

Transitions from Head Start/ECEAP to Kindergarten Procedure

1302.71 Transitions from Head Start to kindergarten.

a) *Implementing transition strategies and practices.* A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten. (b) *Family collaborations for transitions.* (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.

(2) At a minimum, such strategies and activities must: (i) Help parents understand their child's progress during Head Start; (ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child; (iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and, (iv) Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education.

(c) *Community collaborations for transitions.* (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

(2) At a minimum, such strategies and activities must include: (i) Coordination with schools or other appropriate agencies to ensure children's relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303 of this chapter; (ii) Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303 of this chapter; and, (iii) Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff. (3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

(d) *Learning environment activities.* A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

(e) *Transition services for children with an IEP.* A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

ECEAP E-6 Kindergarten Transition

Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition on from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.

Kindergarten Transition Plan

| TIMELINE | ACTIVITY | WHO'S RESPONSIBLE |
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| September | | |
| | All activities and the curriculum used in our program is aligned with the Head Start Early Learning Outcomes Framework and the State early learning benchmarks with regard to social, emotional, cognitive, language, and physical competencies that children entering kindergarten are expected to demonstrate. | HS/EC Teaching Staff |
| | 1. Give a copy of your classroom calendar and daily schedule to your building principal/director | HS/EC Teaching Staff |
| | 2. Let your building principal/director know how many children are enrolled. | HS/EC Staff |
| | 3. Introduce yourself to the building principal, custodian, office staff, kindergarten teachers, special education staff | HS/EC Staff |
| | 4. At enrollment and initial contact visits, encourage parent involvement; curriculum input and share information on how staff will prepare children for kindergarten through the coming year. Document in action log/ELMS. | HS/EC Teaching Staff |
| | 5. Introduce Teaching Strategies GOLD Baseline Assessment to families to receive parent observations and input. | HS/EC Teaching Staff |
| Oct-Dec | | |
| | 1. Pursue options at DST on how to support kindergarten readiness skills throughout the school year. Set family gathering topics for the year in relation to kindergarten transition. | HS/EC Teaching Staff |

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| | 2. Share assessment results and set developmental goals with families. Encourage family involvement and curriculum input. | HS/EC Teaching Staff |
| | 3. Based on screening results, refer any child to child find with parent permission. | HS/EC Teaching Staff |
| | 4. Attend IEP meeting to support parents through the process. Include special education staff in contact visits with children on an IEP. | HS/EC Teaching Staff |
| | 5. Send kindergarten surveys to kindergarten teachers to get their input on how we can better support children's learning. | Child Development Coordinator Assistant |
| Jan-Feb | | |
| | 1. Encourage families to be involved in the classroom and curriculum input. | HS/EC Staff |
| | 2. Give families information on the PTSA at their school. | HS/EC Staff |
| | 3. Share any training opportunities with families | HS/EC Staff |
| | 4. Review assessment results; set new goals if needed. Provide parents with ideas to support their child's learning at home. | HS/EC Teaching Staff |
| | 5. Teachers to visit with kindergarten teacher sharing transition ideas | HS/EC Teaching Staff |
| Mar-April | | |
| | 1. Family Advocate will contact the Family Service Program Manager whenever they have a family that is transitioning to kindergarten and is also homeless. Family Service Program Manager will coordinate services as available/needed with school district homeless liaisons. This will be in support of the McKinney-Vento Homeless Assistance Act. | Family Services Program Manager Family Advocate |
| | 2. Arrange for Head Start/ECEAP children to visit a kindergarten classroom to see what it will be like for them and to familiarize them with the kindergarten classroom. | HS/EC Teaching Staff |
| | 3. Invite kindergarten teachers to visit a HS/ECEAP classroom to observe the routines and classroom experiences to learn the | Child Development Coordinator Assistant and HS/EC Teaching Staff |

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| | structure of the day and familiarize themselves with the curriculum. | |
| | 4. Encourage families to visit the kindergarten classroom with an appointment to see what the classroom will be like for their child. | HS/EC Staff |
| | 5. Talk with children about the routines and structure of a kindergarten classroom. Plan classroom experiences to familiarize them with kindergarten curriculum. | HS/EC staff |
| | 6. Assist parents of children with special needs in coordinating placement options with the school district. | HS/EC Teaching Staff |
| | 7. Coordinate a panel of representatives for a family gathering. Ideas can include a kindergarten teacher, PTSA representative, building principal, special education staff, past parents, etc. | HS/EC Staff |
| | 8. PTSA letters are sent to all area schools. Once a letter is received back from the PTSA, the letter is sent to our parents encouraging involvement in the elementary school. | Child Development Coordinator Assistant |
| | 9. Teachers /Advocates turn in how many transition packets they will need for their transition visits. | Child Development Coordinator Assistant |
| | 10. Help parents, grandparents, kinship caregivers 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 | HS/EC Staff |
| | 11. Support parents in finding out when they will need to register their child for kindergarten. Provide parents with support in filling out paperwork if needed; and support with translation services if needed. | HS/EC Staff |
| May | | |
| | 1. Inform parents of immunization requirements for kindergarten. | Health Advocates |
| | 2. Include health summaries and immunization records. | Health Advocates |

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| | 1. Discuss transitional issues with parents at final home visits or conferences. | HS/EC Staff |
| | 2. Plan summer transition activities for families to support learning over the summer. Transition activities are given to families. | Child Development Coordinator Assistant |
| | 3. Registration forms given to all kindergarten eligible families in South Kitsap and North Kitsap for kindergarten program in the summer when available. | HS/EC staff and Child Development Coordinator Assistant |
| | 4. Ask for Title One letters from school district representatives. | Child Development Coordinator Assistant |
| | 5. Classroom lists are generated and given to the Child Development Coordinator Assistant for working with the parents, school districts, and summer programs. | HS/ECEAP Teachers/Family Advocates |
| | 6. Conduct outreach to parents and kindergarten teachers to discuss the educational, developmental, and other needs of individual children. | HS/EC Staff |
| | 7. Link parents with school district educational resources, including services related to language, literacy, and numeracy. | HS/EC Teaching Staff |
| June - August | 1. A program closure letter and Title One letter from area school districts are sent to families letting them know of services available to them. | Child Development Coordinator Assistant |
| | 2. Letters are sent to all area principals in the school district introducing our families who might be attending their school. | Child Development Coordinator Assistant |
| | 3. Child Outcome reports are shared with the principals/kindergarten teachers so they can see where children are when they left the HS/EC program in the spring. | Child Development Coordinator Assistant |

Transition to Kindergarten for Children with Special Needs

All children entering or leaving HS/ECEAP, highly benefit from transition procedures. These can include:

- * Meeting with staff who have previously worked with child. After a written signed parent consent.
- * Meeting with school representatives who can assist with finding the best Kindergarten placement for specific children.
- * Arranging visits to kindergarten classes for all children including those with disabilities.
- * With parent permission, having records sent to or from HS/ECEAP.