



Early Childhood Transition Plan

Capital City is proud to welcome students to our Early Childhood Program. We know that students entering Pre-K3, Pre-K4, and Kindergarten come from a variety of educational settings including public school programs, Headstart programs, childcare centers, and home daycares. For some students, Capital City will be their first educational experience outside of the home. We are committed to meeting all students where they are and to supporting a positive transition to our school program. This document is designed to provide information to families so that they know what to expect with the transition to our Early Childhood Program.

Registration Requirements

Families should indicate their child's previous school or educational program when they complete the online registration form for Capital City. If applicable, families should indicate whether the program was a Head Start program. For those coming to Capital City from Head Start programs, families should submit a copy of their child's Head Start "Transition Packet".

All students enrolling at Capital City Public Charter School will be asked to submit necessary documentation for enrollment by deadlines indicated at the time of admission. Documents include birth certificate, proof of residency, health forms, dental forms, and (if applicable) IEPs/504 Plans. Our Family Engagement Team is available to support families with completing forms and requirements for enrollment.

Age Requirements

Students must meet the following age eligibility requirements with no exceptions:

- Students must be 3 by September 30th to enter Pre-K3.
- Students must be 4 by September 30th to enter Pre-K4.
- Students must be 5 by September 30th to enter Kindergarten.

Transition Support

While being in a classroom with 18 other children provides a rich social experience for students, this can also mean waiting for teachers to help, taking turns, and using space and materials with others. These factors along with all the newness of the experience make the transition a big one for many students and their families. In order to support students and their families with the transition to school, Capital City offers the following opportunities for families to connect with Capital City staff prior to the start of school.

- *Spring Transition Meeting (optional)*: Capital City will have an informational session for families in June prior to the start of the new school year. During this informational meeting, early childhood teachers and administrators will share program information, invite parents

to tour the classrooms, and discuss strategies for preparing the students for their transition to school. This is a group session designed for parents to attend without their children.

- *Summer Pre-K Playdates (optional):* Capital City offers 2-3 playdates in the summer held on Capital City's playground for Pre-K children to meet their classmates and teachers. Dates will be shared during the enrollment period. While these sessions are optional, they are encouraged to help students get acclimated to their new school environment.
- *August Parent-Teacher Conference:* In August, teachers will reach out to families to schedule individual conferences. The conference is an opportunity for the parents/guardians to share their hopes for their child and for the teacher to learn from the child's first teachers (their parents!). Children attend this conference with their parents and get a chance to see the classroom and meet their teachers.

Phase In to the School Year

To best support our Pre-K students in transitioning to school, we have a staggered start for the first week of school. The typical schedule is:

- First Day of School: ½ of the students attend school for half of the day departing after lunch (families will receive notice of their child's first day in August).
- Second Day of School: The other ½ of the students attend school for half of the day departing after lunch.
- Third Day of School: All of the students attend school for a half day departing after lunch.
- Fourth Day and Beyond: All students attend school for a full day.

Please note that there will be no aftercare for PreK students the first week of school. Aftercare for PreK will begin week 2. Kindergarten students have a slightly different phase-in model that does not involve half days.

Pre-K Readiness

A child entering Pre-K should be...

- **able to manage/begin to manage toileting on her/his own or with limited support** (including pulling down pants, wiping, washing hands, and fastening snaps and buttons)
- **able to walk on her/his own** up and down stairs, as well as a few blocks
- **able to feed her/himself** (opening and closing lunch containers, eating with utensils and cleaning up lunch leftovers)
- **able to separate somewhat easily from parent in the morning** (with few tears...)
- **able to use words (with or without support) instead of body to work out conflicts** (rather than hitting, biting, kicking, etc.)

If families have concerns about their child's readiness for school, they are encouraged to reach out as soon as possible to the Lower School Principal (see contact information below). Capital City will meet with families to individually discuss and plan for school readiness.

If your child is unable to reliably use a toilet, you must share this information with the school right away as a toileting plan will go into effect. Families will provide all necessary supplies.

Preparing Your Child For School

Families can help their children prepare for school in the following ways:

- Help your child practice snaps/buttons/zippers/Velcro and put on and take off her jacket independently. Velcro shoes are a great option if your child is not independently tying her shoes.
- Have your child clean up after meals and playtimes, putting dishes in the sink and toys in bins or on shelves.
- Provide opportunities for your child to interact with peers, emphasizing kind words, sharing and taking turns.
- Practice using the bathroom independently - wiping, washing hands, getting dressed in a timely manner.
- Be consistent with your rules at home.
- Talk with your child about being in a classroom - routines and procedures may be different from home. For example, while stuffed animals are fine for rest time, toys are not allowed at school.
- Have a plan for saying goodbye in the morning to minimize separation anxiety. Share this plan with teachers.
- Practice separation with play dates or time with other family members.
- Create opportunities for your child to show independence (helping put groceries in the shopping cart, watering plants).
- Read to your child every day (in any language!) to prepare for periods of focus and sitting quietly.

English Learners

Capital City welcomes students to school who are still learning English. English learners will be assessed on their English language skills during the first month of school so that we may best support their language learning. Capital City has a English Learner (EL) Specialist to support students and who serves as a resource for families.

Twins

Families with twins entering Pre-K or Kindergarten in the same grade should contact the Early Childhood Transition Contact (see below) upon admission to discuss their preferences for placement, specifically whether they would prefer their children be placed in the same class or separate classes. Capital City will do their best to accommodate the wishes of families with respect to the placement of their twins; however, cannot always guarantee a specific placement. When a student is admitted from the waitlist after class lists have been made there may not exist an option for class placement.

Early Childhood Transition Contact

Our Lower School Principal serves as the point of contact for Early Childhood Transition and will connect families to teachers and other staff as needed.

Contact Information:

Amy Wendel, Lower School Principal

Email: awendel@ccpcs.org

Phone: (202) 808-9800