

Goals for P-3 System

Research best practices and research related to P-3 programs.

Involve SNACS Preschool and SNACS educational stakeholders to develop and implement the program.

Develop and implement a P-3 partnership with SNACS as part of a P-20 movement.

Ensure Transitions are Efficient and Effective as part of a Continuum of Services between groups, classes, and programs.

Be a leading model P-3 program.

Support Children and Families in a P-3 system that will result in sense of community, belonging, and increased student achievement.

Goals for Transitions

Transitions serve as powerful tools to help children develop and grow when moving within and between groups, classrooms, and programs.

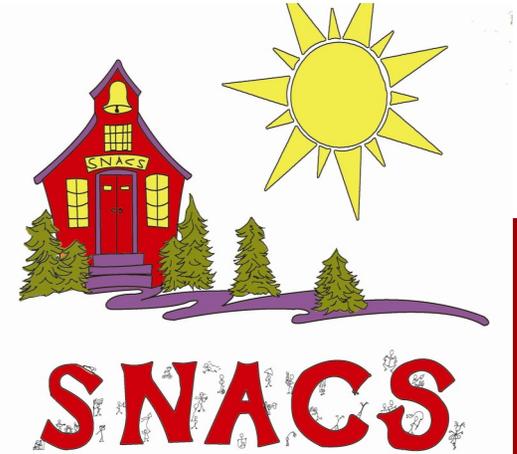
Transitions are conducted with a balance to meet the needs of the individual child and the family along with the classroom and program policies.

Teachers are responsive to student needs during times of transition. They work in collaboration with each other, families, and other support persons to ensure a smooth transition process for children.

Transitions efficient and effective and support a continuum of care philosophy.

Transitions are based on age and development.

Transitions adhere to Developmentally Appropriate Practice and align with curriculum and assessments.



SNACS Preschool

Bringing The Small School Community
Back to the Neighborhood

Transitions and a P-3 Continuum of Services Plan

SNACS PRESCHOOL

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Transitions

Ensure Transitions are Efficient and Effective as part of a Continuum of Services that ensure:

SNACS Preschool is organized and staffed to minimize the number of transitions in:

- Groups
- Teaching staff, and
- Classrooms

Teachers will commit to stay with infants and toddlers for at least 9 months when employed as infant/toddler teacher.

Teachers must support transitions from one classroom to another (as children graduate from one class to another) through communication with families verbally and in writing.

Families shall be notified with at least a week's notice a transition is pending.

Families are encouraged and welcomed to participate in the transition process.

Teachers work with upcoming teachers to share information and documentation related to developmental progress and student needs.

The upcoming teacher shall visit with the child in their current classroom at least once before a transition.

The previous teacher shall help the child visit the new classroom at least once before a transition occurs. Families may visit the new classroom and meet with the new teacher prior to transition.

Procedures address transition planning by administrators, teachers, and families to facilitate children's transition from one teacher to another, from one group to another, from one classroom to another, from one program to another.

Policies promote longevity and continuity of care to provide children with stability in a safe and predictable environment with caring adults.

Students will be engaged in learning at all times...no down time at tables where students are sitting for long periods of time.

Transitions must be planned for and minimize down time in groups and class settings.

Transitions should be another avenue for learning appropriate skills and singing songs. Children need assistance in making transitions with plenty of notice and time.

Transitions shall be predictable and create the framework for a stable environment.

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Promoting a P-3 System

SNACS preschool and SNACS are partnering entities that promote a P-3 system.

SNACS Preschool utilizes and established linkage with SNACS K-8 program to help families prepare for and manage their children's transitions between programs, including special education programs. Staff provide information to families that can assist them in communicating with other programs.

Teachers from both entities work together in professional development activities and planning for transitions. Classroom and teacher visits help children and families work through transitions in a developmentally appropriate manner that fosters continuity of care.

During events activities promote collaboration between families so family members are accustomed to participating in school community at SNACS both at the elementary and middle school level.

A family could enroll their child in the preschool when their child is 6wks old and remain at the site through 8th grade. The retention rate of staff for both sites is high and longevity and continuity of care in a school community is a result.