TRANSITION SURVEY

USD #: _____

Date Transition Survey Completed ____/____/_____
MM DD YYYY

Transition is broadly defined to include transitions for children in any 0-5 early childhood programs as well as children transitioning into Kindergarten. This may include children who are in more than one early childhood program at the same time and transition from one to another program on a regular basis as well as transitions of children that leave one early childhood program to attend another. The following questions are to be completed by the Classroom Lead Teacher regarding current district transition practices.

Item	No/never	Some	Most	Yes/always
1. Broad transition activities and timelines are identified and shared among partner early childhood programs (i.e. open house, Child Find, opportunities for families to meet staff in the programs)				
2. Families are provided with information about all early childhood programs in the community and parental choice is respected.				
3. Programs providing services to the same family have joint transition meetings.				
4. Processes are in place for enrollment and referral, screening and evaluation. Partner early childhood programs align practices to be as family friendly as possible (i.e. shared forms).				
5. Processes are in place for follow up on children who have transitioned to determine if families accessed the service successfully.				
6. Processes are in place to ensure that staff and family members are actively involved in the program's transition policies and practices.				
7. Staff in the program have received training and understands how to carry out their roles and responsibilities for transition activities.				
8. Early childhood partner programs discuss continuity in child expectations using the Kansas Early Learning document.				
9. Methods are in place to support communication among partners including staff to staff communication.				
10. Individual transition plans are developed for each child and family.				
11. Families are aware of the importance of transition planning and have the information they need to actively participate in transition planning for their child.				
12. Families participate as partners with staff in transition planning activities.				
13. Families' needs related to transition are assessed and addressed.				
14. Families actively participate in gathering information about their child's growth and development for the purposes of assessment during transition.				
15. Families actively participate in the evaluation of the transition activities and process.				