From Preschool to Kindergarten:
Pathways that Preserve and Strengthen Inclusive Practice

Inclusion Institute – June, 2026

Program Self-Evaluation & Action Plan

Part I: Self-Evaluation/Inventory of Practices

Check the frequency of each practice and identify its intensity level based on program records or anecdotes from staff.

Transition Practice	Intensity Level	Frequency (Never, Sometimes, Always)	Notes (Who initiates? Is it formal or informal?)
Distributing general handouts/brochures about transition to K	Low		
Hosting a general information night/Open House	Low		
Hosting large group "Meet and Greets" or socials	Low		
Training/collaborative planning on transition policies and procedures	Low		
Cross-program meetings to align curricula and expectations between P/K	Low		
Distribution of files/shared materials from P to K	Low		
P teachers provide children with opportunity to visit a K classroom	Low		
P teachers provide general information on supporting child during transition and encourage families/caregivers to participate as partners during the process.	Low		
P and K teachers are provided opportunity to provide feedback and evaluate transition process and procedures each year	Low		
K teachers make individual letters, phone calls, or emails to families and children about transition to kindergarten	**High**		
P Teacher and K Teacher communicate regarding specific students throughout the process (before/during/after)	**High**		
Individualized transition planning meetings with P/K teachers and family/caregivers	**High**		
Individual family/caregiver needs are considered and addressed throughout the transition process	**High**		
Individualized phone calls/emails to families	**High**		
One-on-one K classroom visits for specific children	**High**		
Home visits by the kindergarten teacher	**High**		
Developing individualized social stories or visual schedules, activities to help meet child/family needs as it relates to transition	**High**		
Summer communication plans developed for individual student education team – including families/caregivers to provide updates/ask questions	**High**		

Part II: Gap Analysis & Barriers

Review the inventory completed in Part I. Research suggests that while programs often use low-intensity practices, high-intensity practices are more effective for supporting children with disabilities yet are often underutilized.

1. **Which high-intensity practices are currently missing or "sometimes" used?**

2. **Identify Potential Barriers (Check all that apply):**

   - ☐ **Late teacher assignments/rosters (prevents early connection).**
   - ☐ **Lack of communication between preschool and kindergarten staff.**
   - ☐ **Administrative policies (e.g., lack of time or resources for home visits).**
   - ☐ **Lack of invitation for kindergarten teachers to attend preschool IEP/transition meetings**
   - ☐ **Other:**

Strategy Focus: The Five Critical Conversations

To increase collaboration, ensure the action plan includes opportunities for teams to discuss:

1. **Child/Family Hopes: What are your goals for them?**
2. **Past Successes: What has helped or not helped in the past?**
3. **Future Environment: What will the kindergarten day look like?**
4. **Resource Needs: What tools/information do we need for day one?**
5. **Ongoing Success: How will we maintain communication throughout the year?**

Part III: Action Plan for Increasing High-Intensity Support

Use this section to establish actionable steps to enhance the transition process and support individualized, collaborative partnerships.

Action Step / Strategy	Specific High-Intensity Practice	Person(s) Responsible	Timeline (Before, During, After Transition)
Example: Schedule summer "touch-base" calls	Individualized phone calls	Designated Primary Contact	June/July
Example: Invite K-Teacher to Spring IEP	Individual transition planning meeting	Preschool Teacher/Admin	April/May

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