

## Transition Planning Procedure

**ECEAP Performance Standard: E-6 Kindergarten Transition**

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

What	When	Who's Responsible
1. Feedback gathered from previous year's families via written survey, through conversation, etc.	October to January	Family Support Staff (FSS), other center staff
2. Transition committee meeting held, comprised of program staff (including FSS, teacher and health staff), families and representatives from appropriate school districts (e.g., kindergarten teacher, Title 1 Coordinator, special ed. staff, appropriate district representatives).  Share information about programs, i.e., access to services, special services referrals, qualifications for ELL students, invitation to visit ECEAP, kindergarten expectations, registration timelines. District/programs decide on specific transition strategies for districts and information to be shared.  Identify if there is a Pierce County School Linkage or Getting School Ready action team in your community.	By November 30th	Center Staff
3. Committee develops plan for current year's transition, taking into account feedback from previous year's families and Transition committee meeting	February	Center staff, parents, staff from transition committee meeting
4. Written Transition Plan submitted to ESD should include: <ul style="list-style-type: none"> <li>• Names of ECEAP staff, families, local school district staff on planning committee</li> <li>• Transition activities and timelines, including:</li> <li>• Identification of the information that will be provided to families and/or school</li> <li>• Description of any training to be provided to families</li> <li>• Plan for evaluating the transition activities</li> </ul>	By March 31	Center director or designee
5. Classroom activities to ease transition to Kindergarten for the children are planned and implemented. Activities may include, but are not limited to: <ul style="list-style-type: none"> <li>• Providing for a wider range of developmental interests and abilities than the chronological age range suggests.</li> <li>• Scheduling visits to a Kindergarten classroom for the children.</li> <li>• Taking pictures of the elementary schools in your area (the front of the building, a classroom, the playground), talking to the children about the pictures.</li> <li>• Having a Kindergarten teacher or a school principal</li> </ul>	Throughout program year	Teaching Staff

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<p>visit the classroom, eat lunch and/or read a book.</p> <ul style="list-style-type: none"> <li>• Discussing new activities, schedules, rules, and bus routes to help the children feel confident.</li> <li>• Reading books to the children about changes, moves and going to kindergarten.</li> <li>• Inviting kindergartners or older siblings to visit and talk about how kindergarten will be different.</li> <li>• Making phone books so that children can keep in contact with their friends from ECEAP over the summer (parent permission is required).</li> <li>• Encouraging parents to take a field trip with their child to the new school during the summer.</li> </ul>		
<p>6. A family activity focusing on transition to kindergarten is held. The following people should be part of the transition parent meeting: receiving school principal, secretary, kindergarten teachers, special services personnel, Title 1 representatives, family members who have already experienced transition, a representative from a school-based parent group, and a representative from the ELL program in the district. This list is not limited; any other applicable programs/people should also be invited. Time should also be taken at this meeting to discuss transitioning families into their communities (review resource guides, services/supports available to families beyond their time in ECEAP, including possible access to interpreters, etc.).</p>	<p>March- June</p>	<p>Center staff</p>
<p>7. At the spring home visit or school conference, families will receive a written summary of their child’s current health status (including health and dental exams, screening results, referrals provided and the original certificate of immunization form) along with information about further treatment or follow-up services needed. A copy of the health records may be sent to the receiving program/school district with written parental consent and in accordance with the sending district/agency policy. Staff and families will have a conversation regarding what their experience has been in planning for and obtaining health services for their child throughout the year. In addition, the teaching staff and families will have a conversation regarding the child’s educational experience through the year, including ideas to bridge the summer months between ECEAP and kindergarten.</p>	<p>Before district kindergarten registration</p>	<p>Center Staff</p>