

Heading: Education and Early Childhood Development	P.S. H.S. Act Sec.642A	Rev. 7/2004
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TRANSITIONING FROM SUU HEAD START TO KINDERGARTEN

All transitions are important in the lives of children but success in the transition from preschool to Kindergarten may impact the child's ability to succeed in school. Helping the child and family smoothly through this period has special importance for the whole family and ultimately for the whole society because failure in school often leads to failure in many other aspects of life.

Parents

It has proven conclusive that if parents take an active interest in their child's school, meet with teachers frequently, spend time in their child's classroom and show support for school work at home the child has a much better opportunity for success than their peers with the same cultural and socioeconomic backgrounds.

- Head Start staff will work with parents to help them build strong partnership relationships with their child's teachers.
- Head Start staff will work to build parenting skills, giving parents insights into how children grow and learn and how important the parent roll as their child's first teacher is in this process.
- Head Start staff will give parents opportunities to build their self-confidence, leadership skills and will help them learn to advocate for their child in the school setting.
- Head Start staff give parents the opportunity to help individualize classroom curriculum based on the strengths and needs of their child.
- Head Start staff encourage parents to attend Kindergarten Orientation, visit the Kindergarten classroom and become involved in the Parent Teachers Association as their child transitions to the new school.
- Head Start staff attend transition meetings with parents and work with specialist from the school districts to be sure all Individual Education Plans are maintained and implemented.

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Children

All children can learn and each child has the right to every opportunity we can give them to reach their full potential.

- Head Start teaching staff will individualize the curriculum for each child by constantly observing, assessing and recording their development. The learning activities and environment are planned to meet the child's needs based on this record. Teaching staff will encourage parents to be part of this weekly planning process.
- Head Start teaching staff will maintain an accurate written record of each child's development and a portfolio of examples of each child's work.
- Head Start teaching staff will meet with parents at least three times during the school year to share the child's records of development and to ask for parent permission to share this record with the kindergarten teacher.
- Head Start teaching staff will give children opportunities to visit kindergarten classrooms, meet kindergarten teachers and tour elementary schools.

Schools

Smooth transitions for children are greatly facilitated when there are good working relationships between Head Start and the schools. SUU Head Start works with six different school districts.

- At the end of each school year Head Start teaching staff ask parent's for written permission to share their child's Core record with their child's kindergarten teachers. The Core record is a report of each child's growth in eight learning domains during their Head Start experience. This record gives kindergarten teachers insight into to the child's strengths, needs and appropriate starting points as they begin kindergarten.
- Head Start staff provide and encourage joint training opportunities, conferences and workshops for kindergarten, Head Start and other preschool teachers.