



# KANSANS CAN STAR RECOGNITION PROGRAM

## Kindergarten Readiness Artifacts

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**Artifacts provide evidence that districts/systems should earn the points associated with each item on the rubric.** As local teams conduct their local self-assessment and complete the rubric, they should consider what artifacts (documentation and/or outcomes analysis) can support the self-assessment in the district's/system's application for recognition. Districts/systems that already have completed a comprehensive needs assessment may have artifacts readily available to support the Star Recognition application.

Review artifacts to **remove any personally identifiable information** before uploading.

This document provides potential artifacts that districts/systems may use to demonstrate that they should earn the points associated with each item on the Kindergarten Readiness rubric. Reviewers will review the artifacts to determine whether an applicant will receive the points associated with each subelement.

Clearly naming artifact files (for example, "KR Artifact Subelement 1.1") will help reviewers. If a document is long or is used as verification for multiple subelements, highlighting key text will help reviewers understand why the artifact demonstrates that the applicant should receive the points associated with that subelement.

Applicants will include a brief narrative explaining how the artifacts provided for each subelement demonstrate that the applicant should earn the associated points when applying online using the authenticated application. An optional template is provided for local teams to prepare their application.

**An applicant must meet each of the qualifiers to be eligible for recognition.**

## Qualifiers

**Q1-2:** Meets federal requirement that 100% of children transitioning from Early Intervention (IDEA Part C) to Early Childhood Special Education (IDEA Part B) have an initial Individualized Education Plan (IEP) completed by the child's third birthday.

**Is the school district compliant with the State Performance Plan (SPP) Indicator 12:  
Transition from C to B?**

### Potential sources

- Districts may look up their State Performance Plan Public Report by visiting [Data Central](#) and selecting "Special Education Reports."
- For the most recent year of data, "Current Year Statewide Target Met?" for Indicator 12: Transition from C to B should be either "YES" or "NA."
- KSDE will verify this qualifier. Applicants do not need to upload an artifact for this qualifier.

*Kansas leads the world in the success of each student.*

**Q3:** Does each school district receiving Title I funds develop agreements and carry out coordination with Head Start and, if feasible, with other early childhood programs serving children who will attend the schools of the local education agency?

**Potential sources**

- Districts should upload written agreements outlining coordination with Head Start and other early childhood programs. At minimum, districts should upload written agreements with each Head Start program serving children who will attend the district's schools.
- Coordination should include:
- Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program.
- Establishing channels of communication between school staff and their counterparts (including teachers, social workers and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs.
- Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children.
- Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff.
- Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.
- A toolkit to support the development of agreements is available at the Kansas Children's Cabinet and Trust Fund, [Kindergarten Transitions Toolkit](#).

**Q4-5:** Under 20 U.S.C. § 1412(a)(5) of the IDEA, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, must be educated with children who aren't disabled. The district meets the State Performance Plan (SPP) targets for Indicator 6: Preschool Environments.

**Indicator 6A:**

Do at least 39.3% of children aged 3-5 with IEPs attend a regular early childhood program and receive the majority of special education and related services with typically developing peers (e.g. early childhood setting, home and part-time early childhood/part-time early childhood special education settings)?

**Indicator 6B:**

Do no more than 36.84% of children aged 3-5 with IEPs attend a separate special education class, separate school or residential facility?

Potential sources

- Districts may quickly check if they met State Performance Plan targets for 2022-2023 by accessing the Preschool Revenue Calculator and Budget Template posted on the [KSDE Early Childhood webpage](#). Row 8 of the "Instructions and Summary" tab reports whether a district met state targets in 2022-2023.
- Districts may access the Projected Indicator 6 report in the SPEDPro authenticated application to view their current year and previous years data.

**Q6:** Are all families of children who are age-eligible for kindergarten (5 years old on or before Aug. 31) encouraged to enroll their children in kindergarten? Are all children welcomed – as they are – into heterogeneous kindergarten settings and not segregated into extra-year programs prior to or following regular kindergarten?

Potential sources

- Print newspaper ads, flyers, photos, webpages or other documents distributed or posted to announce enrollment for children who are age-eligible for kindergarten and inviting them to an enrollment event. Messaging encourages families of all age-eligible children to enroll in kindergarten.
- Districts/systems do not suggest that children may "not be ready" for kindergarten.

**Q7:** Do at least 50% of kindergarten students in each building that offers kindergarten participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used)?

Potential sources

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
- Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
- Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.
- KSDE will be finalizing Kindergarten Readiness Snapshot participation rate calculations for 2023-2024 in February 2024.

## Element 1: Community Partnerships

**1.1.1:** Structure exists to collaborate with early childhood partners (for example, a local early childhood coalition or council). District/system participates in its local ICC.

### Potential sources

- Local Interagency Coordinating Council (ICC) annual survey includes district/system on its membership list.
- The district's application for KSDE preschool funding lists the local Interagency Coordinating Council (ICC).

**1.1.2:** The early childhood community collaboration includes a range of partners representing different sectors. This should include partners who are school district/system staff and others who serve children and families in the community, as well as families who are served by early childhood programs.

While the makeup of a community collaboration will vary by community, it may also include business leaders, health providers, mental health providers, kindergarten teachers and administrators, Family and Consumer Science (FCS) teachers, child care providers and other early childhood providers.

### Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Membership list of local early childhood community collaboration.

**1.1.3:** Early childhood community collaboration uses data to inform decisions, drive plans for collaboration and create a communitywide early childhood strategy.

### Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Local ICC or early childhood coalition minutes/notes discussing local data (for example, from the Part C Needs Assessment or community needs assessment).
- Board meeting, policy council, advisory council or site council notes discussing the needs assessment.
- Analysis describing how the needs assessment informs early childhood strategies.

**1.1.4:** Early childhood partners advance shared community initiatives.

These may include providing shared professional development opportunities, sharing resources (space, staff, funding) between programs, coordinating intake and referral processes, implementing a communitywide screening strategy, partnering to expand number of children served by early childhood programs in the community, supporting community-based child care, offering health fairs, or coordinating seamless transitions between programs and services.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Description of meaningful partnerships to advance communitywide early childhood initiatives.
- Local ICC/early childhood coalition meeting dates and locations, and community events for families with young children, are posted on district/system website, communicated to families served, and publicized through a variety of methods.
- Description of the community's process to establish a network of providers at the community level who refer families to services, communicate capacity and referral outcomes, and strengthen overall community partnerships and collaboration.
- Common intake/enrollment forms and process for early childhood services like preschool, home visiting.

**1.2.1:** The district/system utilizes the [Kansas Family Engagement and Partnership Standards for Early Childhood](#) as a framework in developing programs, policies and practices.

**Potential sources**

- Policies, grant application(s) or assessment tools that reflect that the district/system considers families to be foundational, essential to communicators, advocates, partners and community partners.

**1.2.2:** The community completes self-assessments using the Kansas Family Engagement and Partnership Standards for Early Childhood and identifies opportunities for improvement. Programs collect data on family engagement and use it to inform strategies.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Completed Kansas Family Engagement and Partnership Standards for Early Childhood self-assessments (five total).

**1.2.3:** The community engages in strategies to implement the Kansas Family Engagement and Partnership Standards for Early Childhood.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Board meeting, policy council, advisory council or site council notes discussing the standards.

**1.2.4:** The district/system has documented interaction with a parent advisory committee and demonstrated the initiation of recommendations from that advisory group within the past five years.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Sign-in sheet and agenda from at least two parent advisory committee meetings, as well as evidence (e.g. policy, form alteration, approval documentation, ledger or purchase order, etc.) that the recommendation was or is being implemented.
- District/system provides the number of family members on local coalitions and/or advisory councils, and as program evaluators, co-trainers of preservice or in-service training sessions, mentors for other families and professionals, grant and application reviewers, and participants in a needs assessment process.

## Element 2: Quality, Evidence-Based Learning

**2.1.1:** In all district/system preschool and kindergarten classrooms, an evidence-based assessment is used to measure children’s developmental growth upon entry and exit of the program.

**Potential sources**

- Listed assessment with indication that it is verified as evidence-based using one of the following sites:
  1. [KSDE's Evidence-Based Practices list](#)
  2. [The What Works Clearinghouse](#)
  3. [Evidence for ESSA](#)

**2.1.2:** In all district/system preschool and kindergarten classrooms, all instructors collect data on an ongoing basis to monitor progress, using evidence-based assessments as needed.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Brief narrative or a table describing how each assessment is given, to whom, by when, and how the assessments are used to inform instruction and intervention
- Progress monitoring data for the classroom and/or program as a whole (for example, literacy/math/social-emotional development at the beginning versus the end of the year).
- **REMOVE** any personally identifiable student information before uploading artifacts.
- Schedule and/or narrative describing how students receive interventions or extra practice based on this data. An “intervention time” may not be appropriate in the preschool classroom, but there should be some description about how teachers use the data to work with students during center times, or how repeated practice is built into intentional play. It could also help with 2.1.3.

**2.1.3:** In all district/system preschool and kindergarten classrooms, data informs a tiered system of supports.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Brief narrative or a table describing how each assessment is given, to whom, by when and how the assessments are used to inform instruction and intervention.
- Description of program's tiered system of supports.

**2.1.4:** District/system supports community-based preschool programming/child care/early learning in the community to utilize evidence-based assessments, data, and a tiered system of supports (for example providing joint professional development, partnering to host collaborative screening events, etc.).

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation (flyers, calendars, invitations) demonstrating that the district/system supports joint learning, the sharing of evidence-based assessment tools or curriculum with community partners, collaborative community screening or assessment events, or other events that involve not only the school-based program, but also community-based programs.
- The district describes the extent of their reach. Who receives the flyers, calendars and invitations listed above? How many early childhood care and education providers are in the community, and how many of those potential partners does the district collaborate with?
- If a district/system is the only early childhood care and education provider in their community (for example, if their community does not have other options for licensed child care, parent education, other services for young children), the district/system describes that community context.

**2.2.1:** Developmentally appropriate practice, including opportunities for child-initiated play, is intentionally incorporated into all preschool and kindergarten classrooms.

**Potential sources**

- Sample lesson plans, classroom schedule(s) with a brief narrative explaining which parts of the lesson plan demonstrate play and other developmentally appropriate practice.

**2.2.2:** As the year progresses, the kindergarten schedule evolves along a continuum of looking like a preschool classroom to a first-grade room. Classrooms rich in child-initiated play transition into playful classrooms with focused learning through the year.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Classroom observation data and walk through reports (remove educator names from uploaded artifacts).
- Include curriculum maps, learning progressions over the course of the year (fall, winter, spring) show how the classroom transitions over time.

**2.2.3:** Across all preschool and kindergarten classrooms in the district/system, teaching staff implement intentionally designed learning experiences for each child that are:

- Individually and age appropriate.
- Aligned with previous and future age levels/grades to enhance the learning continuum.
- Based on reliable and valid data.
- Improve development, learning and behavioral outcomes.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Classroom observation data and walk through reports (remove educator names from uploaded artifacts).
- Applicants should include curriculum maps, learning progressions for both preschool and kindergarten classrooms over the course of the year (fall, winter, spring).
- Professional development plans (remove educator names from uploaded artifacts) professional learning community (PLC) agendas/notes, district/system professional development plan, along with narratives providing context.

**2.2.4:** Across all preschool and kindergarten classrooms in the district/system, administrators, teaching staff, and families work together to implement intentionally designed learning experiences.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Meetings and agendas from parent-school planning meetings demonstrate collaboration, examples of two-way communication with families to support learning at school and at home.
- Examples of engaging families to design classroom learning experiences (for example, gathering feedback from families to explain plans for a new classroom center and gather feedback to inform a design that reflects children's interest, current knowledge and prior experiences).



**2.3.1:** The community provides a parent education or other home visitation program.

Potential sources

- Description of services available.

**2.3.2:** All parent education programs deliver an evidence-based model with research-informed tools and curriculum.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Listed parent education program with indication that it is verified as evidence-based using sites such as [KSDE's Evidence Based Practices list](#), [Home Visiting Evidence of Effectiveness](#), [The What Works Clearinghouse](#), [Evidence for ESSA](#)

**2.3.3:** The parent education program has obtained Parents as Teachers Model Affiliate status (or equivalent).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Letter, email or documentation from Parents as Teachers National Center that details the program's affiliate status.

**2.3.4:** The parent education program has obtained Parents as Teachers Blue Ribbon Affiliate status (or equivalent).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Letter, email or documentation from Parents as Teachers National Center that details the program's affiliate status.

**2.4.1:** *Applicants will not upload artifacts or receive a score for this sub-element in 2024.* Early childhood programming aligns curriculum and instructional materials to the Kansas Early Learning Standards. All preschool classrooms in the district/system use a curriculum that addresses the areas of literacy, math and social-emotional development.

Potential sources

- List of curriculum used in the district/system and description of how it is implemented in all early childhood settings.

**2.4.2:** *Applicants will not upload artifacts or receive a score for this sub-element in 2024.* A research base or evidence base indicates the preschool curriculum is effective.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation of the research base or evidence base indicating the preschool curriculum is effective.

**2.4.3:** *Applicants will not upload artifacts or receive a score for this sub-element in 2024.* Early childhood and kindergarten staff work together to align instruction and expectations to the Kansas Early Learning Standards and to kindergarten standards.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Agendas from joint professional learning days or collaboration times dedicated to alignment.

**2.4.4:** *Applicants will not upload artifacts or receive a score for this sub-element in 2024.* The district/system work with other early childhood community partners to align expectations for learning and development. This may include offering joint professional development opportunities or sharing instructional materials and resources with partners.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Agendas from joint professional development opportunities, emails or other announcements inviting the sharing of instructional materials and resources.

## Element 3: Quality Workforce

**3.1.1:** Except as otherwise provided in K.A.R. 91-31-34, the district/system fills each preschool teaching position with a teacher with one of the following endorsements on their teaching license:

**General Education PreK Assignment:**

- Early Childhood Unified, Birth to Grade 3 (ECU)
- Early Childhood Unified, Birth to Kindergarten (ECU)
- Early Childhood education (EC-EC)
- Elementary Education, PRK-6, K-6, or K-9
- Elementary Education Unified, K-6

**Special Education PreK Assignment:**

- Early Childhood Unified, Birth to Grade 3 (ECU)
- Early Childhood Unified, Birth to Kindergarten (ECU)
- Early Childhood Handicapped (ECH)
- High incidence PrK-12
- Low Incidence PrK-12

All preschool teacher aides/assistant teachers/paraprofessionals have one of the following credentials:

- A Child Development Associate (CDA) certificate or an Associate of Arts (A.A.) in early childhood education or a related field.
- A high school diploma or a GED and completed 48 credit hours at an institution of higher education.
- Associate degree (or higher);

- Pass a State-approved assessment that determines an ability to assist in reading, writing, and mathematics, or reading, writing, and mathematics readiness.

**Potential sources**

- Job postings listing minimum required qualifications.
- List of preschool teaching staff with first and last names (as they appear on the educator's license), educator ID numbers and license(s) held.
- List of preschool teaching staff with credentials.

**3.1.2:** All direct preschool service staff members, including teachers and assistant teachers/teacher aides/paraprofessionals, receive more than 15 hours of annual in-service training in the area of early learning or related topics. Teachers and assistant teachers/teacher aides/paraprofessionals have annual written individualized professional development plans.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Professional development calendar, staff professional learning log.
- Written individualized professional development plan.

**3.1.3:** All preschool teachers have an endorsement for one of the following: Early Childhood Unified, Early Childhood Education or Early Childhood Handicapped.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- List of preschool teaching staff with first and last names (as they appear on the educator's license), educator ID numbers and license(s) held.

**3.1.4:** All preschool assistant teachers/teacher aides/paraprofessionals have at least a child development associate certificate or an associate of arts in early childhood education or a related field.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- List of assistant teachers/teacher aides/paraprofessionals with first name, last name and credential(s) held.

**3.2.1:** Each preschool teacher has access to and an ability to participate in a mentorship opportunity, community of practice and/or professional learning community.

**Potential sources**

- Professional development plans/calendars.
- Calendar plans for mentorship opportunities, communities of practice, and/or professional learning communities.
- Professional learning community agendas/minutes.

**3.2.2:** Preschool administrators routinely (for example, monthly, quarterly or each semester) visit each preschool classroom. Preschool administrator(s) provide reflective feedback and/or coaching.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Record of completed observations.
- Professional development plans/calendars.
- Calendar plans for coaching visits/notes from visits.

**3.2.3:** District/system leaders (superintendent, administrators, principals, other key personnel) have a “knowledge of and stay current with research on child development (including social-emotional development, executive function and effects of toxic stress)” and so hold developmentally appropriate expectations of prekindergarten, kindergarten and early elementary children, teachers and classrooms.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Membership in professional organizations.
- Attendance at regional, state and/or national level policy conferences.
- Completion of professional learning.
- District/system newsletters and communications.
- Local ICC/early childhood council minutes.

**3.2.4:** Professional learning opportunities are shared with other early childhood partners in the community. The district/system intentionally schedules professional learning opportunities so that early learning providers who provide child care and preschool during the school day can access professional development.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Documentation (flyers, calendars, invitations) of joint learning events that involve not only the school-based program, but also community-based programs.
- Sign-in sheet or other attendance records indicate that community-based programs can access this professional development.

## Element 4: Health and Safety

**4.1.1:** All preschools in the district/system participate in either the Child and Adult Care Food Program (CACFP) or the National School Lunch Program (NSLP) to provide all preschool students access to meals and snacks. All preschools meet CACFP/NSLP requirements.

**Potential sources**

- [KSDE Data Central](#); Child Nutrition & Wellness Reports.
- Preschool daily schedules showing program length, meals, and snack times.

**4.1.2:** All preschools in the district/system apply for and have received the Healthier CACFP Award at the honors level in either the Menu category or the Nutrition & Wellness Environment category.

Potential sources

- Healthier CACFP Award

**4.1.3:** All preschools in the district/system apply for and have received the Healthier CACFP Award at the high honors level in either the Menu category or the Nutrition & Wellness Environment category.

Potential sources

- Healthier CACFP Award

**4.1.4:** All preschools in the district/system apply for and have received the Healthier CACFP Award at the highest honors level in either the Menu category or the Nutrition & Wellness Environment category.

Potential sources

- Healthier CACFP Award

**4.2.1:** Early childhood is recognized in school wellness policy in the areas of nutrition, nutrition promotion and education, physical activity, and integrated school-based wellness.

Potential sources

- School wellness policy

**4.2.2:** Early childhood is engaged in the process to shape the school wellness policy.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School wellness policy committee membership, meeting minutes.

**4.2.3:** The district/system demonstrates that it follows best practices for early childhood programming.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School wellness policy reflects best practices for early childhood programming; see Kansas School Wellness Policy Model Guidelines.

**4.2.4:** The district/system supports community efforts to create safe, developmentally appropriate, maintained spaces for all children to play throughout the community.

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- School board, policy council, advisory council or site council minutes describing district/system efforts to support spaces to play.
- Communications to local units of government.
- Support for communitywide initiatives, descriptions of how district/system play spaces are made available to all children in the community year-round.

## Element 5: Inclusion and Accessibility

**5.1.1:** All preschool services provide inclusive early childhood programs that are available to all children in the community on an equitable basis, including children receiving Early Childhood Special Education Services (ECSE), Dual Language Learners (DLL) and English Learners (EL), in foster care, in migrant worker families, in families who are currently homeless, and in families who are refugees.

Potential sources

- Enrollment materials, district/system handbook and demographics of families receiving services demonstrate that preschool services are available to all children in the community on an equitable basis

**5.1.2:** The district/system is moving toward combining its early childhood education opportunities (for example, early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.

The district/system analyzes data to identify and address barriers to ensure that all early childhood services and classrooms reflect the natural proportions of students in the district/system.

At least 50% of preschool children with IEPs in the district who received special education and related services in settings with typically developing peers for Indicator 6: Preschool Environments for Children 3-5 (LRE).

Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Agendas, planning documents, and minutes reflecting progress toward integrated early childhood education opportunities and analyzing data to identify and address barriers toward offering inclusive services.
- State Performance Plan/Annual Performance Report data for Indicator 6: Preschool Environments for Children 3-5 (LRE).

**5.1.3:** The district/system has combined its early childhood education opportunities (for example, early childhood special education, Head Start, Preschool-Aged At-Risk) into integrated classrooms.

All early childhood services and classrooms reflect the natural proportions of students in the district/system. Children aren't excluded in policy or in practice from preschool classrooms, including children who are: Receiving Early Childhood Special Education Services (ECSE), Dual Language Learners (DLL) and English Learners (EL), in foster care, in migrant worker families, in families who are currently homeless, in families who are refugees, and who are experiencing other risk factors.

Funds are allocated and formalized partnerships exist to provide children with inclusive early learning opportunities in school- and community-based settings.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- District/system budget for early childhood education demonstrates integrated classrooms and funding allocated to support inclusive early learning opportunities in both school- and community-based settings.
- District/system enrollment materials and public-facing programming information reflects integrated early childhood opportunities for all students, regardless of which funding source supports their enrollment.

**5.1.4:** Early childhood programs have established policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline. These extraordinary measures are used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that can't otherwise be reduced or eliminated by the provision of reasonable modifications.

Should a situation arise where there is documented evidence that all possible interventions and supports have been exhausted and it is unanimously determined that another setting is more appropriate for the well-being of the child in question, all parties, including the receiving program, work together to develop and implement a seamless transition plan. The district's data shows zero expulsions or suspensions for children ages birth through 5.

**Potential sources**

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- District/system handbook, policies.
- Annual Discipline Data Collection.

## Element 6: Transitions into Kindergarten

**6.1.1:** The district/system works to support students' transition into kindergarten.

### Potential sources

- Evidence on school calendars of field trip visits to preschool and kindergarten classrooms and preschool and kindergarten "roundups," meetings between teachers and families and between preschool and kindergarten teachers, interactions between future staff and the children transitioning up (for example, guest readers, field trips to visit, joint activities between grades).
- Description of partnerships established between early childhood care and education programs and elementary schools.

**6.1.2:** The district/system partners with early childhood educators in the district/system and other early childhood providers in the community to support successful kindergarten transitions.

### Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Written agreements between early childhood programs and districts/systems, evidence on school calendars of field trip visits to community-based early childhood programs and kindergarten classrooms, meetings between early childhood program staff and school staff.

**6.1.3:** The district/system has strategies in place to ensure that kindergarten transition planning occurs for each child and family.

### Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Description of how the district/system reaches **each** child and family who will be attending kindergarten.
- Data showing the number of children and families reached with strategies described in this element.

**6.1.4:** Kindergarten transition planning is personalized and occurs for each child, family, and staff member.

### Potential sources

- Include artifacts to support the self-assessment rating for the earlier columns in this subelement.
- Agreements allowing sharing of data and joint transition planning between early childhood programs and kindergarten classrooms.
- Template individualized transition forms for incoming kindergarten students.
- Staff calendars include time for individualized transition planning.
- District calendars including time for personalized appointments for incoming kindergarten students to visit/enroll or for staff home visits.



**6.2.1:** Most (more than 75%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

**Potential sources**

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
- Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
- Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.
- KSDE will be finalizing Kindergarten Readiness Snapshot participation rate calculations for 2023-2024 in February 2024.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

**6.2.2:** Most (more than 85%) of all kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

**Potential sources**

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
- Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
- Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.
- KSDE will be finalizing Kindergarten Readiness Snapshot participation rate calculations for 2023-2024 in February 2024.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

**6.2.3:** Nearly all (at least 95%) kindergarten students participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ: SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used); in-person, phone or written follow-up for all students; in-person or phone follow-up conversation with all students whose results indicate the need for monitoring or concern.

**Potential sources**

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
- Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
- Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.
- KSDE will be finalizing Kindergarten Readiness Snapshot participation rate calculations for 2023-2024 in February 2024.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.

**6.2.4:** A district's/system's Kindergarten Readiness Snapshot data is used to:

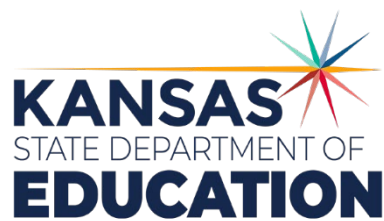
- Design environments and instruction to meet the needs of incoming kindergarteners.
- Support aligned teaching practice and program planning.
- Support personalized instruction.
- Promote positive teacher-family relationships.

**Potential sources**

- Districts/systems should list the number of kindergarteners who participated in the Kindergarten Readiness Snapshot (both the ASQ-3 and the ASQ:SE-2), the number of kindergarteners enrolled and the Kindergarten Readiness Snapshot participation rate.
- Districts/systems should note if teachers collaborated with any families to determine that the ASQ should not be used.
- Districts/systems can generate ASQ reports in ASQ Online. Remove any personally identifiable child information before uploading artifacts.
- KSDE will be finalizing Kindergarten Readiness Snapshot participation rate calculations for 2023-2024 in February 2024.
- Describe process for engaging families after completing the Snapshot.
- Communications to families introducing the Kindergarten Readiness Snapshot and explaining process for transitioning into kindergarten.
- Professional Development plans that show evidence that teachers are being trained and using the data. Professional Learning Community agendas and minutes could support the plans. Classroom observation data and walk-through reports. Meetings and agendas from parent-school planning meetings could be used to show collaboration. Documentation of communication between teachers and families.

For more information, contact:

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