



E.L. HAYNES EARLY CHILDHOOD TRANSITION POLICY

E.L. Haynes welcomes students who transfer to our Pre-K and Kindergarten classrooms from other schools and early childhood programs.

If you have any additional questions about E.L. Haynes' early childhood program, contact Rick Kenner, Elementary Assistant Principal and ECE Point of Contact, at rkenner@elhaynes.org.

Enrolling your Pre-K and Kindergarten Student

In accordance with our enrollment policy and D.C. law, students transferring to E.L. Haynes are asked to supply all of the necessary documentation for enrollment, which includes: health forms, dental forms, proof of residency, and (if applicable) IEP/504 Plans.

During the enrollment process, you will be asked to list which early childhood program and/or setting (i.e. daycare, home/parent-led program, Head Start program) your child was a part of previously. If your child previously attended a Head Start program in DC, we will also ask for your student's "transition packet" from the program. **The transition packet is not required for your child to enroll** at E.L. Haynes, but it does provide valuable information that helps us better plan and prepare to serve your student.

For more information on the E.L. Haynes enrollment process, see the Admissions section of our Elementary School Student and Family Handbook.

Transition to E.L. Haynes and Expectations for Incoming Students

We recognize that starting school is a big change for many of our youngest students and their families, and E.L. Haynes wants to ensure a smooth transition for your child. We encourage families of incoming Pre-K students to attend E.L. Haynes organized play dates and meet with teacher before the school year to help their students acclimate to the school.

We administer the Developmental Indicators for Assessment of Learning (DIAL 4) to all incoming Pre-K3 students (and Pre-K4 students as needed) to assess students' understanding of concepts, motor skills, language, and social readiness for school. E.L. Haynes assesses all students at the beginning of the school year to identify which math and literacy skills they have already mastered and where additional support may be needed.

Below is an overview of the academic and social-emotional expectations we have for incoming Pre-K4 and Kindergarten students, as well as the curriculum and services available.

	Pre-Kindergarten 4	Kindergarten
Academic Expectations Upon Entering School Year	<ul style="list-style-type: none">• Uses crayons, markers, pencils, etc. to make marks and letter like forms on paper• Counts to 10 or higher	<ul style="list-style-type: none">• Writes first name• Counts to 20 or higher• Recognizes number 0-20• Counts 10 objects



**E.L. HAYNES PUBLIC CHARTER SCHOOL
EARLY CHILDHOOD TRANSITION POLICY**

2020-2021 School Year

	<ul style="list-style-type: none"> • Counts 3-5 objects • Recognizes some numbers 0-20 • Knows some upper case letter names and sounds • Draws pictures to share ideas • Identifies who, where, and what occurred in stories 	<ul style="list-style-type: none"> • Uses writing utensils to draw and write to communicate information, stories, opinions • Knows all 26 uppercase letters and sounds • Discusses who, what, where, why, when, and how from stories heard
Social-Emotional Expectations Upon Entering School Year	<ul style="list-style-type: none"> • Potty trained • Takes turn in play • Engages in conversations with peers and adults 	<ul style="list-style-type: none"> • Engages in extended play with peers • Engages in extended conversations with peers and adults
Curriculum Used During the Year	Every Child Ready (ECR)	Foundations Phonics Wit & Wisdom Literacy Eureka Math FOSS Next Generation Science
Related Services Available to All Students	<ul style="list-style-type: none"> • Special Education • English for speakers of other languages • Occupational Therapy • Speech Therapy • Social Work / Therapy Clinicians • Before and After Care 	