including Head Start, and parents. Requirements come from the Elementary and Secondary Education Act as authorized as No Child Left Behind (NCLB), Title I Part A, Sections 1112, 1114, and 1120B and through Head Start.

The LEA (local educational agency or district) is responsible for the development of the written plan but must do so with the active participation of early childhood agencies and parents. The plan must be kept on file at the district and each elementary school. The local Board of Education should be aware of the plan and it should be available for the public upon request. The DOE requires the written plan to be submitted when the district is receiving an on-site monitoring visit or a desk review through NCLB Title Programs. This occurs once in a 3 year cycle and districts are notified each fall of their impending visit or review.

Coordination and Transition Plan Components

Program Development
Coordination and Communication
Transition Process
Professional Development
Parent Involvement and Education
Evaluation

Program Development

The district coordination and transition plan must be developed with the input of Even Start, Head Start, Reading First, Early Reading First, and other preschool / childcare programs as well as parents, community, and LEA staff. Indicate who is on the planning team by agency and role. Establish meeting times, dates, places and include this information in the plan. The LEA should document planning efforts with a short written narrative. Maintain historical perspective of the plan by adding information each year while keeping summary information about the initial planning and subsequent years. A short profile the community and school characteristics, demographics, and other pertinent information should be included to give the reader a sense of community and school factors impacting the plan.

Indicate desired outcomes for the plan in statement form or by crafting formal goals and objectives. The purpose of the plan should be evident. Profile information and a description of the local indicators used to evaluate the program.

The district is not to seek Board of Education approval; this is a district decision. The district may want to present the plan to the Board so they are aware of its contents and purpose. There is no need to submit the plan to DOE at this time. When the district receives an on-site monitoring or a desk review from Title I, the written plan will be requested at that time.

Coordination and Communication

List of the agencies and programs the district is coordinating with. Each district must coordinate with its local Head Start program. Give the specific name of the Head Start serving the district. There are some cases where the district has two Head Start agencies serving them, a public and a tribal Head Start. Indicate both and describe the coordination efforts with each agency.

At this time, there are only two Even Start programs in the state; one in Huron and the other in Sioux Falls. These two districts will include Even Start in their plan and describe the partnership with them. Reading First and Early Reading First programs are also limited within the state but districts with these programs must include them in the plan. Birth to Three Connections and Special Education 619 programs must also be represented in the plan.

The LEA must coordinate and include in its plan other preschool and childcare programs. Large districts with multiple agencies will likely ask that a representative sample of agencies

participate on the planning committee but coordination and communication must be extended to all early childhood agencies within the district. Describe the coordination efforts with each of these agencies. Specify how the educational services provided by the district are linked with the services provided by local Head Start agencies and the early childhood programs. Provide a description of how the LEA will coordinate and integrate Title I and other educational services with Even Start, Head Start, Reading First, Early Reading First, and other preschool programs. Coordination must be emphasized in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including services for children with disabilities. Indicate interagency agreements that have been developed.

Channels of communication must be established between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies and other early childhood development programs to facilitate coordination of programs. Meetings must be conducted involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs, to discuss the developmental and other needs of individual children, including children with disabilities. The plan should describe how staff visitations between the various programs are facilitated.

Transition Process

A written transition plan must be in place to provide assistance for the transition of preschool-aged children into Kindergarten. This includes coordination with local and community child education and care agencies. The plan will document procedures, activities, means of communication, and agreements the district and early childhood agencies will follow. The plan must accommodate the needs of all four-year old children in the district and their families.

Describe the district's transition process to prepare four-year-old children and their families for kindergarten. Include transition plans for children with disabilities transitioning from one program to another. Sample activities and the approximate timeframe for these events should be listed in the plan.

Describe how the agencies have developed and implemented a systematic procedure for receiving records regarding children transitioning into kindergarten. These records must be transferred with parental consent. Records transfer is required for each transition. Early childhood records should be provided to the district. If the district conducts screenings, those screening results back to should be shared back with the early childhood agencies the child has transitioned from. Collect child information from parent.

Three key elements to successful early childhood transition include: 1) Developmentally appropriate practice, 2) Parent Involvement, and 3) Supportive services for children and families. Transition activities include communication and coordination, skill assessment and child preparation, family Involvement, and transition follow-up. Transition does not stop when school starts in the fall. Continue transition efforts with kindergarten families. Provide supportive services for children and their families.

Steps in Transition Planning

1. Assess current practices
2. Identify transition activities
3. Implement planned activities
4. Evaluate past transition practices involving all agencies and parents in the evaluation.
5. Review and revise transition process as necessary

Professional Development

The plan will describe how joint transition-related training will be organized. Participation of school staff, Head Start program staff, and other early childhood development program staff will participate in such joint training. Suggest topics of interest might include: developmentally appropriate practices, Early Learning Guidelines, and behavior intervention. Design and deliver training and education for parents across the community.

Who can assist with providing professional development and training? The following list includes some of the possibilities in South Dakota.

- Head Start staff can provide training.
- Child Care Services with the Department of Social Services has EC Enrichment programs that provide professional development and training for child care providers.
- ESA staff with EC background.
- Early Childhood Special Education providers
- Birth to Three service coordinators
- University professors
- Department of Education staff

Parent Involvement and Education

Parents must be involved in the development of the plan and ongoing evaluation of the program. Districts with Title I schools could include the district's Parent Involvement Policy and a sample of a School Parent compact. Establish continuity of parental involvement in early childhood programs into district activities. Family activities and conferences must be planned. Essential to children feeling safe and secure in the new setting

Parent and family involvement goes beyond fundraising and PTA. These opportunities are offered by schools, but designed by parents. Ensure that all parents in the district are informed of all transition activities and events by activating the planned communication and coordination strategies outlined in the plan. Provide opportunities for families to express questions and concerns and allow them to share information about their child. A variety of resources should be available to the family.

Provide opportunities for training, including parenting education. Parents must be provided assistance in interpreting test results. Assist parents in knowing what they can do to support their child's learning and development. Support parents as they provide for their children to enhance development. The South Dakota Parent Information and Resource Center/ Parent Resource Network is a good resource for parent involvement and education assistance.

Evaluation

The coordination and transition plan must be annually evaluated and revised as necessary. Indicate how the coordination and transition plan is annually evaluated. Surveys or checklists could be used to gather feedback from parents and agencies. Describe the evaluation process and criteria used. Indicate when the evaluation takes place. Evaluate the transition process and make adjustments as necessary.

Evaluation is a two step process: 1) was the plan implemented as written? 2) Was the plan effective in meeting goals or outcomes? Collect the data needed to make these determinations. The indicators listed in the plan should provide what is needed. One form of feedback might be a survey kindergarten parents and each agency involved in the plan. Other types of quantitative data could also be collected. Once the data is collected, team members meet to evaluate the data and make decisions based upon the results. This is a continuous plan for evaluation, improvement, and implementation of the coordination and transition plan.

All stakeholders must be involved in the evaluation process: parents, receiving agency, and sending agency. Indicate the names and positions of the evaluation team which must include, at a minimum: district staff, including at least one kindergarten and preschool teacher (if applicable), Head Start staff, representation of early childhood agencies in district (child care, private preschools, Early Reading First, Even Start, etc.), and parents (preferably at least one parent of a current four year old and one parent of a current kindergarten student).

Title I Part A

Requirements Pertaining to Coordination and Transition Under No Child Left Behind.

Section 1112 Local Educational Agency Plans

1112(b)(1)(E)(i) and (ii)

(E) a description of how the LEA will coordinate and integrate services provided under Title I with other educational services at the local educational agency or individual school level, such as—

- (i) including plans for the transition of participants in such programs to local elementary school programs; and
- (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

1112(b)(1)(K)

if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

Section 1112 (c)(1)(G)

in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act;

* Note: The specific Head Start performance standards that must be followed are:
§ 1304.21 Education and early childhood development.

Section 1114 Schoolwide Programs

Section 1114 (b)(1)(G)

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Section 1120B Coordination Requirements

(a) IN GENERAL- Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start Agencies, and if feasible, other early childhood development programs such as Early Reading First.

(b) ACTIVITIES- The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency, and, if feasible, other early childhood development programs, such as Early Reading First serving children who will attend the schools of such agency, including--

- (1) developing and implementing a systematic procedure for receiving records regarding such children transferred with parental consent from a Head Start program or, where applicable, other early childhood development programs such as Early Reading First;
- (2) establishing channels of communication between school staff and their counterparts in such Head Start agencies (including teachers, social workers, and health staff) or other early childhood development programs such as Early Reading First, as appropriate, to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as Early Reading First, to discuss the developmental and other needs of individual children;
- (4) organizing and participating in joint transition related training of school staff, Head Start staff, Early Reading First staff and, where appropriate, other early childhood staff; and
- (5) linking the educational services provided in such local educational agency with the services provided in local Head Start agencies and Early Reading First programs.

(c) COORDINATION OF REGULATIONS- The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this part with regulations promulgated under the Head Start Act.

Consolidated Application questions:

12.01. Briefly describe the district's written coordination and transition plan. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your answer should include:

- *A summary of the district's plans;*
- *A list of the agencies and programs the district is coordinating with and how*
 - *Even Start*
 - *Head Start*
 - *Birth to Three Connections*
 - *Reading First*
 - *Early Reading First*
 - *Other preschool/childcare programs*
- *Indicate agreements with Head Start and other agencies*
- *Describe the communication process among all stakeholders*
- *Indicate how parents are involved in the design of the plan and needs are met*
- *Describe professional development opportunities provided through collaboration.*

12.02. Describe the district's transition process. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your Answer must include:

- *to prepare four-year-old children and their families for kindergarten*
- *for children with disabilities transitioning from one program to another (guidance and framework documents coming soon)*
- *List sample activities and approximate timeframe;*
- *Describe the procedure for transferring records.*

12.03. How is the coordination and transition plan annually evaluated? Who is involved with this evaluation? [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your answer must include:

- *Description of the evaluation process and criteria used,*
- *Describe when the evaluation takes place,*
- *Indicate the names and positions of the evaluation team (must include at a minimum district staff, Head Start, representation of early childhood agencies in district, and parents).*

Children Experiencing Homelessness

The consolidated application also has questions specific to students who may be experiencing homelessness. These children may currently be in the school system or transitioning in to the school system through other public or private programs. These questions pertain to identification, immediate enrollment, and coordination with Title I services.

14.01. Describe how the district homeless liaison and the Title I Coordinator communicate and collaborate. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

District homeless liaison and district Title I coordinators are required to communicate and collaborate on an ongoing basis even if there are currently no students who are experiencing homelessness in the district.

14.02. List the number of identified homeless students in Title I Part A schools for the past school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of the identified students were provided Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

14.03. List the number of identified homeless students in non-Title I Part A schools for the last school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of these students received Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

14.04. Describe Title I Part A set-aside funds for homeless students. [Section 1113(c)(3) of ESEA] [[McKinney-Vento Homeless Assistance Act of 2001 (20 U.S.C. 11431) Section 631 (c)(3) of ESEA]

Your answer must include the following:

- *List the amount of Title I Part A funds set-aside for services to students not attending a school in a Title I school attendance area.*
- *Explain how this dollar amount was determined.*
- *List the Title I comparable services provided.*
- *Include how educationally related support services are provided to children in shelters and other locations where homeless children may live.*
- *There is not a minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.*

14.05. Explain what efforts the district makes to identify homeless children. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

Your answer may include the following:

- *LEA Liaisons can coordinate with community service agencies, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies (especially in rural areas, where there may be no shelters), welfare departments, housing departments, public health departments, and faith-based organizations*
- *to develop a relationship on issues such as the identification of children and teenagers, the school enrollment process, transportation, and other student services.*

Head Start

Head Start Reauthorization – Transition and Alignment with K-12 Education

Coordinate with LEA and schools in which children participating in a Head Start program will enroll following such program to promote continuity of services and effective transitions, including:

- Develop and implement procedures for transfer of records
- Establish ongoing communication HS staff and LEA staff to facilitate coordination of programs
- Establish ongoing communications for developing continuity of developmentally appropriate curricular objectives (aligned with HS Child Outcomes Framework and Early Learning Guidelines) and for shared expectations for children’s learning and development as they transition to school
- Organize and participate in joint training, including transition-related training for school and HS staff
- Establish comprehensive transition policies and procedures that support children transitioning to school, including LEA in establishing such policies
- Conduct outreach to parents and elementary (Kindergarten) teachers to discuss the needs of individual children
- Help parents of LEP children understand
 - The instructional and other services provided by the school in which the child will enroll
 - As appropriate, the information provided to parents under section 3302 of the Elementary and Secondary Education Act of 1965
- Develop and implement a family outreach and support program, in cooperation with the entities carrying out parent involvement efforts under title I of the ESEA of 1965, and family outreach and support efforts under subtitle B of the title VII of the McKinney-Vento Homeless Assistance Act, taking into consideration the language needs of parents of limited English proficient children
- Assisting families, administrators, and teachers in enhancing educational and developmental continuity of parental involvement in activities between Head Start and elementary school classes
- Linking services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency
- Helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child’s academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school
- Helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program
- Develop and implement system to increase program participation of underserved populations of eligible children
- Coordinating activities and collaborating to ensure that curricula used in HS are aligned with

- the Head Start Child Outcomes Framework
- SD Early Learning Guidelines – with regard to cognitive, social, emotional, and physical competencies that children entering Kindergarten are expected to demonstrate

Birth to Three Connections

During the Individual Family Service Plan (IFSP) review and revision, it is the responsibility of the Part C Service Coordinator to determine with the team when transition activities should occur; and to then plan with team members the timely and appropriate steps and assignments to individual IFSP team members and others.

For children who may be eligible for Part B, the local interagency coordinating network must, with parent approval, notify the local education agency (LEA) in which the child resides and convene a conference between the network representatives, the family and the local school district at least 90 days before the child's third birthday.

Not all children from Birth to Three Connections can be expected to transition to Part B Special Education services at age three, due to differing eligibility criteria. Additionally, children within the age eligibility for Birth to Three Connections may not remain eligible for early intervention services but still require supportive, including social and other, community services.

It is important that information on appropriate procedural safeguards be provided to the family by individuals trained and competent with these obligations, rights and responsibilities.

The following flow chart shows the transition process from Part C to Part B and the responsibilities of both the Part C Service Coordinator and the LEA.

ARSD 24:14:13:05. Transition from Part C program. The IFSP team shall ensure the transition of children participating in the Part C program under this article who are eligible for participation in preschool programs under Part B of Individuals with Disabilities Education Act as amended to January 1, 2008. This requirement includes the transition of children to other appropriate services if they will not be receiving preschool services under Part B of IDEA. The IFSP must include the following steps to support the transition of the child:

- (1) Describe how the families will be included in the transitional plans;
- (2) Discuss with and train parents regarding future placements and other matters relating to the child's transition;
- (3) Notify the appropriate local education agency in which the child resides that the child will shortly reach the age of eligibility for preschool services under Part B of IDEA, as determined in accordance with state law, of the need for transitional planning;
- (4) With the approval of the family, convene a conference between the IFSP team, family, and local educational agency at least 90 days and at the discretion of the parties, and not more than nine months before the child is eligible for the preschool program under Part B of Individuals with Disabilities Education Act, in accordance with state law. In the case of a child who may not be eligible for preschool services under Part B of IDEA, with the approval of the family, make reasonable efforts to convene a conference among the IFSP team, the family, and providers of other appropriate services for children who are not

eligible for preschool services under Part B of IDEA, to discuss the appropriate services that the child may receive;

- (5) Review the child's program options for the period beginning on the day the child turns three and running through the remainder of the school year; and
- (6) Prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting.

The local school district must provide the family with information on the eligibility and evaluation requirements under Part B of Individuals with Disabilities Education Act, including the parent's and district's rights regarding procedural safeguards. Information may be transmitted upon consent of the parent or guardian.

Source: 20 SDR 223, effective July 7, 1994; 26 SDR 153, effective May 22, 2000; 28 SDR 105, effective January 31, 2002; 35 SDR 82, effective October 22, 2008.

General Authority: SDCL [13-37-1.1](#).

Law Implemented: SDCL [13-1-23](#), [13-14-1](#), [13-37-1.1](#).

Cross-Reference: Transition to preschool program, § 24:05:27:21.

24:05:27:01.06. Initial IEP team meeting for infants and toddlers. If a student was previously served under part C, an invitation to the initial IEP team meeting shall, at the request of the parent, be sent to the part C service coordinator or other representatives of the part C system to assist with the smooth transition of services.

24:05:27:21. Transition to preschool program. Each local school district shall develop policies and procedures for the transition of children participating in the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA) who are eligible for participation in preschool programs under Part B of IDEA.

Each district's policies and procedures must include the following:

- (1) A description of how the families will be included in the transitional plans;
- (2) Procedures to be used by the district for notifying the local network in which the child resides of the need for transitional planning;
- (3) Procedures for convening, with the approval of the family, a conference between the network, family, and district;
- (4) A requirement for convening the conference at least 90 days, and at the discretion of all parties, not more than 9 months before the child is eligible for the preschool program under Part B of Individual with Disabilities Education Act; and
- (5) Procedures for reviewing a child's program options for the period beginning with the day a child turns three and running through the remainder of the school year including the development and implementation of an individual education program consistent with this article.

Each affected district shall participate in transition planning conferences arranged by the IDEA, Part C, Program.

In the case of a child with a disability, aged three, previously eligible for Part C of IDEA, the IEP team must consider the child's IFSP that contains the IFSP content, including the natural environments statement, described in article 24:14

Special Education 619 Programs

Battelle Developmental Inventory II:

- All students transitioning from Birth to 3 (Part C) to Part B need to be given the Battelle: (Please refer to the Battelle flowchart for detailed information on when the BDI2 is needed for Progress Monitoring)
 - Student must have received at least 6 months of services (in Part C) prior to transitioning
 - If the student has not received at least 6 months of services within Part C, the Part C Entry scores will be used as Part B Entry scores and (BDI2 is not required for progress monitoring)

- Students initially eligible for Part B Services:
 - If student is 5 years 6 months or younger, BDI2 is required
 - If student is 5 years 7-11 months, BDI2 is not required

- Student Exiting Part B Services:
 - If student has received at least 6 months of services and has an Entry BDI2 score, BDI2 is required upon exiting

- All students tested using the BDI2 must be entered into the online Data Manager System. www.bdi2datamanager.com
 - Once students have been entered into the online BDI2 Data Manager, a paper submission does not need to be sent to SEP
 - Part C still requires a paper submission for their students

- ALL STUDENTS entered must have a PROGRAM NOTE entered into the system.

- This will be Monitored:
 - **Entry C**
 - **Exit C**
 - **Transition**
 - **Entry B**
 - **Exit B**
 - **NA** - for tests given for other purposes than for State Monitoring or if student does not qualify

Administration of BDI-2 for Progress Monitoring

*BDI-2 should be done as soon as possible after eligibility is determined or upon exiting services.

**BDI-2 should be completed prior to turning 6 or prior to transition from Birth to 3 to Part B.

Resources

Child Care Services

<http://dss.sd.gov/childcare/>

Education and Training on the right hand side
EC Enrichment

Students Experiencing Homelessness

DOE Rights Brochure - <http://doe.sd.gov/oess/title/homeless/docs/homeless%20brochure-color.pdf>

Responsibilities of Liaisons - <http://www.serve.org/nche/downloads/briefs/liaisons.pdf>

Identification - <http://www.serve.org/nche/downloads/briefs/identification.pdf>

National Association for the Education of Homeless Children and Youth -
<http://www.naehcy.org>

National Center on Homeless Education - <http://www.serve.org/nche>

National Law Center on Homelessness & Poverty - <http://www.nlchp.org>

Horizons for Homeless Children - <http://www.horizonsforhomelesschildren.org>

Department of Education <http://doe.sd.gov/>

- Coordination and Transition Components
- Coordination and Transition Guide

USED Preschool Guidance

Serving Preschool Children Under Title I

Provides the rationale for using Title I dollars for preschool services, identifies the components of a quality program, and addresses many administrative issues. [GO >](#)

SDAEYC - <http://www.sdaeyc.org/>

NAEYC - <http://www.naeyc.org/>

- Look for new book on Developmentally Appropriate Practices, 3rd Edition

SDPIRC - <http://www.sdpirc.org/content/sdprn/default.htm>

Recognition and Response - <http://www.recognitionandresponse.org/>

Recognition and Response is an early childhood program similar to RtI (Response to Intervention) for older students. Located on this web site is the following link with numerous links for transition to kindergarten resources:

Transition to Kindergarten Resources on the Web from -

<http://www.recognitionandresponse.org/content/view/24/39/>

National Center for Early Development and Learning (2002), "Transition to Kindergarten." *Early Childhood Research and Policy Briefs*, 2(2).

National Education Goals Panel. (1997). *The National Education Goals report: Building a nation of learners*. Washington, D.C.: National Education Goals Panel.

Kraft-Sayre, M. & R.C. Pianta (2000). *Enhancing the transition to kindergarten*. Charlottesville: University of Virginia, National Center for Early Development & Learning.

Pianta, R. & Cox, M. (1999). *The transition to kindergarten*. Baltimore, MD: Paul H. Brooks Publishing Co.

Pianta, R.C. & Kraft-Sayre, M. (2003). *Successful kindergarten transition*. Baltimore: Brookes.

Ramey, S. L. & C. T. Ramey (1994). "The Transition to School: Why the First Few Years Matter for a Lifetime." *Phi Delta Kappan*, 76(3): 194-98.

Mapp, K, Anne Henderson, Vivian Johnson and Don Davies. (2007) *Beyond the Bake Sale: The Essential Guide to Family –School Partnerships*. The New Press.