

Steps to Kindergarten Transition A Guide to a Successful Transition to Kindergarten

For Early Education and Care & Elementary School Teachers, Staff,
Administrators, Community Facilitators



**School Readiness Task Force
Hawai'i Good Beginnings Interdepartmental Council
2004**

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Overview

Steps to Kindergarten Transition



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- The State Department of Education IDEA 619 District Coordinators
- The School Readiness Transition Work Group
- The State level STEPS Team members

Mahalo-nui-loa to our partners and their efforts to improve the lives and experiences of our littlest keiki.



Introduction

Kindergarten transition in Hawaii

In Hawaii every year thousands of young children make the transition from their home, preschool or child care provider to their first encounter with formal schooling -- Kindergarten. The transition to Kindergarten is one of the most significant transitions that a young child experiences in his or her formative years. What happens may lay the foundation for a child's adjustment to and future success in school. The transition to Kindergarten is much more than a one-time event. It is a journey that takes time, preparation, and advanced planning.

What is the transition to Kindergarten?

The word transition refers to the process of change. It involves moving from one situation to another. It can be smooth and satisfying or bumpy and frightening for a young child. While it is the child who directly experiences the transition, other groups of people are involved. The attitudes and actions of those who are directly involved can do a great deal to make the transition to Kindergarten a positive or not so positive experience for a young child and his or her family. Following are some of the effects that the transition to Kindergarten may have on the different groups of people who are touched by it.

For the child:

The transition can be exciting because the child is moving to something new that the adults in his or her life regard as important. He or she may be apprehensive about leaving familiar people and routines and facing the unknown. A child entering Kindergarten must learn to cope with an unfamiliar place, changes in expectations, a new role, peer group, and authority figure, and many new experiences like riding the bus and eating in a cafeteria. If not handled well these new experiences and relationships may be stressful for the child.

For the Family:

There is pride that their child is entering school and will be facing new challenges. There is also concern about how their child will cope with the change; if he or she will be successful, and the change this may bring to their role as parents. They hope that the transition to Kindergarten will be a smooth and happy one.

For the early education and care teacher/provider:

Transition means saying good-bye to children to whom they have grown attached. Early childhood educators would like to be asked about the child's progress in their care and hope that the experiences they have provided the child have built a solid foundation for continued learning and development.

For the Kindergarten teacher:

Transition means saying hello to a new group of children. They hope the children will be well prepared for school expectations from their previous experiences in school or home. They hope that the children who enter their classes will be ready to be successful in the Kindergarten program.

For the elementary school principal and staff:

Principals and other school staff members are also preparing to say hello to a new group of kindergartners. They also hope these children will come well prepared and that their families will be supportive of the school and its programs.

For the community:

Members of the community want to know that children are successful and thriving in school. They want productive citizens and schools that are a model of excellence. When children enter school ready to be successful learners these goals are promoted. For each community the

hope is that Kindergarten teachers and staff, early education and care teachers, along with administrators and elementary school level transition teams, will work in collaboration and plan in advance for a successful transition to Kindergarten for all children and families.

Why is the transition to Kindergarten important?

Thoughtful planning for this transition can have meaningful results for children, families, teachers, schools, and communities that last well beyond the first weeks of school. The transition to formal school sets the tone and direction of a child's school career and can even be a turning point in a child's life. "Kindergarten is the place in which children make important conclusions about school as a place where they want to be and about themselves as learners. If no other objectives are accomplished it is essential that the transition to school occur in such a way that children and families have a positive view of the school and that children have a feeling of perceived competence as learners." (Bailey in Pianta, 1999, p. xv)

The National Center for Early Development

and Learning (NCEDL) points out that the transition to Kindergarten is a significantly important time to establish competencies critical to a child's school success and achievement. They point out that the transition involves not only how children adjust to Kindergarten, but also how families and schools interact and cooperate. Their research documents that it is not just the child who makes a transition - families and school personnel are also involved. (NCEDL, 2002)

A successful transition to Kindergarten is seen as a key component of school readiness. (Pianta & Kraft-Sayre, 2003) Research shows that children who experience continuity as they enter the formal world of elementary school are more likely to be successful in school. (Glicksman & Hills, 1981; Lombardi, 1992; Pianta & Cox, 1999)

Research conducted in the last fifteen years has also shown that children, especially those at risk for school failure, who experience continuity as they enter the formal world of school are more likely to sustain gains that were achieved in preschool programs. Early school adjustment has been shown to have a long-term impact on children's later school success. (Pianta & Cox, 1999; Parker & Asher, 1987)



What can be done to make the transition to Kindergarten successful?

The transition to Kindergarten can be seen as an ongoing process that has a number of steps and can be made more successful when the adults in children's lives recognize its importance and plan in advance for it thoughtfully and carefully.

Before they enter Kindergarten, many young children have already made the transition from home care to an early childhood program or care

provider. Moving from a known, comfortable environment to one that is different and unfamiliar is challenging, especially if careful attention is not given to the transition. And the more different the settings are the more difficult that transition may be.

A positive school entrance increases the chance for a successful school experience. A well-planned transition benefits children, families, teachers, and builds trust and relationships for the whole school community.

Transition = moving from one situation to another.

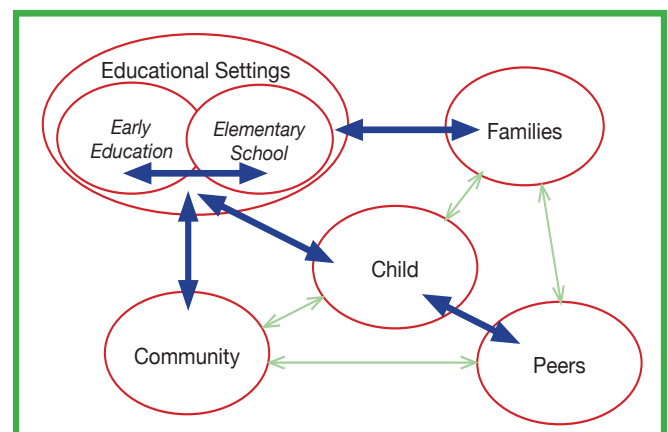
Transition plan = the steps that will be taken and by whom.

Transition planning = the process that happens in advance to help families and staff make the transition process as smooth as possible.

Transition activities = the events undertaken by children and their families, often initiated by educators or leaders in the school community, to bridge the gap between preschool or home and Kindergarten.

Developing systematic transition strategies must become a common goal of communities as a way of supporting children and families. Collaboration between the home or preschool, the elementary school, and the community is a way to enhance the children's development while supporting and empowering the family in the process.

Several groups of people in a community who impact children's lives (the family, the early education and care program, and the elementary school) influence a child's transition to school. The following diagram illustrates that education settings must connect with each other, with the child, the family, and the community to smooth the transition process.



Adults in each of these settings can contribute to young children’s successful transition to Kindergarten in the following ways:

Families can:

- √ *Know what is expected for the registration to Kindergarten process.*
 - In January of the year a child will turn 5, call the neighborhood elementary school and ask when they will hold Kindergarten registration. If a geographical exemption is necessary, ask at the school office about the application process.
 - Go to the neighborhood elementary school office and ask for help with the Kindergarten registration process.
 - If a child’s birth certificate is not available or lost, order one in January of the year your child will turn 5 from the Department of Health. The form is available at: http://www.state.hi.us/doh/records/vital_records.html. (Scroll to the bottom) It is also possible to use the child’s passport or baptismal record.
 - Make sure your child’s immunizations are up to date for Kindergarten entry. A Tuberculosis clearance (TB test) must be completed within one year before entrance into school in Hawaii. (Preschool or K-12).
 - Pick up a “Transition to Kindergarten Brochure” in the school office or call Good Beginnings Alliance at 808-531-5502 and they will mail one to you.

This brochure will give you ideas about how to:

- o Prepare your child for the transition to Kindergarten ahead of time.
- o Become involved with the school and show your support.
- o Maintain ongoing communication and cooperation with the school and teacher.
- o Share activities that will prepare your child for school success.

Early education and care program personnel can:

- √ *Reach out to the elementary schools.*
 - Find out which elementary school each child plans to attend and make sure the family registers at that school in the early Spring. Provide parents with information including the school address, name of the principal, the telephone number, and the dates of registration.
 - Call the elementary schools and find out what types of activities are available for incoming kindergartners. Provide the families with the information. Find out if tours of the school are available for preschool children and families.
 - Create and support collaboration with elementary schools.
 - Find out if the local elementary school has a “Transition to Kindergarten Team” and join if possible.
 - Transfer appropriate preschool records to the elementary school.
- √ *Guide preschool staff in fostering each families’ involvement with the new school.*
 - Foster family-school links and encourage a relationship with the new school.
 - Include assessments and helpful information in children’s Kindergarten bound portfolios.
- √ *Prepare families and their children for the transition to Kindergarten.*
 - Let the child know that he or she is growing and ready for this new experience.
 - Let the child and family know they are always welcome to come back to visit.
 - Provide “culminating preschool experiences” such as memory books, slide shows, and photo collages of the year, which will help families prepare for the transition. (Memory books are particularly recommended because families can personally share the book with the Kindergarten teacher to build relationships and share preschool curriculum.



√ *Build summer peer connections.*

- Support peer relationships outside of school.
- Encourage natural peer links for summer play with children who will attend the same Kindergarten class or the same elementary school by providing linking information to families.
- Let families know about summer activities in the community.

Kindergarten teachers can:

√ *Reach out to early education and care programs.*

- Increase communication with early education and care colleagues. This helps teachers to build relationships and to gather and share information regarding children and instructional practices.
- Invite “feeder” preschool teachers/directors and family day care providers to become members of the elementary school “transition to Kindergarten team.”
- Go to visit incoming children in their familiar setting or do “home visits.”
- Communicate with and get to know incoming parents and children before school begins.

- Provide incoming families with information they want and need about your school.

√ *Welcome children and their families.*

- Establish and maintain “home-school” partnerships and communication.
- Create meaningful Teacher-Child-Family relationships.

Elementary school principals can:

√ *Be a liaison to the community.*

- Establish a “transition team” which includes a variety of stakeholders from the community.
- Serve as an active member of the transition team.
- Build connections within the community through ongoing collaboration and advanced planning for transition by all stakeholders.
- Develop a written transition plan for the school. Monitor and revise it each year.
- Allocate resources to support transition efforts.
- Welcome incoming kindergartners and their families to the campus.
- Work to create relationships with nearby early education and care programs.
- Reach out to families whose children did not attend a formal preschool.

√ **Model collaboration and enact policies that support collaboration.**

- Create opportunities for Kindergarten teachers to visit early education and care programs.
- Include nearby preschool staff in professional training on the elementary campus.
- Invite nearby early education and care teachers/children to special events on the elementary campus.
- Sponsor or host special activities and programs for young families on the campus.
- Generate Kindergarten class lists as soon as possible.
- Schedule staff time for early education and care teachers and Kindergarten teachers to plan together.

√ **Be a leader in “Home-School” partnerships.**

- Set the stage for families to feel comfortable in their relationship with the school.
- Support the efforts of teachers and staff to reach out to incoming Kindergarten parents in non-traditional ways such as night registration.

√ **Support children and families with strong instructional practices.**

- Create Summer Pre-K Transition Programs for children who have not attended preschool.
- Establish and support effective early intervention and literacy programs for pre-K students and their families by providing space on your campus for programs such as Evenstart, Head Start, and community playgroups.
- Promote meaningful assessments.
- Seek and share the latest information on effective transition practices with your staff.

Communities can:

√ **Make sure there is a process in place to support the transition to Kindergarten in your community.**

- Establish systems in the community which support “Sending Programs” (early education and care programs) and “Receiving Programs” (elementary schools/Kindergartens).
- Develop situations where staff from both programs can meet such as joint training, workshops provided by professional organizations such as HAEYC (Hawaii Association for the Education of Young Children), Good Beginnings Alliance, or the Department of Education. Early childhood leaders in each community in Hawaii must work together to seek collaboration and support for effective transition practices.

The Department of Education has a state STEPS team (Sequenced Transition to Education in the Public Schools) and Interagency STEPS teams in each of seven geographical areas of Hawaii. The mission statement of STEPS is: “To develop a seamless transition system for all children, prenatal to grade three... with an emphasis on successful transitioning into Kindergarten.” Each of the Department of Education’s IDEA (Individuals with Disabilities Act) 619 Coordinators is a member of the Interagency STEPS Team in the geographical area they are assigned to.

The people below can help you build collaborative relationships in your community:

Department of Education IDEA State Preschool Resource Coordinator

Michael Fahey 808-284-9009
www.histeps.org

The DOE IDEA 619 Preschool Resource Coordinators by Geographical District:

Honolulu District	Pauline Kokubun	733-4989
Central District	Joanne Miyasato	421-4258
Windward District	Phyllis Ida	233-5717
Leeward District	Manu Anana	675-0384
Kauai District	Jeanne Odo	274-3504
Hawaii District	Gayla Coloma	974-4080
Maui District	Bobbie-Jo Moniz-Tadeo	281-1568

Also available in four counties in the State of Hawaii is the Good Beginnings Alliance. The Good Beginnings Alliance (GBA) works in partnership with families, communities, policy makers, early childhood providers, and advocates to:

- Shape public will and public policy
- Mobilize action, and
- Maximize resources

to ensure that all Hawaii's keiki are safe, healthy, and ready to succeed.

Good Beginnings Alliance State Office

Executive Director

Liz Chun 808-531-5502
www.goodbeginnings.org

Oahu County Coordinator
808-531-5502

Kauai County Coordinator
808-632-2114

Maui County Coordinator
808-270-5557

Hawaii County Coordinator
808-887-1228

Critical Elements in the Transition to Kindergarten

Adults can support young children's successful transition to Kindergarten by viewing the transition as a collaborative process that happens over time. When planning for the transition to Kindergarten, it is useful to keep in mind that it is a process, not a single event.

Thinking of the transition as a process means that there is collaboration between early education and care programs and elementary schools. Each community works together to design a set of activities that connect across programs and families. (Rous, Hemmeter and Schuster, 1994; NCEDL, 1999) These activities go far beyond the typical transition activities

such as Kindergarten visitation or orientation.

When viewed from a broader perspective, transition planning encompasses basic communication across programs, staff, and community. Within this broader perspective there are five critical elements to be considered to ensure successful transitions for young children and their families. (Glicksman & Hiss, 1981; Bredekamp, 1987) Elementary teachers and staff, early education and care teachers, together with families can make starting school a positive experience for all by focusing attention on each one of these five critical elements to a successful transition to Kindergarten: (Bredekamp, 1987; Pianta & Kraft-Sayre, 2003)

1. Create and Promote Connections and Relationships in the Community: Family, school, and community are three major interrelated spheres of influence in a child's life. Transition has to be understood in terms of the settings that contribute to child development (e.g., family, classroom, community) and the connections and relationships among these settings at any given time and across time." (Pianta & Kraft-Sayre, 2003) It is important for neighborhood communities to understand that school transition is not a one size fits all program. What works in one community may not be effective or even needed in another community.
2. Maintain Ongoing Communication: Early education and care staff and Kindergarten staff can increase educational program continuity by getting to know each other, sharing information about their programs, and planning for effective transitions. Policy makers can support teachers by adopting a common transition system, model, or guide which will work to coordinate the process. Early education and care personnel and Kindergarten teachers have limited time outside the classroom. Therefore, opportunities for formal and informal contact should be supported throughout the year by flexible time scheduling and advanced planning, preferably by a collaborative transition team which meets regularly.



3. **Prepare Children for Transition:** Although many parties are involved in the transition to Kindergarten, children themselves are the most affected by the changes. Children can enter Kindergarten with vastly different experiences. In turn, Kindergarten programs are diverse in purpose, structure, and schedule. No matter what a child's previous experiences, all children need to be accepted at their own developmental level. Preparing children for the transition to Kindergarten does not mean "getting them ready" by focusing on a narrow range of academic skills, drilling on new rules, or retaining them in preschool for another year. School is a place where children and parents expect to find opportunities for growth and development from whatever starting point the child brings to the new setting.
4. **Involve Parents in the Transition:** Studies indicate that successful early childhood programs actively involve parents in their programs. This involvement should not stop when children reach the elementary school campus. The family's influence is fundamental in the early years and successful schools welcome family members in ways that go beyond the traditional parent activities such as fundraising, parent-teacher conferences, May Day, and Back-to-School Night. Ongoing meaningful two-way communication between parents and teachers is important. Parents can be involved as decision makers and volunteers on campus and at home. Schools must respond to the diversity among families. Parent activities need to be responsive to the language, culture, and socioeconomic needs of children and families.
5. **Provide Program Continuity Through Developmentally Appropriate Curriculum:** "Programs for young children should not be seen as either play-oriented or academic. Rather, developmentally appropriate practice, whether in a preschool or a primary classroom, should respond to the natural curiosity of young children, reaffirm a sense of self, promote positive dispositions toward learning, and help build increasingly complex skills in the use of language, problem solving, and cooperation." (Lombardi, 1992) Continuity across early childhood services is facilitated by the degree to which all programs for children birth-age 8 in

the community work together to ensure continuous and effective services throughout these important years. Children whose teachers use appropriate practice in both early education and care programs and Kindergarten are more easily able to build on earlier experiences to help them make sense of their world.

When early education and care teachers and Kindergarten teachers use similar strategies, children adjust more easily to school. Attending joint training sessions can help teachers to communicate about and share information about curriculum. It is essential that both early education and care teachers and elementary school staff work together to overcome the barriers to smooth transitions for children and families.

A positive school entrance increases the chance for a successful school experience, not only for the child and the family; a well-planned transition builds trust and relationships for the whole school community. The Hawaii School Readiness Task Force

adopted the following definition of school readiness and it was passed into law in 2002:

Young children are ready to have successful learning experiences when there is positive interaction among the child's developmental characteristics, school practices, and family and community support.

As stated in the definition, working together to build a more continuous educational experience for young children and their families is an important aspect of school readiness. Children and the families that nurture them do not develop apart from the community around them. In fact, the home, the school, and the community all contribute to the lifelong (long-range) success of children. With this in mind, developing systematic transition strategies must become a common goal of communities as a way of supporting children and families. Collaboration between the home or early education and care program, the school, and the community is a way to enhance the child's independence while supporting and empowering the family in the process.



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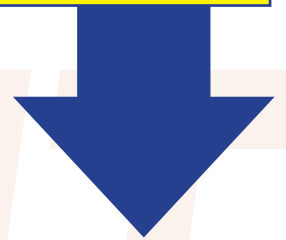
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TOOLKIT

A TOOLKIT

Look for this shape on many pages in the TOOLKIT. These questions will be answered there:
Who is This For
What
When
Why



To Create Community Connections that Support Children and Families in the Transition to Kindergarten

for Early Education and Care Teachers, Staff, and Administrators and Elementary School Kindergarten Teachers, Staff, and Administrators



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Early Learning Opportunity Act (ELOA) Grant # 90-LO-0031

To add your transition ideas: readiness@goodbeginnings.org



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It is hoped that these tools will help to strengthen the connections among children, families, early education and care programs and elementary schools in your community.

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Welcome EARLY EDUCATION AND CARE AND ELEMENTARY SCHOOL teachers, staff and administrators. Welcome to COMMUNITY FACILITATORS such as Good Beginnings Alliance Coordinators, STEPS Interagency Teams, and the Hawai'i Association for the Education of Young Children (HAEYC). The ideas gathered in this TOOLKIT are the result of a national research review and a statewide collection of promising kindergarten transition practices.

We encourage you to use these collected tools to create and promote links which support children and families in the transition to kindergarten.

These tools will help to strengthen the ties among children, families, early education and care programs and elementary schools I your community.

The TOOLKIT is divided into 7 tabbed sections. Each of these community connections is considered vital to creating links which support a successful transition to kindergarten. Tab 7 includes black and white overhead transparencies for your use.

Connecting children to schools/teachers	Tab 1
Connecting families to schools/teachers	Tab 2
Connecting early education and care programs to elementary schools	Tab 3
Connecting community to schools	Tab 4
Connecting children to children (peer connections)	Tab 5
Materials and ideas to help you examine the current transition practices at your school and in your community.	Tab 6
Overhead Transparencies	Tab 7
Graphics	Tab 8

HERE WE COME... READY FOR SCHOOL!

Spring Preschool•Home

The Elementary school's Transition Team coordinates transition efforts.

Possible Team members: PCNC, counselor, PSAP, Kindergarten Teacher or Kindergarten Grade level chair, Admin., Preschool Teacher/Director from a feeder preschool, a community agency representative, parents, a school program coordinator such as Title 1, SID, EVENSTART.

Who will coordinate? Divide up the responsibilities

MOST IMPORTANT IS COLLABORATION

- OR...Just start with: Preschool, K teachers, PCNC, & Administration coordinate and plan transition efforts
- Early Education/Care teachers with children or parent and child are invited to visit the elementary school and Kindergarten classes one morning
- Early Education/Care teachers, children and families are welcomed to campus, shown around, enjoy a snack, and possible view a video such as: www.kindergartenhereicome.com

(www.kindergartenhereicome.com)

Elementary Schools start Kindergarten Registration efforts...

- Brainstorm ideas to encourage families in the community to register their children promptly. Registering by March 1st gives the school a more accurate accounting of # of incoming Kindergarteners.

- * Radio/Newspaper ads
- * School Newsletter reminders
- * Flyers to preschools
- * Flyers posted at shopping centers, libraries, doctor's offices, and apartment buildings
- * Office staff trained to handle walk in registration

- Kindergarten class lists are generated early - parents are notified of teacher assignment.

Families are given a "Supply List" of what is needed for Kindergarten

May Kindergarten Orientation for parents only (Ideas: General school info, Literacy, Brain Research, Parent Involvement, Question and Answer). Child care offered.

Always lay the ground work for good communication/collaboration.

Preschool Teachers work with their departing 4 and 5 year olds to ease transition...

- * Talk to parents to make sure they are registered and all paper work is in
- * Photos of new school
- * Play/act kindergarten rituals
- * Peer relationships are supported outside of school
- * Let families know who will go to same elementary school to foster natural linkages
- * Kindergarten Teacher and children can visit preschool to share with preschool Children.

summer months

- Transition type Pre-Kindergarten summer program on the elementary school campus for incoming children who have no school experience (2-3 weeks)
- Kindergarten Kamp (Kindergartners are most precious)
- Address individual family transition concerns
- Teacher addresses family transition concerns by home visits, calls home, or sends a letter of introduction
- Provide home literacy ideas/activities
- Teacher invites families to drop by as kindergarten room is set up
- Kindergarten Teachers or campus welcoming committee welcome new families at night or afternoon with social activities such as a picnic, popsicle playground night, or family entertainment such as a musician.
- Families know the name of their child's Kindergarten teacher and have been scheduled for a 30 minute time* when school starts with the teacher, child, and family member. Assessment is sometimes done at this time. Office is trained to field calls from families

**Early notice so families can take off work*

5 Critical Elements to successful transition for young children as they move from home or preschool to kindergarten

1. Create and promote connections and relationships within the community.
2. Maintain ongoing communication and cooperation between preschool and kindergarten staff.
3. Prepare children for the transition.
4. Involve parents in the transition.
5. Provide program continuity through developmentally appropriate curriculum for preschool and kindergarten children.

These promising practices were collected from early education and care programs and elementary schools in the State of Hawai'i through a survey which was sent to each elementary school in May 2003. The survey which was distributed by Good Beginnings / Oahu through an ELOA (Early Learning opportunities Alliance Grant) helped to:

• Identify current practice in the State of Hawai'i
• Collect information on transition to Kindergarten practices statewide for this TOOLKIT
• Raise awareness of transition practices and their importance to school success
• Examine the framework from which schools and communities work together and can continue working together.

July • August Kindergarten Begins

- Staggered orientation for children - 1/2 day of half class, 1/2 day of whole class, full day of half class.
- Extra staff and volunteers added at beginning.
- First day of school, from 8-9am, child care may be offered. All Kindergarten families welcomed to school in cafeteria by administration and Kindergarten teachers, PCNC, PSAPs etc. Families then go to individual Kindergarten class to meet with child's teacher.
- Kindergarten screening etc.
- Teacher takes first photo of child and family member.
- Child brings photo from home or previous school.
- Teachers take children around school to introduce and orient them to school.
- Traditional Back-to-School night for whole school. Then after two months add a special night just for each Kindergarten class which will lay a foundation for the child and family's school relationship. Give parents the opportunity to ask questions and let them know about teacher/school expectations. Create a sense of community in your classroom and at your school.

Department of Education Programs/Initiatives

- PCNC - Parent Community Networking Center
 - PSAP - Primary School Adjustment Project
 - SID - Standards implementation Design Team
 - SIP - School Improvement Action Plan Team
- (each school has a plan developed by the staff)*

Children under the age of five receive services in a wide variety of education and care settings. Public or private funds or a mix of the two may pay for programs. Programs may be center-based or home-based, full day or part day. We use the term Early Education and Care programs to refer to all programs for children before kindergarten.



Good Beginnings / Oahu
1-808.531.5502

Early Learning Opportunity Act (ELOA) Grant #90-LO-0031
To add your transition ideas: schoolreadiness@goodbeginnings.org

TAB ONE

TAB 1

CONNECTING CHILDREN TO SCHOOL / TEACHERS

TAB ONE

Who: Early Education and Care Teachers and Staff
Elementary School Teachers and Staff
Families

What: Use music, song, and movement to teach, practice, and think about a new experience.

When: Use this all the time.



Use this for page 2

Kindergarten * First Grade

Here We Come!

Sung to the tune of Twinkle, Twinkle

Kindergarten, here we come!
We know we'll have lots of fun.
Lots of things to make and do.
Reading, writing, counting, too.
Kindergarten, here we come!
We know we'll have lots of fun.

Sung to the tune of Do Wah Ditty

Here we come.....
just a-walkin' down the hall
Singing do wah ditty ditty dum ditty doo.
Like a number one--stand--ing so tall
Singing do wah ditty ditty dum ditty doo!
We look good, we look good!
We look fine, we look fine!
We look good, we look fine!
Here we go in our line!

Sung to the tune of New York, New York

Start spreading the news
We're leaving today
We want to be part of it
First Grade, First Grade

We've worked very hard
We're ready to go
We're gonna be part of it
First Grade, First Grade

We know our ABC's and our 1,2,3's so well
We've worked at sounding out words and
stories to tell

Just ask us to rhyme
We'll tens and pens
We've learned to share and get along with all
of our friends
So now we made it there
We'll make it anywhere
We're on our way
First Grade, First Grade

Sung to the tune of Down by the Station

Down by the kindergarten early in the morning
See the little children all in a row
See Ms. _____ lining up her
students
Puff! Puff! Toot! Toot! Off we go!

Rhyming Games:

Teacher: All set? Students: You bet!
Teacher: Ready-O? Students: Let's go!

Sung to the tune of She'll be Coming 'round the Mountain

We'll be going to kindergarten very soon
We'll be going to kindergarten very soon
We will make new friends and learn many
things
Oh we're going to kindergarten very soon.

We'll be going to kinder - garten
We'll be going to kinder - garten
We will make new friends and learn many
things
We'll be going to kinder - garten!

**Would you like to add a song, poem, or rhyme?
Send it to riley@aloha.net**

ABC's of "Receiving Programs"

(Kindergartens, Elementary Schools)

Assign a mentor parent to assist families who are interested in such support during the transition.

Be flexible and remember transition is not a "one size fits all" process.

Consider new classroom methods and/or modify existing ones to meet the children's individual needs.

Develop strategies for creating smooth transitions for children and families.

Emphasize similarities between the "sending program" and the "receiving program" (In Hawai'i, at many elementary schools, over 50% of the children come to kindergarten from home).

Familiarize yourself with the family by inviting them into your classroom.

Give a luncheon or open house for "sending" teachers, children and their families.

Help families connect to their new school. Have welcoming activities and events.

Invite the child and family to visit kindergarten before the child starts school.

Juggle the enrollment schedule to give yourself a chance to get to know children and families, for example by staggering the start of school.

Know something about each child before school begins.

Learn about the values and cultures of the communities in which you teach.

Make home visits to get to know new children and their families.

Note allergies, medications and menu modifications for new children.

Observe for signs of how the child is adjusting.

Provide families with information about your program and remember that many families need written information in their primary language.

Quickly take lots of photos of the children in your classroom and share them with families.

Read books to the children about changes and acknowledge their feelings during transition.

Support the children's development of a positive self concept.

Training on campus can include early education and care colleagues (joint training).

Understand and address separation anxiety (the child's and family's).

Visit the "sending" neighborhood early education and care programs yearly.

Written transition plans developed by a Transition Team are considered the best practice. (The team includes elementary school staff, early education/care staff, parent, agencies).

X-amine your program-make sure you have everything to be ready for new enrollees.

Yearly evaluation of the transition process is important. Try to improve each year.

Zip! Active listening! Remember to listen to the concerns of others.

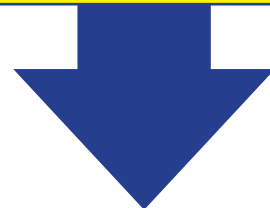
Adapted from: Kay Dixon, Partnerships for Inclusion, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.



Who: Elementary School Administrators
Elementary School Teachers and Staff
Transition Team

What: Reaching out to incoming kindergarten children who have not attended preschool.

When: Plan for in April - Pre-K takes place early summer.
Why: Pre-K summer programs give children and their families a chance to get familiar with their new school in the summer when there are very few other children at school. Pre-K summer programs are working well throughout the State of Hawai'i.



Jumpstart to Kindergarten

DEAR PARENTS,

_____ Elementary School would like to help your child transition to kindergarten. We are offering an inclusive pre-kindergarten program to students who have little or no preschool experience. This 4-week program is intended to expose students to entry level kindergarten skills and ease the transition to kindergarten.

Benefits of the Summer Program

Children become familiar to school campus

Children interact with future classmates

Children learn to be separated from parents

Children become more self-confident

Children and families learn how to be part of school community

Location: _____ Elementary School

Program Dates: June ___ through July ___
(July 4th-Holiday)

Programs Hours: 8:00am-12:00pm

Tuition: _____

SPACE IS LIMITED! REGISTER EARLY!
Please send lunch. Snack will be provided.

School Logo

Please call _____ - _____
for more information

Elementary School

Return application to school
office.

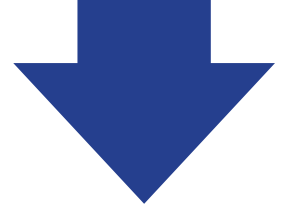
When children are prepared for making the transition to kindergarten, they gain self-confidence and are more likely to succeed.



Who: Elementary School Administrators
Elementary School Teachers and Staff
Transition Team

What: Reaching out to incoming kindergarten children who have not attended preschool.

When: Plan for in April - Pre-K takes place early summer.
Why: Pre-K summer programs give children and their families a chance to get familiar with their new school in the summer when there are very few other children at school. Pre-K summer programs are working well throughout the State of Hawai'i.



February 24, 2003

Dear Principal,

As you know, there is a growing concern among educators in our state that many of our entering kindergarten students lack the skills necessary to succeed in kindergarten. A few elementary schools have offered summer transition programs to children who have had little or no prior preschool experience. They have found that such programs help children and families make a smooth transition to kindergarten.

In the _____ District, the upcountry elementary schools, through their 21st century grant (Ka Upena Ho'ohui), have conducted transition-to-kindergarten programs for the past three summers. Other elementary schools have allocated school funds to pay for the programs. The fact is that the cost of a half-day, 3 week summer program is really not prohibitive. As you will see from the budget below, a program can be operated for just under \$3,000.

If your school or complex is seeking grant funds from federal or other sources, it might be a good opportunity to include summer transition to kindergarten as a part of the school's plans for needed funding. Another possibility is seeking funding from the business community in your area.

Good Beginnings has been a partner with the upcountry complex over the past three years, providing assistance in hiring teachers, providing teacher and volunteer orientation, and preparing evaluation tools. We would be glad to partner with any school interested in establishing a transition-to-kindergarten program.

Sincerely

**Sample Budget
Transition to Kindergarten Program (Three Week Session)**

Teacher Salaries*	15 days	x 2 teachers	x 4 hours**	= \$2,400.00
Orientation and Set Up		x 2 teachers	x 6 hours	= \$ 240.00
Materials				= \$ 150.00
Snacks				= \$ 100.00
Total				= \$2,890.00

***Salaries figured a \$20.00 per hour (DOE's PTT rate)**

****Includes 1 hour of prep time and 3 hours class time per day.**

Example of an invitation from an elementary school (Receiving Program) to an early education and care programs (Sending Program)

(from: Survey of Transition to Kindergarten practices in the State of Hawai'i, May 2003)

Who: Elementary School Administrators
Elementary School Teachers and Staff
Transition Team
What: Reaching out to incoming kindergarten children, families, and neighborhood early education and care programs.
When: Springtime. One way to use this is to mail invitation to:
1. Families who are already registered for Kindergarten;
2. Incoming Preschool and Head Start children and their teachers and parents.
(See Licensed Preschool mailing address list in TOOLKIT Section - Tab 4.



School
Kindergarten Orientation
for the school year 2004-2005

School Mission :
Together we.....

School Cafeteria

May 6, 2003, 9am-10am

We would like to welcome Parents, Guardians, and Grandparents.....

Come to our school with your child to see our campus, meet our Principal, Vice Principal, Counselors, have a story read by the librarian and learn about some of the programs we have available to you and your child.

Please make sure your child is registered before coming to our Orientation! For any questions feel free to call _____, PCNC, AT _____ - _____.



Example of an invitation from an elementary school (Receiving Program) to an early education and care programs (Sending Program)

(from: Survey of Transition to Kindergarten practices in the State of Hawai'i, May 2003)

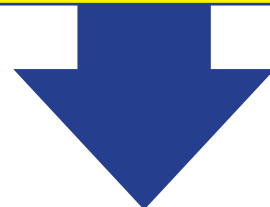
Who: Elementary School Administrators
Elementary School Teachers and Staff
Transition Team

What: Reaching out to incoming kindergarten children, families, and neighborhood early education and care programs.

When: Springtime. One way to use this is to mail invitation to:

1. Families who are already registered for Kindergarten;
2. Incoming Preschool and Head Start children and their teachers and parents.

(See Licensed Preschool mailing address list in TOOLKIT Section - Tab 4.



DEPARTMENT OF EDUCATION
_____ **Elementary School**

TO: Preschool Directors
From: _____, Principal
_____ Elementary School
SUBJECT: Visitation to Elementary School

We invite you to bring your students who will be attending _____ Elementary School this coming August to visit our school on may 23, 2003. Our agenda includes:

- 8:30 Arrival at school. Please report to the school cafeteria. (See map attached)**
Welcome and introduction of staff.
- 9:00 Visit to kindergarten classrooms**
- 9:15 Return to cafe for juice and cookies.**
- 9:30 Departure from school**

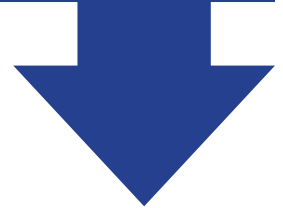
Children will visit the classroom they are scheduled to be in next year if they have completed all required registration forms. There are 7 Kindergarten classrooms next year. Please keep this in mind when determining the number of adults you will need to assist children during the classroom visitation. Parents are welcome to accompany their child. Call our school office by May 16 to confirm your preschool's attendance and the number of students. Please have your students wear name tags during their visit.

If you have any children with special needs (i.e. gifted behavioral concerns, etc.....) that we should be aware of, please let us know as soon as possible. We are creating our kindergarten class list and will use this advance information to balance our classes. If you have any questions, call _____.

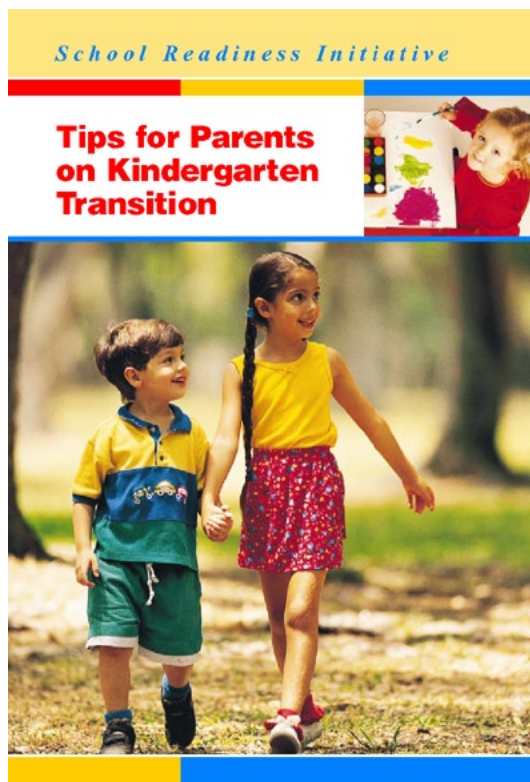
We look forward to meeting you and your children!

Call Good Beginnings for more copies of this brochure: 808-531-5502
schoolreadiness@goodbeginnings.org

Who: Early Education and Care Staff
What: Invite families to the early care setting to go over this brochure and support the move to kindergarten. See sample letter in TOOLKIT. One example is tab 3, page 7.
Who: Kindergarten Teachers and Elementary School Staff
What: Invite families to your campus and use this brochure as part of an orientation night. See sample letter/invitations in TOOLKIT. Some examples are tab 1, page 7 and tab 2, pages 2,4,5.
When: Springtime as children move toward kindergarten.



Docket and Perry (2001) differentiate between “orientation-to-school” and “transition-to-school” programs. **Orientation** programs are designed to help children and parents become familiar with the school setting and are characterized by the school presenting information to the children and families. **Transition** activities tend to be longer term and more geared to the individual needs of the children and families. They may include orientation activities, but orientation is part of a more comprehensive transition plan.



Who: Early Education and Care Staff
Elementary school staff
What: Supporting children/families as they move to elementary school, setting the foundation for success.
When: Use this form with Parents as part of a transition activity.

Use this for page 9



Transitions Affect the Whole Community of Learners

Questions my child has about kindergarten :	Other questions we have regards to the bus, lunch money, dress code, campus layout, supplies and ??????
<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____
Questions my family has about kindergarten :	Some ways to help my child before school start:
<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____

TAB 2

CONNECTING FAMILIES TO SCHOOL / TEACHERS

Who: Preschools and Early Childhood Programs
Kindergarten Teachers and Elementary School Staff
What: Helping families/children to connect to Elementary School.
Why: Families feel more comfortable in a new situation when they know the names of the new adults they will meet ahead of time. There are many new people and types of jobs on the elementary school campus. It is best if parents are given this form at kindergarten registration and elementary school staff goes over it with them. Another option is for the early education and care staff to give it to the parents and suggest they take it with them when they go for kindergarten orientation activities.
When: Springtime.



Use this for page 2



School Year _____

What's What at _____ School

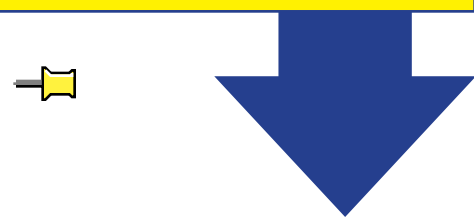
Name		Phone #
PRINCIPAL:		
VICE PRINCIPAL:		
SASA:		
OFFICE CLERK (S):		
KINDERGARTEN TEACHER(S):		
*		
*		
*		
*		
*		
MY CHILD'S KINDERGARTEN TEACHER IS:		
EDUCATIONAL AIDE:		
HEALTH AIDE:		
SCHOOL COUNSELOR:		
LIBRARIAN:		
PCNC FACILITATOR:		
PSAP:		
OTHER:		
LUNCH TICKET CLERK(S):		
CAFETERIA MONITOR(S):		
CUSTODIAN(S):		
School Hours		

Monday	Tuesday	Wednesday	Thursday	Friday

Example on an invitation from an elementary school (Receiving Program) to parents of incoming Kindergartners.

(from: Survey of Transition to Kindergarten practices in the State of Hawai'i, May 2003)

Who: Elementary School Administrators, Staff, and Transition Teams
What: Reaching out to incoming kindergarten children and families.
When: Springtime. One way to use this is to mail an invitation to:
1. Families who are already registered for kindergarten;
2. Put an ad in the local newspaper with details encouraging families to come in and register for kindergarten before the event. (See Newspaper Contacts • State of Hawai'i in this TOOLKIT - Tab 4)



DEPARTMENT OF EDUCATION
ELEMENTARY SCHOOL

April 23, 2003

Dear Parents,

Aloha and welcome to _____ School. We are excited that your child will be a part of our Kindergarten 'Ohana for the upcoming school year.

We have scheduled two Kindergarten Orientation nights. Please make arrangements to attend both events on Tuesday, May 27 and on Thursday, May 29. Both activities will begin at 6:00 pm and will conclude by 8:00 pm. **Registration begins at 5:45.**

Tuesday, May 27th's orientation night will be held in the school cafeteria and we would like it to be for adults only. We will be providing various information to you to get a "JUMP START on Kindergarten." You will also be....

- Meeting our administration, kindergarten teachers and other faculty members.
- Receiving your child's supply list . We will show you examples of specific supplies.
- Receiving information about the 2003-2004 school's year round calender and orientation schedule for the beginning of the school year.
- Receiving information about the bus schedules, parent pick-up times, health issues, field trips, breakfast and lunch payments, after school programs, etc.
- Receiving information about a 3 week Kindergarten summer transition program.

On **Thursday, May 29**, please bring your soon to be Kindergarten child with you. List of class assignments will be posted on the side of the school cafeteria. Please go directly to your child's classroom. You will.....

- Meet your child's classroom teacher.
- Meet other families in your child's class.
- Schedule a conference time for you and your child to begin the school year. This conference time can address any concerns and together, we can discuss ways to best help your child.

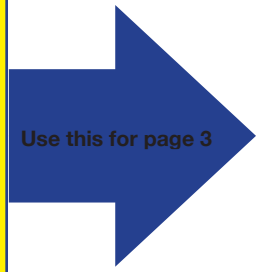
We look forward to meeting you and working with you to make your child's year in Kindergarten a happy and successful experience. If you have any questions or concerns, please call the school office at ____-____.

Please be aware that the number of Kindergarten classes and the class size is dependant upon the total Kindergarten enrollment count. If you know of any family who lives in the _____ area and has not yet registered their child for kindergarten (children born in the year of _____), please have them call the school office.

THE CHILDREN OF TODAY, ARE THE FUTURE LEADERS OF TOMORROW. Together, we, as parents, teachers, the school and the community, have a common goal-a happy, healthy child who is eager to learn. See you in **Tuesday, May 27** and on **Thursday, May 29**, at 6:00 pm.

Mahalo
Na Kumu 'O
The Kindergarten Teachers of
_____ School
_____, Principal

Who: Elementary School Administrators, Staff, and Transition Teams
What: Develop a “Compact” which shows the school’s vision and mission statements and establishes in writing what is expected of Teachers/Students/Parents. (www.ed.gov/pubs/CompactforReading/index.html)
When: Most schools introduce the Compact, have parents/guardians sign at the beginning of the year, and refer to it all year.
Why: to help families and children understand the expectations of the elementary school. To encourage parent involvement and communication. To build partnerships. As one teacher said in the Kindergarten Survey on May 2003, “It puts everyone on the same page.”
A Compact like this is required of Title 1 schools.



PARENT / TEACHER / STUDENT COMPACT

Every Day. Every Moment. Every Child.

VISION:

The students of _____ Elementary School will be productive and contributing members of a rapidly changing global society.

MISSION STATEMENT:

The mission of _____ Elementary School, in partnership with our families and our community, is to provide a nurturing, safe, and stimulating learning environment that will promote positive decision making and life-long learning.

BELIEFS:

- Children learn best when:
• they are recognized as valued individuals with unique physical, social, emotional, and intellectual needs.
• they are provided a variety of instructional approaches to address the diversity of learning styles.
• they are provided with a safe and physically comfortable environment.
• cultural diversity enhances their understanding of different peoples and cultures, developing an appreciation and respect for themselves and others.
• the school community* shares the responsibility for advancing the school's mission.

*Partnership of students, parents/guardians, school faculty/staff/administration, and the community-at-large



STUDENT SUPPORT TEAM

*Note: Possible members of a public elementary school are listed. The team is chosen from these potential members. Every school is different.

Table with 2 columns: Role and Name. Roles include Principal/A+ Coordinator, Student Services Coordinator (SSC), School Administrative Services Assistant (SASA), Counselor/PSAP, Even Start Coordinator, PCNC, and Cafeteria Manager.

200_ - 200_ PARENT-TEACHER-STUDENT COMPACT

The purpose of this compact is to create a partnership among all stakeholders of _____ Elementary School. We will work together to enable all students to meet State standards.

Principal

PARENT-TEACHER-STUDENT COMPACT

As a Parent/Guardian, I will do my best to:

- See that my child attends school and is on time
- Communicate with teachers on a regular basis
- Read to and with my child daily
- Provide a study area, monitor homework, and encourage good study habits
- Get my child's assignments when s/he is absent
- Limit T.V. viewing
- Instill values and morals; model responsibility and positive action
- Attend parent conferences
- Attend school and class sponsored activities for families
- Provide supplies for my child
- Share the responsibility for my child's learning

As a Student, I will do my best to:

- Come prepared to learn
- Come prepared with homework and materials
- Attend school on time, regularly
- Respect myself, teachers, school personnel, and parents
- Show school pride/spirit
- Help make our school a safe/secure place
- Obey and follow rules
- Believe that "I can" and "will" learn
- Strive to do my best all the time
- Be a Positive Action Kid!

As a School, we will do our best to:

- See each child as unique, valued, and able to learn
- Show respect to Students/Families/Community at large
- Report student progress in a variety of ways
- Communicate with parents regularly
- Address parent concerns in a timely manner
- Enforce school and classroom rules
- Provide a nurturing and stimulating learning environment
- Provide a safe and secure environment
- Provide appropriate teaching techniques
- Provide suggestions for helping at home

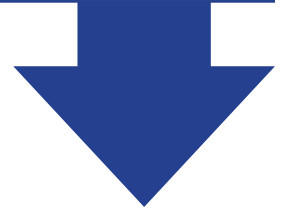
Parent's Signature

Teacher's Signature

Student's Signature

Kindergarten Parent Orientation

Who: Elementary School Staff / Kindergarten Teachers
What: Helping families/children to connect to Elementary Schools
When: Springtime
Why: Kindergarten Parent Orientation activities are an easy way to build relationships with families. Families are eager to participate in their child's new school experience and want to meet the staff.



School Cafeteria

Thursday May 15, 2003

6:15 pm Registration

6:30 pm Welcome

Opening statement by Administration
Introduction of Kindergarten Teachers
Introduction of Staff Support

6:45 pm Sharing of Information

Example of school supplies
Beginning of the year orientation schedule
Ideas to help with transition
"Put Reading First" brochure

7:15 pm Parent/Child Activity

"Benefits of Reading Aloud" Handout
"Feed Me a Story" video
Read aloud - In a Small Small Pond by Denise Fleming
Parent/Child Activity

Notes: (85 families attended)

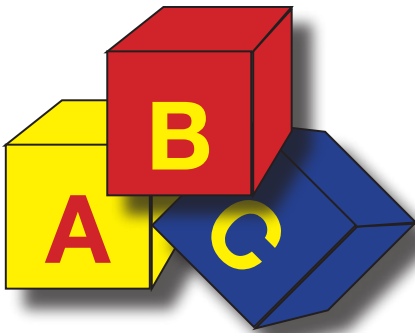
- A book was included in each pack
- The parent/child activity included 6 sets of laminated pairs of pictures such as a "boat" and a "goat." The families cut them out together and played rhyming games.
- The read aloud is done by having the selected book reproduced in color overheads. One teacher puts the overheads on the projectors. Parents and children love this!



The items above were all in a folder.
"Welcome to _____ school".

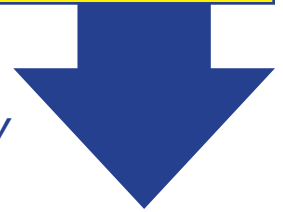


Kindergarten Korner



Who: Elementary School Staff / Kindergarten Teachers
What: Helping families/children to connect to Elementary Schools
When: Springtime
Why: Kindergarten Parent Orientation activities are an easy way to build relationships with families. Families are eager to participate in their child's new school experience and want to meet the staff.

Kindergarten Family Orientation School Library Tuesday, May 13, 200?



6:15 pm Sign In

6:30 Welcome By Principal, Mrs. _____
Introduction of staff
Handout of supply list
(Examples will be displayed)

6:45 Video to address questions and concerns
"Kindergarten Here I Come!"

For more information on this video:
<http://www.kindergartenhereicome.com/home.shtml>

7:00 Packets for all families which include our school calendar for the 2004-2005 school year, ideas to help with transition, our orientation schedule for July and two special books:

1. *Helping Your Child Become a Reader*
2. *Questions Parents Ask About Schools*

To order these books call:
1-877-4EDPubs (433-7827) or go to:
www.edpubs.org.
Also available is: *Helping your Preschool Child*.
You can order as many as you like.
These books are free.

Surprise giveaways by our PCNC * Mrs... _____
(Parent Community Networking Center)

Call the school office at _____ - _____ and let us know if you and your soon to be Kindergartner will be coming. Call by Friday May 9.

Child care will be provided by reservation for children other than your Kindergartner. Call by Friday to reserve a space.

Docket & Perry (2001) differentiate between "orientation-to-school" and "transition-to-school" programs. Orientation programs are designed to help children and parents become familiar with the school setting and are characterized by the school presenting information to children and families. Transition activities tend to be longer term and more geared to the individual needs of the children and families. They may include orientation activities, but orientation is just one part of a more comprehensive transition plan.

Books help children and their families ease their way into kindergarten

**These books were chosen because they are still in print and easily available (Jan. 2004). There are many other old favorites available at the library.*

The Kissing Hand by Audrey Wood

Chester Raccoon does not want to go to school. He wants to stay with his mother. She tells him a family secret that will make school seem just as cozy as home.

Do You Want to Be My Friend? by Eric Carle

This book shows how Little Mouse seeks and eventually finds a friend.

Will I Have a Friend? by Miriam Cohen

Illustrations show the diverse and completely real antics of a kindergarten classroom.

Tom Goes to Kindergarten by Margaret Wild

Tom can't wait to go to Kindergarten! His family walks him to school and decide to stay with him. Now they love school, too. Vibrant watercolor animal characters.

Tiptoe Into Kindergarten by Jacqueline Rogers

A preschooler tiptoes into her older brother's classroom to find paints, puzzles,, blocks, and books. A perfect book to introduce a young child to the school experience.

School Bus by Donald Crews

The school bus can be a new and sometimes scary experience for young children. Colorful illustrations.

Friends at School by Rochelle Bunnett

Children learn what they live. Beautiful photographs which convey the importance on inclusion from a child's perspective. Experience a great day in a wonderful kindergarten classroom.

When you Go to Kindergarten by James Howe

Beautiful photographs give children a peek into what life as a kindergartner is really like. This book addresses everything from bus rides to fire drills to the life in the classroom.

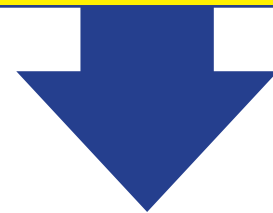
Look Out Kindergarten, Here I Come! by Nancy Carlson

Henry Mouse discovers that Kindergarten is even better than he thought it would be.

Who: Early Education and Care Teachers and Staff
Elementary School Teachers and Staff
Families, Community Members, and Librarians

What: Books help children and their families ease their way into kindergarten.

When: Use books all the time. Books help children and families work through the challenges of change. Remind them that many of these books are available at the library.



Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate

It's the first day of kindergarten and Miss Bindergarten has to get the classroom ready. Her twenty-six students are an ABC bunch of rhymes and laughs. See also-Miss Bindergarten Celebrates the 100th Day

Owen by Kevin Henkes

Owen has a blankie that he fondly names Fuzzy. With kindergarten just around the corner, his mother finds the perfect way for Owen to hang onto his blankie.

Sheila Rae, the Brave by Kevin Henkes

Sheila Rae is not afraid of anything.....until she gets lost on the way home from school.

Vera's First Day of School by Vera Rosenberry

Spunky Vera is off to her first day of school in this encouraging story about new adventures.

Annabelle Swift, Kindergartner by A. Schwartz

Annabelle Swift has been tutored for kindergarten by her older sister, Lucy.....will it help?

Harry Gets Read for School by Harriet Ziefert

Is school ready for Harry? Is Harry ready for school? Everyone has a lot to do before the first day of school.

First Day Jitters by Julie Danneberg

A new spin on the sheer terror suffered by millions of children as the first day of school approaches.....but this turns out to be a teacher who is afraid of HER first day!

The Night Before Kindergarten by Natasha Wing

“ ‘Twas the night before kindergarten, and as they prepared, kids were excited and a little bit scared. They tossed and they turned about in their beds, while visions of school supplies danced in their heads.....”

The Twelve Days of Kindergarten...a Counting Book by Deborah Lee Rose

Kindergarten Registration Ideas

Who: Elementary School Staff and Transition Teams
What: Ideas developed to promote early registration for Kindergarten.
When: Use to plan for Kindergarten registration. Refine and improve your goals throughout the year.



GOAL: Early kindergarten registration helps identify staffing and space needs, provides the office staff with adequate time to process applications and gives the school a database of names to use when offering special programs, such as transition activities.

- * **Coordinated Newspaper Release:** The _____ Complex Area urges parents of next year's kindergarten students to register their children in the month of February so that we may assign appropriate staff and prepare to welcome all students on July _____. Children must be 5 years old by December 31, 2004 (born between January 1, 1999 and December 31, 1999).

See newspaper Contacts * State of Hawai'i in this TOOLKIT - Tab 4)

- * **Assign a Number to Kindergarten Registration Packs:** Parents sign for Registration Packs with name, address and phone number. They are then given a numbered Registration Pack, so that the office can call if it is not returned.
- * **Well-Publicized Evening Registration:** Some schools include dinner or have a speaker such as the Public Health Nurse or the School Health Aide. Some schools hold a registration starting one hour before A+ ends.
- * **Incentives for Families who Register Early:** Ideas include: Children must be registered to be eligible for the Pre-Kindergarten summer programs, school supplies (pencils, composition books, etc), coupon for school supplies, books, Safeway gift certificate, goody bag.
- * **Connecting with Neighborhood Preschools and Child Care Providers:** Take flyers to neighboring Early Education and Care Programs. Provide a speaker for a preschool parent group meeting, invite the preschool children to visit the elementary school. See this Toolkit for Sample Letter/Invitations.
- * **Widespread Distribution of Flyers:** Identify specific places in the individual school's community including churches, libraries, pediatricians' office, community fairs. Having flyers around the neighborhood where young families gather, such as the market, video stores, parks, etc.

Check the TOOLKIT for an example of a registration flyer that has been used by elementary schools. In Hawai'i it is distributed throughout the neighborhood and posted at preschools etc.
- * **Publicity:** Try radio announcements, press releases and try for photos of children! Good luck!
- * **Suggestions Regarding Barriers to Early Kindergarten Registration:** Family needs a copy of the child's State of Hawai'i Birth Certificate or family needs information on State of Hawai'i Health Requirements for Kindergarten. Information is available in the Toolkit - tab 2, page 10 & 11, or go to www.k12.hi.us/~dpapini/transitiontok/ Under "Parent's Corner" there is a link to the Department of Health.

- * **School Registration Banners on Fence**
Add School Phone Number and use School Colors

Public Schools Register Students for Kindergarten

(Dateline city)

Registration for kindergarten during the 2004-2005 public school year is being conducted in the _____ District, which includes the _____ Complex, the _____ Complex, and the _____ Complex.

Children who were born in 1999 are eligible to register.

Parents and guardians must show proof of birth when they register their child. A state birth certificate, baptismal certificate or a passport is acceptable; hospital certificates are not.

Also, if someone other than a parent is responsible for a child, the person must provide proof power of attorney or legal guardianship.

In addition, a child must have a physical examination and take a tuberculosis test (TB) within 12 months of starting school. Proof of those things and current immunization records must be provided to the school as soon as possible so the registration process can be completed. The child cannot start classes until medical records are complete.

***note-this is an example from several Hawai'i Districts - it is made up.**

The State Department of Education's District office announced the kindergarten registration schedule for the following elementary schools (on school days, unless otherwise noted):

School A Feb. 2-12 9am-3pm

School B Feb. 2-12 8am-2:30pm

School C Ongoing 8am to 3:30pm

etc etc etc---schools continue to be listed with similar dates and times

School F - The month of February is Kindergarten Registration month!!

We welcome you to our office between the hours of 7:30am and 3:00pm

Feb. 10-11 night registration in the school library from 5:30-7:00pm

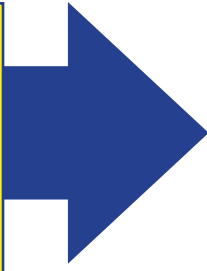
Feb. 7 Saturday registration in the school library from 2-4pm

Feb. 12 Registration at _____ housing project from 5-7pm

Who: Early Childhood Community Leaders

What: When this type of an announcement is printed in the newspaper, be ready to follow-up with a catchy photo of young children with a few lines about the importance of early registration. Or write an interesting article on how parents/teachers can support transition. See Newspaper Contacts • State of Hawai'i, Tab 4.

When: An article like this usually comes out at the end of January or the beginning of February. This article is especially good because it includes information on all the schools in a district. It is good to print the same information by Complex Area in the community newspaper.



"Aloha School" also requests proof of residency at registration. This could be rental or mortgage agreement, electricity bill, or notarized letter from the person you are residing with stating your residency there.

School G Feb. 2-12 9am to 3pm

Welcome new kindergarten families.

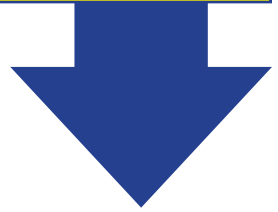
Please ask about our new "Welcome Wednesdays" program when you come to register. We will have three Wednesdays in March with one hour of special activities for our incoming kindergarten children with a family member or with a preschool teacher.

etc etc ---schools continue to be listed with similar dates and times until all schools are accounted for in the District or the Complex area/s.

Families with further questions, may call the school. The school year may be the traditional schedule or may be year-round or other modified schedules. Check with our school.



Who: Early Childhood Community Leaders
What: Working with local newspapers (See Tab 4 - connecting Community to Schools for a listing of newspaper contacts in the State of Hawai'i).
When: All the time. Extra effort for deadlines such as registration and for special events.
Why: spread the good news. This particular release also had a digital color photo which the newspaper could use to call attention to the release. Good Beginnings gave the newspaper a copy of the photo and gave them the photo on disk.



Actual News Release Example

TO: _____ News

FROM:
 Good Beginnings - _____ Kindergarten Registration Workgroup

TEL. _____ **cell:** _____ **fax:** _____
email: _____

DATE: _____

NEWS RELEASE

Good Beginnings- _____ has initiated a pilot program in the _____ and the _____ Complex Areas to support the elementary schools of _____ County's early kindergarten registration efforts.

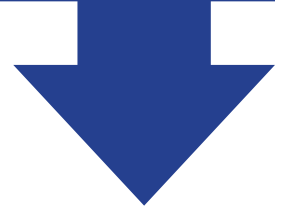
Early kindergarten registration is important because it helps identify staffing and space needs, provides the school office staff with adequate time to process applications and gives the school a data base of names to use when offering special transition to kindergarten activities before school begins in July or August.

Kindergarten registration will be held at various times throughout the month of February at each of the elementary schools of _____ County. Any elementary school principal who is interested in learning more about kindergarten transition activities, please contact Good beginnings- _____ County at _____ - _____ or _____ - _____.

Who: Early Education and Care Staff
Elementary School Staff
Families

What: School Health Requirements - What Are They?

When: Order this brochure in January from the Public Health Nurse in your geographical area. The back of this brochure shows the telephone numbers for each island. This brochure is available in a wide variety of languages. The Public Health Nurses are in contact with the Health Aides at Public Elementary Schools. Families may also contact public Health Nursing at the listed numbers.



Important Notice to Parents

School Health Requirements



State of Hawai'i Department of Health
Epidemiology Branch / Hawai'i Immunization Program



Click the **School Health Requirements** brochure to view the entire brochure

CLICK THE **DOCUMENT** TO LINK
TO A PRINTABLE COPY.

Who: Early Education and Care Staff
Elementary School Staff
Families

What: Barriers to Kindergarten Registration, lack of child's birth certificate, baptismal record, or passport.

When: Families should make sure they have a birth record in January or order one immediately. Registration to Kindergarten usually starts in February. According to the May 2003 survey of Hawai'i kindergarten teachers, the most common barrier to kindergarten registration is the lack of a birth certificate, baptismal records, or passport. Directions for filling out and submitting this form can be found on the back of the form. More information is available at: www.state.hi.us/doh/records/vital_records.html



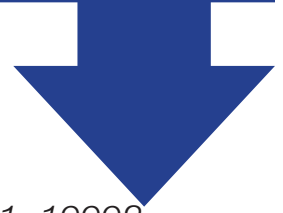
STATE OF HAWAII, DEPARTMENT OF HEALTH
OFFICE OF HEALTH STATUS MONITORING

REQUEST FOR VERIFICATION CERTIFIED COPY OF BIRTH RECORD

NAME ON CERTIFICATE:			FIRST	MIDDLE	LAST
DATE OF BIRTH:		MONTH	DAY	YEAR	PLACE OF BIRTH:
		CITY OR TOWN		ISLAND	
FATHER'S NAME:			FIRST	MIDDLE	LAST
MOTHER'S NAME:			FIRST	MIDDLE	MAIDEN NAME
RELATIONSHIP OF REQUESTOR TO PERSON NAMED ON CERTIFICATE			REASON FOR THIS REQUEST		
SIGNATURE OF REQUESTOR:				TELEPHONE NUMBERS	
				RES:	
PRINT NAME OF REQUESTOR:				BUS:	
ADDRESS OF REQUESTOR:			NO. AND STREET OR P.O. BOX		
FEES					
CERTIFIED COPIES:					
_____ FIRST COPY AT \$10.00		= \$ _____			
_____ ADDITIONAL COPIES AT \$4.00 EACH		= \$ _____			
_____ TOTAL COPIES		TOTAL AMOUNT DUE = \$ _____			
VERIFICATION:					
_____ COPIES AT \$5.00 EACH		TOTAL AMOUNT DUE = \$ _____			
GRAND TOTAL DUE = \$ _____					
FOR OFFICE USE ONLY					
_____ HBC					
_____ DBC					
_____ UNREC. BC					
_____ NR FILE					
_____ PENDING:					
INDEX SEARCHED		VOLUMES SEARCHED		DATE COPY PREPARED	
FROM	TO	FROM	TO		
YEAR	VOLUME	CERTIFICATE		RECEIPT NUMBER	

Early Kindergarten Registration

Who: Elementary School Administrators, Teachers, Staff, and Transition Teams
What: Encourage Early Registration
When: Late January / Early February
Why: Early kindergarten registration helps identify staffing and space needs, provides the office staff with adequate time to process applications and gives the school a data base of names to use when offering special programs, such as transition activities.



Do you have a child born between January 1, 1999 - December 31, 1999?
If so, now is the time for Kindergarten Registration at _____ School

Place: School Office
Dates: February 2-27, 2004
Time: 8am - 3pm, Monday - Friday

* special evening registration on February 9, 2004 from 6pm - 8pm at the cafeteria. Interpreters (Marshallese, Spanish, Filipino) will be available at the evening Registration.

WHAT SHOULD I BRING?

Proof of residency (Bring one of the following.)

- rental or mortgage agreement or
- electricity bill or
- notarized letter

Proof of age (Bring one of the following.)

- child's state-issued birth certificate or
- child's baptismal certificate or
- child's passport

Child's health record (immunizations, TB testing, physical exam)

Don't have any of these?

Come in anyway. Office personnel can tell you how to whatever it is you need. They will have on hand the application form needed to request a birth certificate from the State Department of Health in Honolulu.

NOTE: This is an example from one school. This school established this procedure because they want to know early how many children in their community are expecting to register for kindergarten.

What's the hurry? Why register now?

- It helps our school make plans for the coming school year.
- You'll find out about any special activities your child might be eligible for.

AND

If you register by March 1st, your child will receive:

Who Can Make This Flyer:

- Community Leaders
- Transition Teams
- Public Health Nurses

Who Can Use This Flyer:

- Elementary School Staff
- Early Education Care Staff

Use this flyer to give families information they want and need in written form so they don't have to call around.

What: Solving Barriers to Kindergarten Registration and School Health Requirements. This flyer was made for kindergarten registration for one community. Each community has places available where families can get TB skin test for free, or at a reduced price.

When: Use January / February and with Kindergarten registration packs.



You can get these services from your child's Doctor or these other Medical Providers

DOCTORS ON CALL

Lahaina 667-7676

KAISER

Kihei 891-6800
 Lahaina 662-6900
 Wailuku 243-6000

KIHEI-WAILEA MEDICAL CENTER

874-8100

MAUI MEDICAL GROUP

Lahaina 661-0051
 Pukalani 573-6200
 Wailuku 242-6464

UPCOUNTRY MEDICAL CENTER

Pukalani 572-9888

WEST MAUI HEALTH CARE CENTER

Lahaina 667-9721

WHERE CAN MY CHILD GET...

...A TB Test

...A Physical Exam

...Immunizations



TUBERCULOSIS SKIN TEST

COMMUNITY CLINIC OF MAUI

Kahului: 48 Lono Avenue
Lahaina: Lahaina Comprehensive Health Center
Cost: \$10.90
No appointment needed
Call: 871.7772

MAUI COMMUNITY COLLEGE HEALTH CENTER

Kahului: 310 Kaahumanu Avenue
Cost: \$6.00
Call: 984.3493

PUBLIC HEALTH NURSING

Wailuku: Wailuku Health Center
Tuesdays 3:00 - 4:00 pm
Lahaina: Lahaina Comprehensive Health Center
1st Tuesday 1:30 - 2:30 pm
Cost: No Cost

CALL FOR MORE INFORMATION

IMMUNIZATIONS

COMMUNITY CLINIC OF MAUI

Kahului: 48 Lono Avenue
Lahaina: Lahaina Comprehensive Health Center
Cost: Depends on income
Appointment needed
Call: 871.7772

PHYSICAL EXAMINATION

COMMUNITY CLINIC OF MAUI

Kahului: 48 Lono Avenue
Lahaina: Lahaina Comprehensive Health Center
Cost: Depends on income, \$25+
Appointment needed
Call: 871.7772

MAUI COMMUNITY COLLEGE HEALTH CENTER

Kahului: 310 Kaahumanu Avenue
Cost: \$40.00
Appointment needed
Call: 984.3493

PUBLIC HEALTH NURSING

Wailuku: Wailuku Health Center
1st Wednesday 12:00 - 3:00 pm
3rd Wednesday 12:00 - 3:00 pm
Lahaina: Lahaina Comprehensive Health Center
1st Tuesday 9:00 - 11:00 am

FOR CHILDREN WITH NO MEDICAL INSURANCE

HERE WE COME ●●● READY FOR SCHOOL!

A successful transition to Kindergarten for all the children of Hawai'i

Teachers and Families Have Different Perceptions

Most teachers realize how important it is to communicate with families, yet they often feel frustrated in their efforts to communicate. One reason may be a lack of home/school communication skills. Another reason may be the differences in perception that exist between teachers and families. Below is a chart compiled by Mendoza and Cegelka of project P-Pact, San Diego State University. (Community Education Journal (April 1987). p.12)

Differences in Perception That Can Interfere with School/Home Communication

Professional	Family
Group - must focus on the whole class or group.	Individual - is concerned with own child's individual progress, needs.
Established Skills - has knowledge of what child has mastered.	Emerging skills - is concerned with what child is learning.
Present - is concerned with present development of child.	History - has the perspective on how far the child has come.
Futuristic - looks to what child will be able to do in the future, career potential.	Present - is concerned with here-and-now.
Specificity - is concerned with mastering specific skills.	Diffused - tends to see whole child's ongoing development.
Cognitive - sees child more abstractly, able to distance self from child.	Emotional - has emotional involvement with child.
Achieved/chosen profession - encourages child to make professional career choices.	Given - family accepts the child as she or he is.
Dominant - has power, position, expertis.	Submissive - may feel helpless, uneducated.
Universal - look for the best method, way to work with all children.	Individualized - wants to have child approached and taught as an individual.

Many studies have looked at what characteristics are common to children who succeed in school. Sharon and Craig Ramey (1999) point out that each of the attributes listed below come up repeatedly in the studies on different parts of the country. They are confident that each of these characteristics can be positively influenced by all adults who are important in the lives of children.

Ten Characteristics of Children Who Succeed in School:

1. **They love to learn.** They are very curious and have been encouraged to explore and discover things from a very early age.
2. **They ask questions and they ask for help.** They know they can learn from others and feel comfortable asking questions at home; therefore, they ask questions and ask for help when needed at school also.
3. **They work hard and know that their efforts matter.** They know that doing well in school is under their own control. They see results as the outcome of the effort they make. These children have been encouraged to work hard, and have been helped by adults to succeed in their efforts.
4. **They are well-developed socially and emotionally.** They get along well with others. Good behavior has been explained to them and they have likely had positive and constant care and attention from adults in their lives.
5. **They are good at assessing their skills.** They do not overestimate or underestimate their academic abilities. Honest self-appraisal is important to the learning process as it serves as a basis for self-esteem which is based on a child's actual achievement.
6. **Their parents are role models for learning.** Children who exceed in school see the important adults in their lives reading, learning, and attempting new challenges. They hear adults say "I don't know" or "Oh, I was wrong" and then look for the answer.
7. **The important adults in these children's lives promote learning** by "natural" teaching at home. The adults talk to the children and point out new ideas to them. They realize that they can teach their children in the course of everyday activities. They stay in touch with the school and express an interest in the child's class experiences.
8. **Their family routines support doing well in school.** Children who succeed in school have families who will provide a sense of order in their lives. Their schedule is predictable. They follow routines for daily activities include bedtime, tooth-brushing, bathing, reading together, and homework.
9. **Their parents are effective at setting and maintaining limits.** There has been discussion within the family about what they want their children to learn and how they want their children to behave. Guidelines have been set and explained to the children.
10. The children's school's have high expectations for student achievement, support professional staff development, and communicate frequently with parents and their children. Effective schools have appropriate expectations for children of each age level. The staff is well trained and is knowledgeable in regards to grade level guidelines and standards. Effective schools ensure regular two-way communication with all families.

adapted from: 10 Hallmarks of Children Who Succeed in School. Ramey, S.L, Ramey, CT, (1999). Going to School. New York: Goddard Press. ISBN 0-9666397-3-1

The Top Five Things Parents Wish Teachers Knew:

- 1. I appreciate it when you recognize that my child doesn't need more of the same.***
- 2. I like it when you look at the whole of who my child is.***
- 3. I'm glad when you understand that my child is sometimes doing the best she/he can.***
- 4. It makes me happy when you trust my child.***
- 5. It's satisfying when you communicate with me.***

The Top Five Things Teachers Wish Parents Knew:

- 1. I appreciate it when you don't try to schedule a conference during the first two weeks of the school year.***
- 2. I like it when you show respect for me in front of your child.***
- 3. I'm gratified when you get your information first hand, not from other parents.***
- 4. I can feel more confident in our ability to work together when I know that you will keep our conversations private.***
- 5. I appreciate that you understand that I have many children in my classroom.***

*adapted from: Helping Gifted Children Soar: A Practical Guide for Parents and Teachers.
Great potential Press, Inc. <http://www.giftedpsychologypress.com>*

Help Me Know Your Child



Date _____

Dear Parents/Guardians

I invite you to share with me the talents, interest, and habits of your child, so that I may be prepared to teach in the best way possible. Please share concerns about your child so we can have a cooperative team approach to education. Call and let me know when you would like to visit our classroom or just to talk about your child. The best time to reach me during the day is from _____ to _____ at: (telephone) _____

At night I can be reach at: _____

My e-mail address is: _____

Mahalo, Ms. _____

1. My child learns best by _____
2. Some things I do at home to help my child learn are _____

3. Right now my child's goal/dream is _____
4. You will know my child is having problems when _____

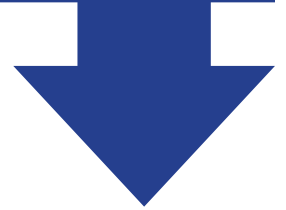
5. The thing my child likes best about school is _____
6. One difficulty my child has at school is _____
7. When my child is having difficulty learning something, I find it works best to _____

8. Questions I would like to discuss with you include _____

PLEASE RETURN THIS FORM TO ME BY: _____

Please add your cell number and/or e-mail address if not I do not have it on your emergency contact card.

Who: Elementary School Staff
What: Parent & Child Activities
When: Use all year long and/or in May/June/July as part of your transition activities for new kindergarten families.
Why: Parent/Child and Family activities are a good way to build trust with families coming into a new school. The influence of the family upon the child remains fundamental throughout the early years.
Hint: Mail flyers to incoming kindergarten families or mail postcards to families to invite them to or remind them about activities at your school. Postcard layout is under Tab 4. Use the “Newspaper Contact” information under Tab 4 to let the community know that you are reaching out to families.



Building Success in Kindergarten

A series of three classes for parents/guardians and new Kindergarten Children at: “ALOHA ELEMENTARY SCHOOL”

Topics will include: **Vocabulary for Success**
 Getting Ready to Read
 Building Math Skills

Each one-hour class is designed to give parents information about the topic with a teacher demonstrating the strategy with the children. This is followed by the opportunity to practice the strategy with your own Kindergarten child.

Reservations required, Call _____ - _____

Childcare for other children available by reservation

Interpreters available on request

May _____ June _____ and July _____ (Tuesdays)

6-7pm, 5:45 Registration

The Night Before Kindergarten

by **Natasha Wing**

(available at stores with great pictures for \$3.49)

Faces were washed, and teeth were brushed
white; Kids posed for pictures with eyes
sparkling bright.

’Twas the night before kindergarten and as
they prepared, kids were excited and a little
bit scared.

They tossed and they turned about in
their beds, while visions of school supplies
danced in their heads.

Erasers and crayons and pencils galore
were stuffed in their backpacks and set by
the door.

Outfits were hung in closets with care,
knowing that kindergarten soon would be
there.

In the morning it came - school starts today!
Would the teacher be nice? Would they still
get to play?

“Although it was only a few short
months ago, the children love thinking
back to the start of kindergarten.
While enjoying this book, they laugh
at how far their whole family has
come.”

Parents packed snacks and kids hopped in
cars. As if they were boarding a spaceship
to Mars.

Some kids brought blankets or their favorite
stuffed bear; in hopes they could nap like
they did in day care.

Their parents exclaimed: You’re big kids
- WOW! Let us hold your bears and blankets
for now.”

The parents were worried their children
would cry if they left them at school with just
a good-bye.

So they told their darlings, “If you want, we
can stay and make sure that everything will
be A-okay” The teacher then greeted each
one with a smile, and invited the students to
stay for a while.

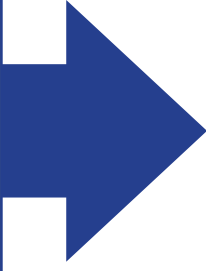
The room was all filled with toys, books,
and maps, but where were the beds for
midmorning naps?

They colored and painted and played Simon
Says, then tumbled and skipped and stood
on their heads.

Who: Early Education and Care Teachers
Elementary School Teachers
Families

What: By December, families and children can laugh about what you
have all been through together. Use humor to share your common
experience with transition. For preschool teachers, adapt to The Night
Before Preschool.

When: Anytime but they really get the spoof (joke) in December.



They sang silly songs from beginning to
end. Within just a minute, each kid had a
friend.

The children were happy. They loved Miss
Sunrise. It was she who who was in for a
giant surprise.

When what to her wondering eyes should
appear but sad moms and dads who were
holding back their tears!

Their noses - so sniffly! Their eyes - red and
wet! This was the saddest good-bye Miss
Sunrise has seen yet!

She gathered the grown-ups on the magical
rug, then sent them away after one final
hug.

The children all waved from the door of
the school. “Don’t cry, Mom and Dad;
Kindergarten is cool!”

TAB 3

CONNECTING EARLY EDUCATION & CARE PROGRAMS TO ELEMENTARY SCHOOLS

Who: Early Education and Care Staff
Families
What: Strategies to support four-year-olds on their way to kindergarten.
Why: Facilitates continuity and builds on experiences from home and previous settings.

Use this for page 2

Strategies for Offering Support to: Preschoolers on their way to Kindergarten

Strategy 1: Practice cues, routines, activities

Prepare the child for new routines:

- Gradually introduce new songs, fingerplays, objects, and bathroom procedures.
- Visit the new setting to identify both familiar and unfamiliar cues and routines.

Regularly implement some of the upcoming routines into present experiences:

- Remember children's developmental capabilities.
- Lining up can be different for preschoolers - make it a game and make it short.
- Create games that require balancing objects on cafeteria trays.
- Explain to parents how they can introduce cues such as songs or hand signals.

Strategy 2: Talk about transition

Talk about what will remain the same and what will change:

- Show children what activities they will also do in kindergarten.
- Point out staff members who they will still see.
- Take pictures of the new setting - talk about it at home and at school.

Discuss the children's feelings:

- Use books about change and transition to start discussions.
- Use baby pictures of children to talk about changes and accomplishments.

Strategy 3: Test out new behaviors

Use play:

- Provide props from the new setting for dramatic play.
- Use puppets to introduce new staff - have children talk with them.

Practice skills at home and at school:

- Have a cafeteria tray day.
- Integrate practice of self-help skills into daily activities.
- Practice calling home from the school's office.
- Invite classmates home to play.
- Schedule activities with other classes.

CONTINUED



Strategies for Offering Support to: Preschoolers on their way to Kindergarten

Strategy 4: Show children that they belong

Create a welcoming environment

- Display children's names on cubbies, helper charts, and boards.
- Label materials with pictures and names so children can easily find them
- Offer an accessible storage area for children's personal belongings.
- Have staff greet children as they enter and say goodbye as they leave.
- Provide peer buddies.
- Call staff and children by name so that children learn faces and names.
- Create a role for new children in all activities.

Strategy 5: Build on experiences from home and previous settings

Learn about past experiences:

- Talk with previous caregivers to learn about children's favorite activities.
- Organize a transition planning meeting.
- Share children's records, with permission.

Develop an ongoing connection with home and past settings:

- Organize a method for two-way communication with families.
- Encourage family members to volunteer and attend school social events.
- Allow children to share experiences from previous settings.
- Encourage and help child to send pictures or cards to previous caregivers.

*adapted from the Head Start Learning Community
Training Guide: Effective Transition Practices: Facilitating Continuity
Free: Call Head Start Information and Publications 1-866-763-6481*

ABC's "Sending Programs"

(Early education and care programs)

- A**ddress transition goals in the Individualized Education Program (IEP).
(for a child who has special needs)
- B**e positive about the transition process with all families.
- C**hange your routines to include activities to help ease the child's transition.
- D**etermine the family's comfort level in being involved in the transition process.
- E**mphasize similarities between the sending program/home and the receiving program. (In Hawai'i, about 50% of the children are sent to kindergarten directly from home.)
- F**requently provide information about the new school to the family and child.
- G**ather a portfolio of the child's work and photos of the child to pass to Kindergarten.
- H**elp families connect to their new school.
- I**nvolve the family and realize that each family has individual transition needs.
- J**uggle schedules and be flexible to respond to the family's and the child's needs.
- K**now and learn about the receiving program.
- L**ist the child's goals, interests and recent accomplishments. (A good idea for all children, and especially a child with special needs)
- M**ake sure numerous options for service delivery are examined at the new school. (For children with special needs)
- N**ame all the people that the child and family will meet at the new school.
- O**pt for spending time at the "receiving program/school."
- P**rovide current, comprehensive and helpful information about the child.
- Q**uickly share lots of photos and memories of children and families from the "sending program" with the "receiving program staff."
- R**ead books about change to the children and prepare them in advance for transition.
- S**uggest and keep families informed about summer activities and events.
- T**ransfer all information and records in a timely way.
- U**nderstand and address separation anxiety (your own, the child's, the family's).
- V**isit a neighbor elementary school with the children/families.
- W**ritten transition plans help support children and families.
- X**-amine your program and make sure you support children and families to the fullest.
- Y**early evaluation of the transition process is important. Try to improve each year.
- Z**ip! Active listening! Remember to listen to the concerns of others.

Adapted from: Kay Dixon, Partnerships for Inclusion, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Who: Early Education and Care Teachers, Staff, and Administrators
What: Helping families/ children to connect to elementary schools and teachers
When: Start in January, slowly sharing information with families and working towards helping families and children get ready for the move to kindergarten.



Aloha Preschool/Head Start/Child Care Center

Sample Letter to Parents

Dear Preschool Families,

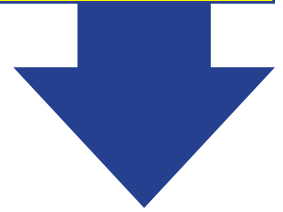
The following children from our preschool/Head Start/Child Care will attend Kindergarten with your child:

Maile Smith	Bobbie Wright
Claire Mau	etc etc

We will be working on a “Summer Get-together Phone Directory.” We will include phone numbers only with permission. All children will make a page with or without a phone number. Please fill out the Summer Directory form as soon as possible. It is right next to the Morning Check in sheet. Aloha, your teachers.

Questions? Call _____ - _____ or e-mail us at _____

Who: Early Education and Care Teachers, Staff, and Administrators
What: Helping families/ children to connect to elementary schools and teachers
When: Start in January, slowly sharing information with families and working towards helping families and children get ready for the move to kindergarten.



Aloha Preschool/Head Start/Child Care Center

Sample Letter to Parents

usually late April up until middle of May

Dear Preschool Families,

Thank you for letting us know in advance that your child is registered for Kindergarten at "Green Hill Elementary School." Just a quick note to let you know that Green Hill invited us to a Kindergarten Visitation on Friday, May 23 at 8:30am. (See Invitation - TOOLKIT, Tab 1, page 6) Parents are welcomed to accompany their child. We will be taking only the children who will attend Kindergarten at Green Hill on this day.

Please fill out and return by this Friday, May 16.

-----cut and return-----

Child's name: _____

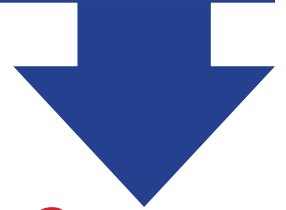
I will drive my child to Green Hill and meet you there at 8:30. *yes* *no*

If no, please fill out the attached Trip Form giving us permission to take your child with us to Green Hill. Please return the form by Friday, May 16.

Parents - Please notice that on the invitation it says that children who are registered will visit the classroom they are scheduled to be in next year IF you have completed all required forms. If you have NOT returned all forms, please do so immediately so your child can be placed in his/her Kindergarten classroom as soon as possible. Mahalo.

Rainbow Preschool
xxxx Ua Street
808-555-5555

Who: Early Education and Care Teachers, Staff, and Administrators
What: Helping families/ children to connect to elementary schools and to learn more about kindergarten.
When: In January, slowly start sharing information with families about moving on to kindergarten. Be prepared to give children and families the support that they may need. Here is a March activity to use when families are already thinking about the move to elementary school.



Aloha Preschool/Head Start/Child Care Center

Sample Letter to Parents

Dear Preschool Families

As you know we have invited Ms. Jocelyn Tam Ho, a kindergarten teacher from Aloha Elementary school to come to our KINDERGARTEN TRANSITION EVENING MEETING THURSDAY, MARCH 20TH.

(Please see attached reminder flyer) (TOOLKIT Tab 3-page 3)

We would like to collect some of your questions regarding the transition to kindergarten and give them to Ms. Tam Ho before she comes. Please fill out the selection below and return by Friday.

Mahalo, preschool teachers

----- CUT AND RETURN BY FRIDAY, MARCH 14 -----

Hi Ms. Tam Ho!

We are looking forward to visiting your elementary school campus on May 7. In the meantime, these are some of the questions I have as a parent.

I worried about _____

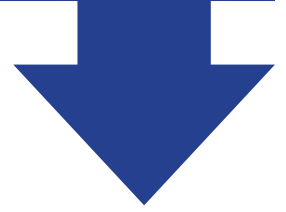
I have questions about _____

My questions about the kindergarten curriculum include _____

I would like you to bring or show us _____

Other _____

Who: Early Education and Care Teachers, Staff, and Administrators
What: Helping families/ children to connect to elementary schools and teachers.
When: Start in January, slowly sharing information with families and working towards helping families and children get ready for the move to kindergarten.



Aloha Preschool/Head Start/Child Care Center

Sample Letter to Parents

early January

Dear Preschool Families,

If your child will be 5 by December 31 of this year, it is time to start thinking about Kindergarten registration. Please check with your child's doctor to see which immunizations you need before Kindergarten begins.

You will also need a copy of your child's birth certificate, baptismal record, or passport to register for school. Please call the elementary school where you plan to register and find out the date of registration (available in TOOLKIT - Tab 4) and exactly what you will need to register your child.

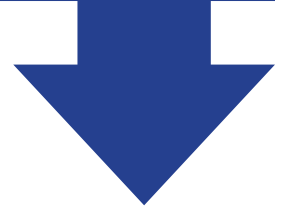
We have a list of telephone numbers for each Elementary School on our island posted on our Parent Board by the front door. There is a box with scratch paper and pencils right next to it so that you can write down the number.

Let us know if we can help you in any way. It's important to have everything you need to register your child for Kindergarten ready by February.

Aloha, Your Preschool Teachers

*Call if you have any questions _____ - _____
or e-mail them to us at: _____*

Who: Early Education and Care Teachers, Staff, and Administrators
What: Helping families/ children to connect to elementary schools and teachers.
When: Start in January, slowly sharing information with families and working towards helping families and children get ready for the move to kindergarten.



Aloha Preschool/Head Start/Child Care Center

Sample Letter to Parents

late January

Dear Preschool Families,

Research shows that children feel more comfortable going to Kindergarten and will be most successful if we work together to prepare your child for the transition ahead of time.

We want you and your child to feel confident at your new elementary school and we want to help you maintain ongoing communication and cooperation with your new school and your new teacher. We know that you will want to become involved at your new school just as you have been here.

Please return the questionnaire below by :

----- cut and return by Friday -----

Child's name: _____

Which elementary school will your child attend for Kindergarten?

_____ or don't know yet

Do you need any help registering your child? yes no

Keep in mind that we will be having a night meeting in March to share some strategies with you on this important transition and we will also do many activities at school. We will also notify you of the dates of each Elementary School Kindergarten Visitation Day. You may also ask about dates for Orientation, School Kindergarten Visitation and other activities for incoming Kindergartners at your Elementary School office.

Aloha, Your Preschool Teachers

Who: Elementary School Staff
What: Reaching out to incoming kindergarten children and their families and early education and care programs.
When: Invite future families to events on campus all year long.
Hint: Mail postcards to early education and care programs to invite them to activities at your school. Postcard layout is under Tab 4. Use the "Newspaper Contact" information under Tab 4 to let the community know about the FUN RUN and other activities at your school.



Dear Preschool Teachers / Director,

Please bring your children and join us on Friday, November 14th for our Annual School Fun Run. The children at our school in Grades K-5 are running to raise money to buy new playground equipment for the Kindergarten, first, and Second Grade outside areas. Parents are welcomed too. Snacks will be provided.

Wear your Preschool T-shirts and come and Cheer us on!

Time: 8:15 - 9am

***Call _____ - _____ to let us know the number coming.
Ask for Katy***

****PLEASE ENTER BY THE MAHALO STREET GATE***

Who: Early Education and Care Programs
What: Invite neighboring elementary school staff to your celebrations and special events.
When: All year and in May/June as a culminating activity for families. It is a great opportunity to introduce families and children to elementary staff from neighboring schools. Families and children feel important when elementary staff take the time to come to the early education program.



Plumeria Preschool Aloha Party

Dear Kindergarten Teachers, Administrators, and Staff of _____
Elementary School,

You are invited to our Aloha Party on Thursday, May 15 at 5:30pm. The planned activities are listed below.

Please come by and meet some of your “soon to be” students and their families.

- 5:30 Short video tape of our year**
- 6:00 Memory Books are handed out**
- 6:20 Kau kau and celebration**

Call _____ - _____ and let us know you will be coming so we can make a name tag for you ahead of time.

Mahalo, the teachers of Plumeria Preschool

TAB
FOUR

TAB 4

**CONNECTING COMMUNITY TO
SCHOOLS**

TAB
FOUR

Transitions Affect the Whole Community of Learners

The new **Kindergartner** wants to know:

- Will my teacher like me?
- Who will be my friend?
- Will everyone be like me?
- Where will I keep my things?
- Where is the bathroom?
- Do you get to go outside and play?

A **Parent** of a new kindergartner asks:

- Is my child ready for school?
- Will the teacher like my child?
- Will my child be safe and nurtured?
- Am I a good parent?
- Will there be other children in class like my child?
- Will my child be successful in school?
- What will my child be expected to learn?
- Are there similarities between the experiences familiar to my child and kindergarten?

The questions asked by a **Head Start or Preschool teacher** might be:

- Does our program meet children's needs and prepare them for kindergarten?
- How can I offer comments and advice about my students to their kindergarten teachers?
- Will kindergarten continue my practices from preschool?
- Will the parents I worked with so closely feel part of the new school?
- How can I find out what the kindergarten teacher expects?

The **Kindergarten teacher** wonders:

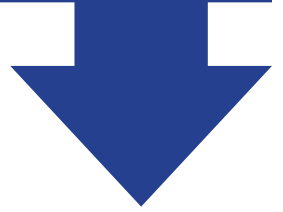
- Are the children ready to learn?
- Will the parents and children understand and value what I am trying to do?
- Am I ready for the children I will have this year?
- What preschool and home experiences have the children had that will help them learn?
- Will my students be ready for the first grade next year?
- Am I clear about what my students should be learning?

adapted from:
Continuity for Young Children: Positive Transitions to Elementary School.
Sacramento: California Department of Education, 1997
**Charting the Course: The Journey Begins...
Let's Get Ready for Kindergarten.**
San Diego County Office of Education. 1994-95

Who: Community Leaders such as Elementary School Staff, Early Education and Care Staff, Good Beginnings Alliance, Hawaii Association for the Education of young children, Interagency STEPS Teams

What: Helping families/ children to connect to kindergartens / elementary schools.

When: Anytime - Special focus from January-June when children are moving from home or early education and care programs to kindergarten.



Kindergarten Transition



A Community Forum

Anywhereville

8am - 12pm

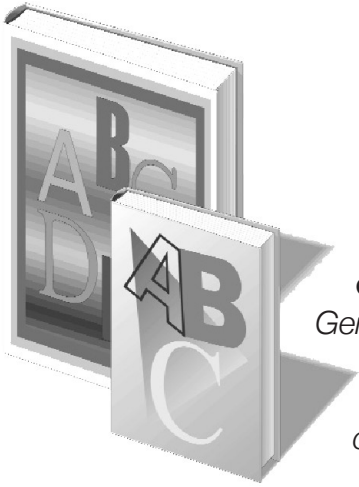
May 30, 200?

Anywhereville Civic Center

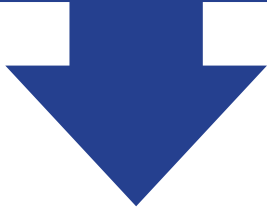
To Register:

Call Debbie Helper by May 23

(808) 555.1234



Who: Community Leaders
What: Bring new speakers to your community and invite parents and community leaders.
Why: Building partnerships and relationships within your community. Expanding the knowledge base in regards to early childhood education and school readiness in your community.
When: Anytime.



HAEYC-Hawai'i Association for the Education of Young Children

*General membership meeting, event-refreshments provided-open to all
 The beginning of a series of events for young children, their families and their teachers*

Countdown to Kindergarten 2003

A special night for parents and teachers featuring:

(name of speaker)

Thursday, April 17

6:00 - 8:00 pm

_____ Community College Student Lounge

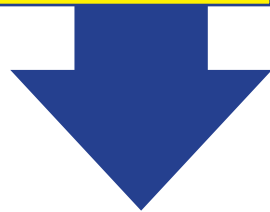
(name of speaker) will discuss issues that effect the education of young children and their families in Hawai'i including school readiness. What does school readiness mean to parents, teachers and communities?

Please RSVP by April 14 to

*Sponsored by _____ Community College - Good Beginnings _____ County
 Hawaii Association for the Education of Young Children*

April • The Month of the Young Child

Who: All schools and agencies in every community.
What: Spread the good news! Develop a flyer or brochure which shares your vision and mission statement or a little bit about what you do and why you do it.
Why: Many people are too "shy" to ask questions. The written word helps to build relationships in the community. The spirit of collaboration improves in the community when everyone is aware of each others goals and objectives.
When: Use all the time, at every meeting, at every children/family fair etc. Always be ready to share information about your school/agency. Develop a hand-out and a display for you school/agency. Always use your logo and your colors.



Good Beginnings - _____ County strives to enhance the lives of young children, birth to age 8, by providing early care and education resources, training, leadership and coordination.
Good Beginnings - _____ is guided by the _____ County Good Beginnings Community Council which is comprised of public and private partners. Members of the Community Council are organized into specific workgroups. Currently one of the workgroups is developing strategies to improve kindergarten registration and the transition to kindergarten. For more information call: _____



NOTE: This little handout was used when the Good Beginnings workgroup visited the elementary school principals.



NOTE: This handout was used at every table at a children's fair for the Month of the Young Child.

The mission of the Hawai'i Association for the Education of Young Children (HAEYC) is to promote, support, and expand quality and professionalism in early childhood programs and services for Hawaii's children (0-8) and their families. For more information in our neighborhood call: _____

Most public elementary schools in the State of Hawai'i have a Vision and Mission Statement and most schools also have a logo. It is effective to have a handout or a brochure to share with early education and care programs in your community and for the general public when they come to your school. You may also want to let people know about your school's webpage.

Who: Early Education and Care Staff
Kindergarten Teachers
Elementary School Staff
Community Leaders

Why: Building partnerships and relationships.

What: Come together and discuss early childhood issues in your community.

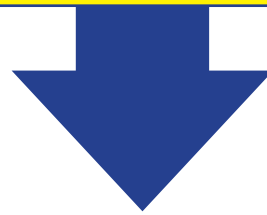
Ideas: This has worked well at conferences such as those sponsored by HAEYC or Good Beginnings. It helps people to realize all the stakeholders are more alike than different. This has also worked well at "Moving on to Kindergarten" Parent Nights organized by Preschools. The parents enjoy starting out by talking and doing something where all opinions are validated.

For Example: One preschool director called the neighborhood elementary school and she invited a kindergarten teacher to help present this activity. Together, they talked with the parents about their concerns and questions about kindergarten. The preschool teacher also gathered questions from the families ahead of time. (Form letter in TOOLKIT, Tab 3, page 7)

How: 1. Choose the issues you wish to discuss from the 8 chart choices or make up your own ideas. Use big chart paper and draw up the charts. Each group needs a pack of colored markers.

2. Mix up the people who attend so you have a variety of stakeholders in each group. Minimum of 3 to a group. One person records the ideas of each member on the chart.

3. Start by giving each group a big chart paper and the markers. Allow 5-10 minutes for discussion and then pass the charts to the right to the next group. Again allow 5-10 minutes and pass until each group has had each chart. Post the charts.



Continuity • Communication • Collaboration • Systematic Coordination • Parents/Teachers

*Graphic organizers which lead to
community discussion on
Kindergarten/Preschool issues*

Continuity • Communication • Collaboration • Systematic Coordination • Parents/Teachers

Jeanne Riley
Gale McNish

Thank you Jocelyn Tengan • Kindergarten Teacher • Waihe'e Elementary School

CHART 1 - Web of Personal Knowledge

(connecting to early experience)

What do you remember about your own "K" experience?

My K Experience

CHART 2 - Compare and Contrast

What do you think "K" is like today?

CHART 3 - Graph of Attitude with Validation

My attitude about "school" ... "K"

	Why?		Why am I not sure?
			Why not?

CHART 4 - (Presently age 5 by Dec. 31)

Should there be an age cut off for entering "K"?

	Why?		Why not sure?
			Why not?

CHART 5 - List and Categorize Expectations

What I expect from my child's school...	What I expect from my child's classroom teacher	What the teacher/school can expect from me...
---	---	---

CHART 6 - KWL

K What I KNOW about K?	W What I WANT to know about K?	L What I've LEARNED? (fill column 3 out at end of workshop)
---------------------------	-----------------------------------	---

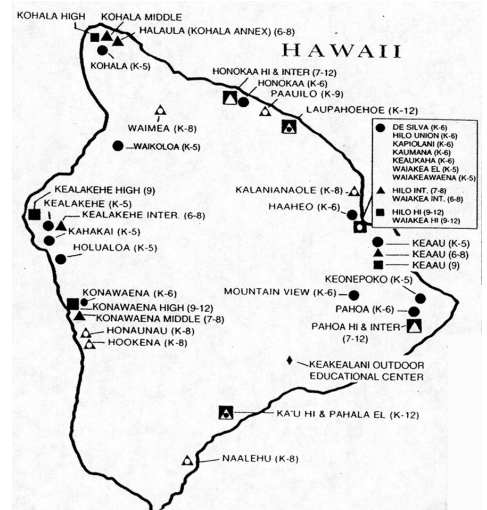
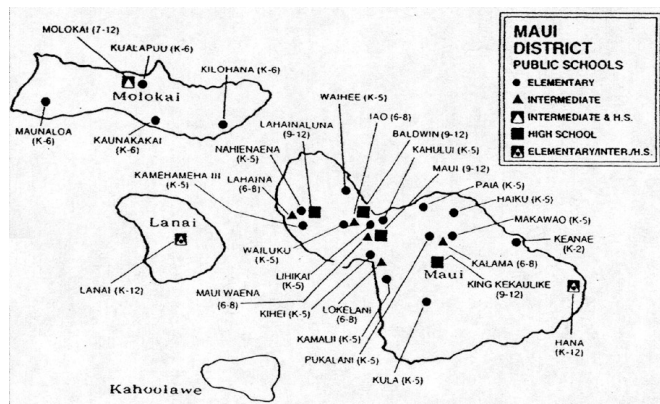
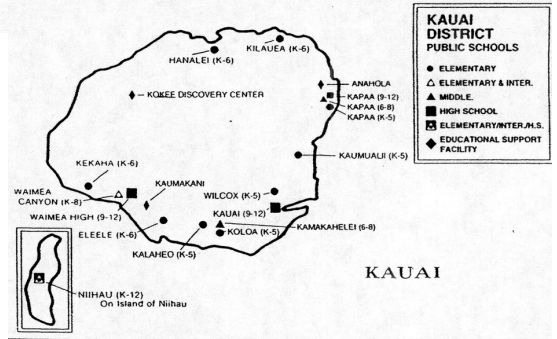
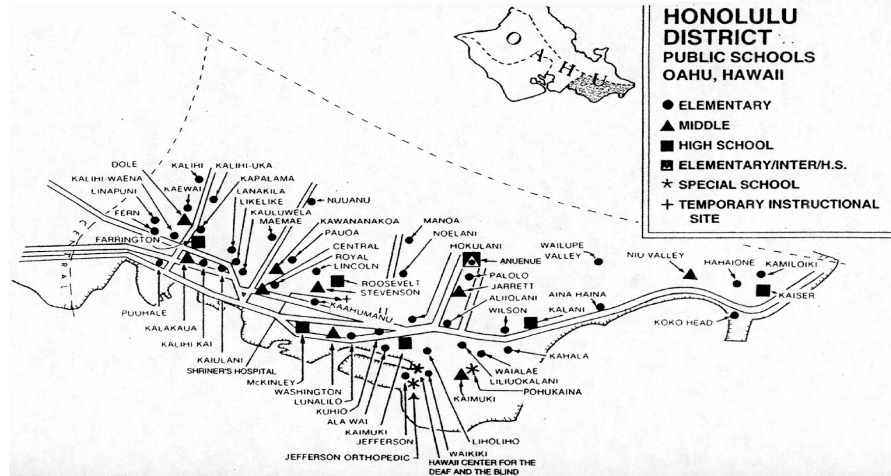
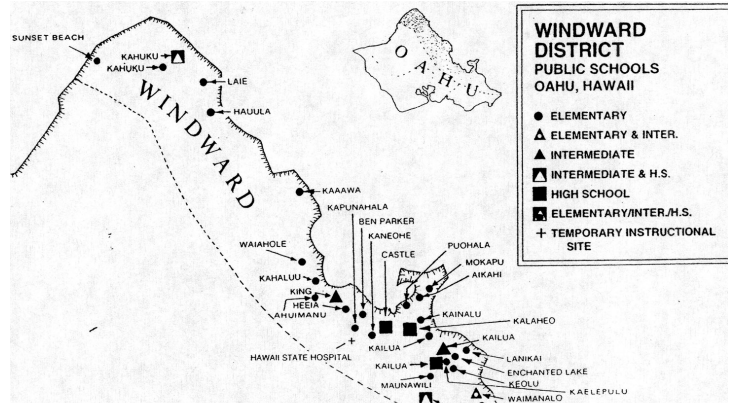
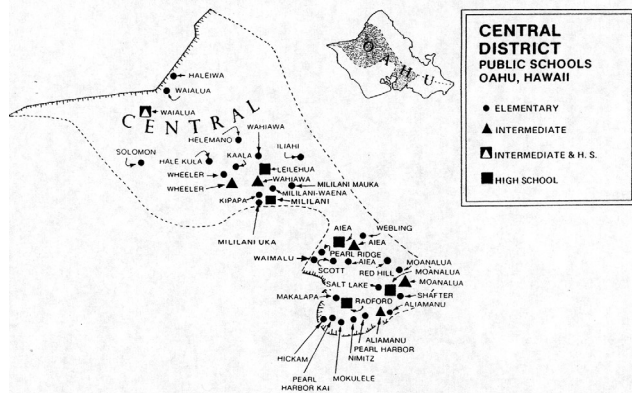
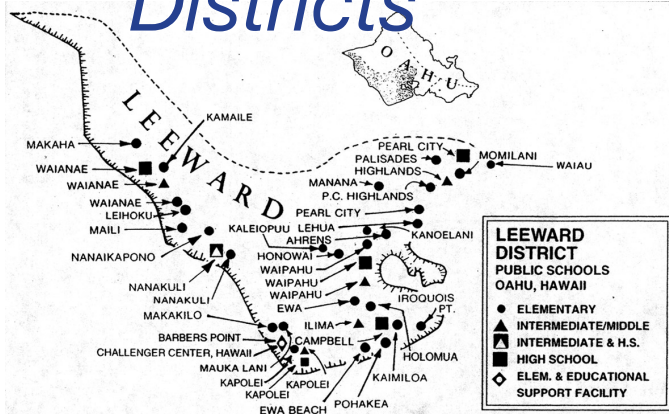
CHART 7 - School Readiness: Here We Come Ready or Not!

Is my child ready for K?	
Is K ready for my child?	
Reading w Riting a Rithmetic	<u>BOE Policy for 2010</u> All children will be reading by grade 3.
Responsibility Respect Reason	
	TIME IN SCHOOL DAYS
	Teacher alone Teacher and home
	3- 182 -> 360
	2- 364 -> 720
	1- 546 -> 1080
	K- 728 -> 1440
	Pre-K- 910 -> 1800

CHART 8 - Brainstorming - How can we get children registered for Kindergarten by March 15?

What can the State/Community do?	What cant the Elementary School do?	Any Wild ideas?
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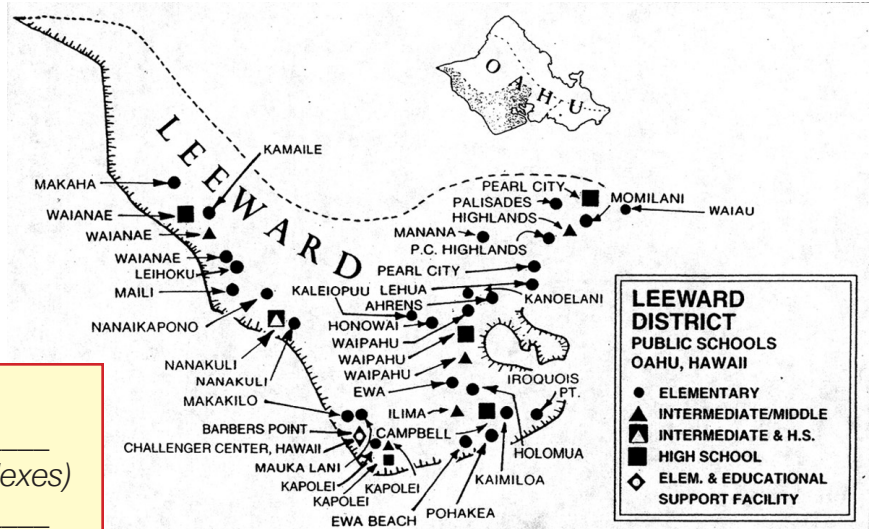
Geographical Districts



Who: Early Education and Care Programs
What: Helping families/children to connect to elementary school and to register their child for Kindergarten before March 15.
When: Use throughout the year/in the Spring.
Why: Early kindergarten registration is important because it helps identify staffing and space needs, provides the school office staff with adequate time to process applications and gives the school a database of names to use when offering special transition to kindergarten activities before school begins in July, August, or September.
One Way to Use This: Xerox and give to families or post on the school bulletin board. Encourage early registration and help families build a relationship with their new school.



Geographical District: LEEWARD OAHU



Public Elementary Schools

Complex Area Superintendent _____
(Nanakuli, Pearl City, Waipahu Complexes)
Complex Area Superintendent _____
(Campbell, Kapolei, Wai'anae Complexes)

Nanakuli Complex

Nanaikapono 668-5800 _____
Nanakuli 668-5813 _____

Pearl City Complex

Kanoelani 675-0195 _____
Lehua 453-6490 _____
Manana 453-6430 _____
Momilani 453-6444 _____
Palisades 453-655 _____
Pearl City 453-6455 _____
Pearl City Highlands 453-6470 _____
Waiau 453-6530 _____

Waipahu Complex

August Ahrens 675-0202 _____
Honowai 675-0165 _____
Kaleiopuu 675-0266 _____
Waikele 677-6100 _____
Waipahu 675-0150 _____

Contact Person

Campbell Complex

Ewa 681-8202 _____
Ewa Beach 689-1271 _____
Holomua 685-2000 _____
Iroquois 499-6500 _____
Kaimiloa 689-1280 _____
Pohakea 689-1290 _____

Kapolei Complex

Barbers Point 673-7400 _____
Kapolei 693-7000 _____
Makakilo 672-1122 _____
Mauka Lani 672-1100 _____

Wai'anae Complex

Kamaile 697-7110 _____
Leihoku 697-7100 _____
Ma'ili 697-7150 _____
Makaha 695-7900 _____
Wai'anae 697-7083 _____

Geographical District: WINDWARD OAHU

Public Elementary Schools

Complex Area Superintendent _____

(Castle, Kahuku Complexes)

Complex Area Superintendent _____

(Kailua, Kalaheo Complexes)

Castle Complex

Ahuimanu	239-3125	_____
Heeia	233-5677	_____
Kahaluu	239-3101	_____
Kane'ohe	233-5633	_____
Kapunahala	233-5650	_____
Parker	233-5686	_____
Pu'ohala	233-5660	_____
Waiahole	239-3111	_____

Kahuku Complex

Hau'ula	293-8925	_____
Ka'a'awa	237-7751	_____
Kahuku	293-8980	_____
La'ie	293-8965	_____
Sunset Beach	638-8777	_____

Contact Person

Kailua Complex

Enchanted Lake	266-7800	_____
Ka'elepulu	266-7811	_____
Keolu	266-7818	_____
Maunawili	266-7822	_____
Pope	259-0450	_____
Waimanalo	259-0460	_____

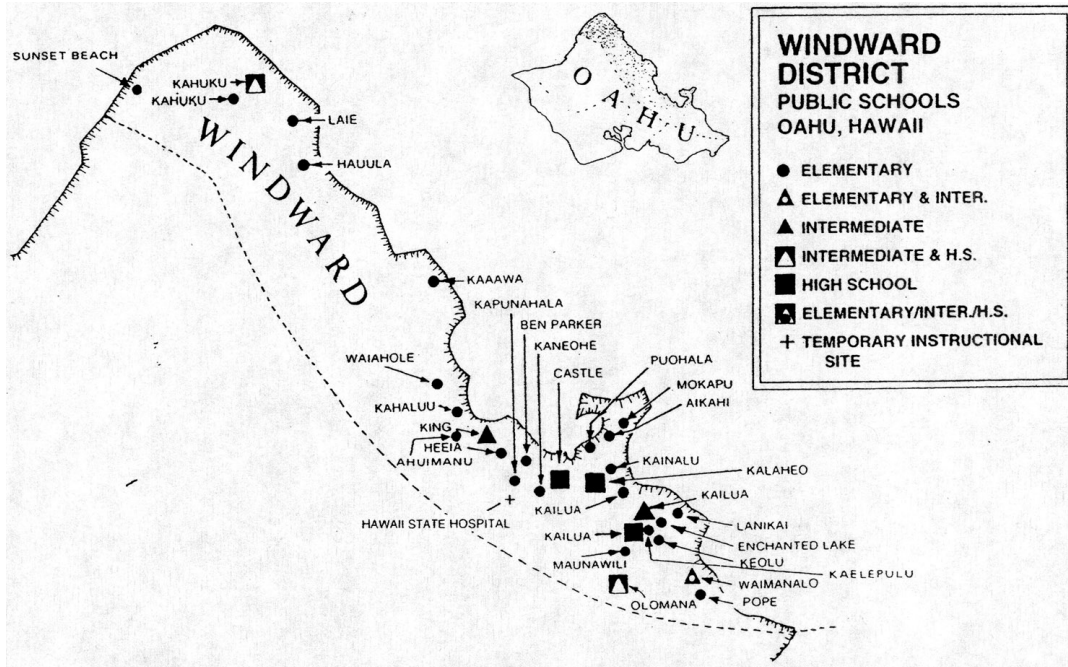
Contact Person

Kalaheo Complex

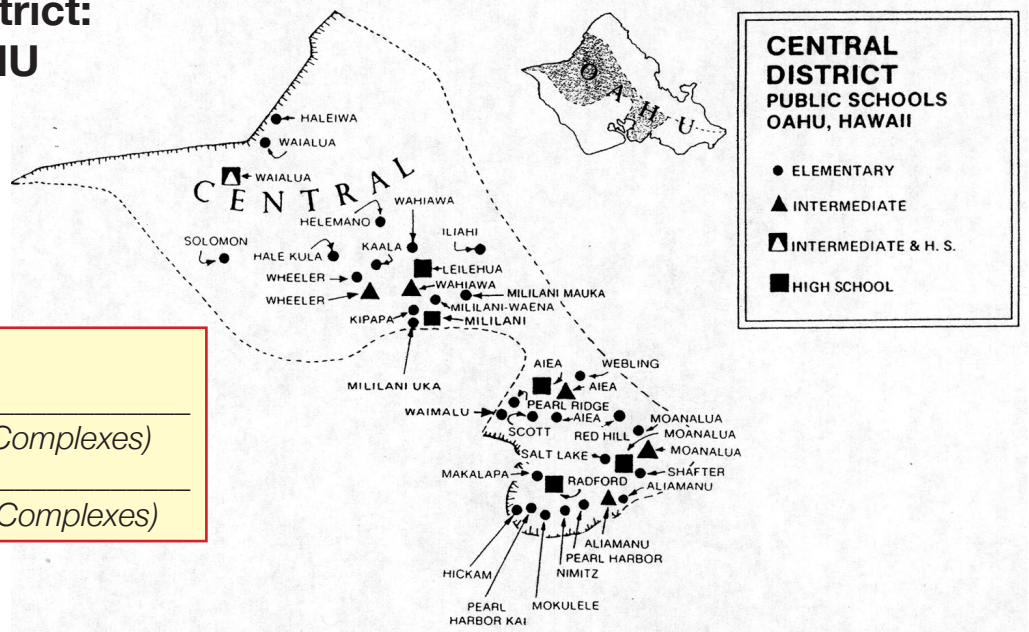
Kailua	266-7878	_____
Aikahi	254-7944	_____
Kainalu	266-7835	_____
Mokapu	254-7964	_____

New Century Charter School

Lanikai	266-7844	_____
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Geographical District: CENTRAL OAHU



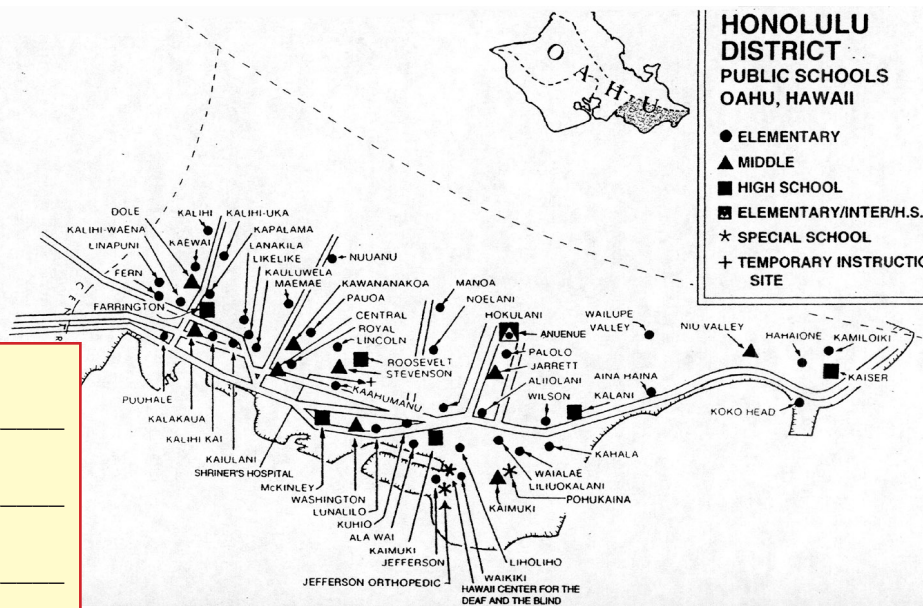
Public Elementary Schools
 Complex Area Superintendent _____
 (Aiea, Moanalua, Radford Complexes)
 Complex Area Superintendent _____
 (Leilehua, Mililani, Waiialua Complexes)

<u>Aiea Complex</u>	<u>Contact Person</u>	<u>Leilehua Complex</u>	<u>Contact Person</u>
Aiea	463-7200	Hale Kula	622-6380
Pearl Ridge	483-7250	Helemanu	622-6336
Scott	483-7200	Iliahi	622-6411
Waimalu	483-7210	Kaala	622-6366
Webling	483-7240	Solomon	624-9500
		Wahiawa	622-6393
		Wheeler	622-6400
<u>Moanalua Complex</u>		<u>Mililani Complex</u>	
Moanalua	831-7878	Kipapa	627-7322
Red Hill	831-7866	Mililani Mauka	626-3000
Salt Lake	831-7870	Mililani-Uka	627-7303
Shafter	832-3560	Mililani-Waena	627-7300
<u>Radford Complex</u>		<u>Waiialua Complex</u>	
Aliamanu	421-4280	Haleiwa	637-8237
Hickam	421-4148	Waiialua	637-8228
Makalapa	421-4110		
Mokulele	421-4180		
Nimitz	421-4165		
Pearl Harbor	421-4125		
Pearl Harbor Kai	421-4245		

Geographical District: HONOLULU OAHU

HONOLULU DISTRICT PUBLIC SCHOOLS OAHU, HAWAII

- ELEMENTARY
- ▲ MIDDLE
- HIGH SCHOOL
- ▣ ELEMENTARY/INTER/H.S.
- * SPECIAL SCHOOL
- + TEMPORARY INSTRUCTIONAL SITE



Public Elementary Schools

Complex Area Superintendent _____
(Farrington, Kaiser Complexes)

Complex Area Superintendent _____
(Kaimuki, Kalani Complexes)

Complex Area Superintendent _____
(McKinley, Roosevelt Complexes)

Farrington Complex

Fern	832-3040	_____
Ka'ewai	832-3500	_____
Kalihi	832-3177	_____
Kalihi-kai	832-3322	_____
Kalihi-uka	832-3310	_____
Kalihi-waena	832-3210	_____
Kapalama	832-3290	_____
Linapuni	832-3303	_____
Pu'uuhale	832-3190	_____

Kaiser Complex

Haha'ione	397-5822	_____
Kamiloiki	397-5800	_____
Koko Head	397-5811	_____

Kaimuki Complex

Ala Wai	973-0070	_____
Ali'iolani	733-4750	_____
Hokulani	733-4789	_____
Jefferson	971-6922	_____
Kuhio	973-0085	_____
Lunalilo	973-0270	_____
Palolo	733-4700	_____

Contact Person

Kalani Complex

Aina Haina	377-2419	_____
Kahala	733-8455	_____
Liholiho	733-4850	_____
Lili'u'okalani	733-4680	_____
Waikiki	971-6900	_____
Wailupe Valley	377-2414	_____
Wilson	733-4740	_____

McKinley Complex

Ka'ahumanu	587-4414	_____
Kaiulani	832-3160	_____
Kauluwela	587-4447	_____
Lanakila	587-4466	_____
Likelike	832-3370	_____
Royal	587-4510	_____

Roosevelt Complex

Lincoln	587-4480	_____
Ma'ema'e	595-5400	_____
Manoa	988-1868	_____
Noelani	988-1858	_____
Nu'uaniu	595-5422	_____
Pauoa	587-4500	_____
Anuenue	733-8465	_____

New Century Charter School

Wai'alae	733-4880	_____
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Public Elementary Schools

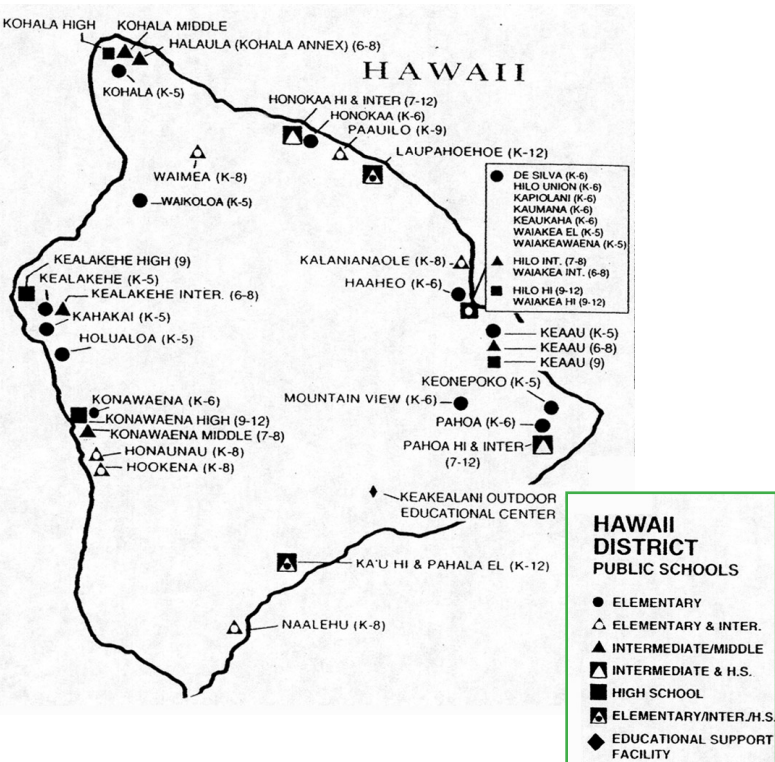
Complex Area Superintendent _____
 (Hilo, Laupahoehoe, Waiakea Complexes)

Complex Area Superintendent _____
 (Ka'u, Keaau, Pahoa Complexes)

Complex Area Superintendent _____
 (Honokaa, Kealakehe, Kohala, Konawaena Complexes)

**Geographical District:
 ISLAND OF HAWAI'I**

<u>Hilo Complex</u>	<u>Contact Person</u>	<u>Ka'u Complex</u>	<u>Contact Person</u>
Kalaniana'ole Elem & Inter 964-9700	_____	Ka'u High & Pahala Elem 928-2088	_____
De Silva 974-4855	_____	Na'alehu Elem & Inter 939-2413	_____
Haaheo 974-4111	_____		_____
Hilo Union 933-0900	_____	<u>Kea'au Complex</u>	
Kapiolani 974-4160	_____	Kea'au 982-4210	_____
Kaumana 974-4190	_____	Mountain View 968-2300	_____
Keaukaha 974-4181	_____	<u>Pahoa Complex</u>	
<u>Laupahoehoe Complex</u>		Keonepoko 965-2131	_____
Laupahoehoe High & Elem 962-2200	_____	Pa'hoa 965-2141	_____
<u>Waiakea Complex</u>		<u>Honoka'a Complex</u>	
Waiakea 981-7215	_____	Pa'auilo Elem & Inter 776-7710	_____
Waiakeawaena 981-7200	_____	Honoka'a 775-8820	_____
		Waikoloa 883-6808	_____
		Waimea 887-7636	_____
		<u>Kealakehe Complex</u>	
		Holualoa 322-4800	_____
		Kahakai 327-4313	_____
		Kealakehe 327-4308	_____
		<u>Kohala Complex</u>	
		Kohala 889-7100	_____
		<u>Konawaena Complex</u>	
		Konawaena 323-4555	_____
		Honaunau Elem & Intermediate 328-2727	_____
		Ho'okena Elem & Intermediate 328-2710	_____
		Konawaena 323-0021	_____
		Hawaiian Immersion _____	_____



Geographical District: ISLAND OF MAUI

(which includes: Maui, Molokai, and Lana'i)

Public Elementary Schools

Complex Area Superintendent _____

(Baldwin, Kekaulike, Maui Complexes)

Complex Area Superintendent _____

(Hana, Lahainaluna, Lanai, Moloka'i Complexes)

Baldwin Complex

Contact Person

Waihe'e 984-5644 _____

Wailuku 984-5622 _____

Kekaulike Complex

Ha'iku 575-3000 _____

Kula 876-7610 _____

Makawo 573-8770 _____

Pa'ia 579-2100 _____

Pukalani 573-8760 _____

Maui High Complex

Kahului 873-3055 _____

Kamali'i 875-6840 _____

Kihei 875-6818 _____

Lihikai 873-3033 _____

Hana Complex

Hana High & Elem 248-4815 _____

Ke'anae 248-4841 _____

Lahainaluna Complex

King Kamehameha III 662-3955 _____

Princess Nahiena'ena 662-4020 _____

Lana'i Complex

Lana'i High & Elem 565-7900 _____

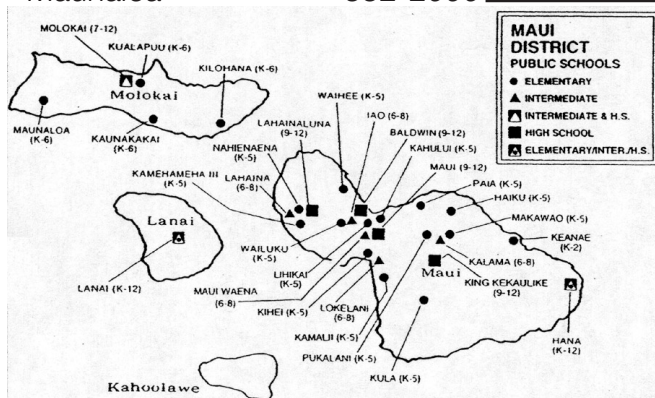
Moloka'i Complex

Kaunakakai 553-1730 _____

Kilohana 558-2200 _____

Kualapu'u 567-6900 _____

Maunaloa 552-2000 _____



Geographical District: ISLAND OF KAUAI

Public Elementary Schools

Complex Area Superintendent _____

(Kapaa, Kauai, Waimea Complexes)

Kapaa Complex

Contact Person

Hanalei 826-4300 _____

Kapaa 821-4424 _____

Kilauea 828-1212 _____

Kauai Complex

Kaumualii 241-3150 _____

Koloa 742-8460 _____

Wilcox 274-3150 _____

Waimea Complex

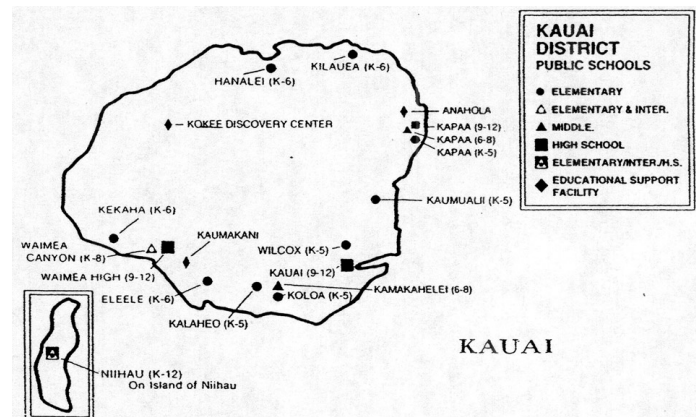
Waimea 338-6830 _____

Eleele 335-2111 _____

Kalaheo 332-6801 _____

Kekaha 337-7655 _____

Ni'ihau 338-6800 _____



Who: Elementary School Administrators, Teachers, Staff, and Transition Teams
What: Reaching out to incoming kindergarten children and families. Reaching out to preschool teachers and directors.
When: Use throughout the year to connect with early education and care programs. Use addresses to communicate with postcards and flyers.
Why: Continuity of services. Collaboration promotes relationships and partnerships. Networking and linking with the neighboring community sets the ground work for parent involvement and communication.

For pages 17-21

LICENSED PRESCHOOLS / CENTERS

Oahu, Kaua'i, Hawai'i, Maui, Moloka'i, Lana'i

Another way to locate the Preschools in your community is to look in the **yellow pages** under "**Day Care-Child**" or under **Schools**: "Schools-Preschools & Kindergarten-Academic" or "Schools-Private" or "Schools-Religious Education" or "Schools-Special Academic Education"
(Administration for all head Start program is usually under Special-Academic)
or call the **Hawai'i Association for the Education of Young Children (HAEYC)** at 1.808.942.4708. They will give you the telephone number of your Community Liaison.

LICENSED PRESCHOOLS/CENTERS - HAWAII COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
1	ALOHA MONTESSORI PRESCHOOL	955664 MAMALAOHA HIGHWAY	NAALEHU	HI	96772	8089297547
2	CHRISTIAN LIBERTY PRESCHOOL DBA SONRISE DEVELOPMENT CENTER	16-675 MILO ST	KEAAU	HI	96749	8089668866
3	CREATIVE DAY PRESCHOOL	74 4981 PALANI RD	KAILUA-KONA	HI	96740	8083291323
4	E' MAKAALA PRESCHOOL	440 W LANIKAULA ST	HILO	HI	96720	8089613633
5	GOOD YEARS EDUC. DAYCARE CTR	97 A OLONA ST	HILO	HI	96720	8089351733
6	HAILI CHRISTIAN PRESCHOOL	190 ULULANI ST	HILO	HI	96720	8089615026
7	HALE ALOHA NAZARENE PRESCHOOL	595 KUPULAU RD	HILO	HI	96720	8089594949
8	HAWAII COMMUNITY COLLEGE CHILDREN'S CENTER	200 W KAWILI STREET, BLDG 3393	HILO	HI	96720	8089330569
9	HAWAII ISLAND YWCA DEVELOP. PS	145 ULULANI ST	HILO	HI	96720	8089357141
10	HAWAII MONTESSORI SCHOOL - KAMUELA PRIMARY PROGRAM	64 1058 MAMALAOHA HWY	KAMUELA	HI	96743	8088857683
11	HAWAII MONTESSORI SCHOOL AT KONA- PRESCHOOL PROGRAM	74 978 MANAWALEA STREET	KAILUA-KONA	HI	96740	8083290700
12	HAWAIIAN BEACHES CHILD DEVELOPMENT CENTER	15-360 N PUNI MAKAI ST	PAHOA	HI	96778	8089650603
13	HCEOC KAILUA-KONA HEAD START	75 140 HUALALAI ROAD	KAILUA-KONA	HI	96740	8083291828
14	HCEOC KEALAKEHE HEAD START- DOE INCLUSION PROGRAM	74 5118 KEALAKAA STREET, RM. #P-14	KAILUA-KONA	HI	96740	8083225153
15	HCEOC KEAUHOU HEAD START	78 6804 MAMALAOHA HWY	HOLUALOA	HI	96725	8083228439
16	HILO CHILD DEVELOPMENT CENTER	2133 WAIANUENUE AVE	HILO	HI	96720	8089616239
17	HILO HONGWANJI PRESCHOOL	398 KILAUUEA AVE	HILO	HI	96720	8089351857
18	KA HALE O NA KEIKI PRESCHOOL	45-3668 HONOKAA-WAIPIO RD	HONOKAA	HI	96727	8087759870
19	KALANIANA'OLE HEADSTART CENTER	27-330 OLD MAMALAOHA HWY	PAPA'IKOU	HI	96781	8089643209
20	KAMEHAMEHA PRESCHOOL - PIIHONUA	1350 WAIANUENUE AVENUE	HILO	HI	96720	8089352165
21	KAMEHAMEHA PRESCHOOL-HAMAKUA	1 SUGAR LN	PAAUILO	HI	96776	0
22	KAMEHAMEHA PRESCHOOL-HILO	1957A KINOOLE ST	HILO	HI	96720	0
23	KAMEHAMEHA PRESCHOOL-KEAAU	15-1906 20TH ST	KEAAU	HI	96749	8089352165
24	KAMEHAMEHA PRESCHOOL-KEAUKAHA	162 BAKER AVE	HILO	HI	96720	8089352998
25	KAMEHAMEHA PRESCHOOL-PAHOA	15-3022 PUNA RD	PAHOA	HI	96778	8089659665
26	KAMEHAMEHA PRESCHOOL-WAIANUENUE	374 WAIANUENUE AVE	HILO	HI	96720	8089352998
27	KAMEHAMEHA SCHOOLS - HONAUNAU PRESCHOOL	84-5574 HONAUNAU BEACH RD	CAPTAIN COOK	HI	96704	8083340599
28	KAMEHAMEHA SCHOOLS - KOHALA PRESCHOOL	551999 KOHALA MOUNTAIN RD	HAWI	HI	96719	8083340599
29	KAMEHAMEHA SCHOOLS - WAIKOLOA PRESCHOOL	69-1690 WAIKOLOA ROAD	WAIKOLOA	HI	96738	8083340599
30	KAMEHAMEHA SCHOOLS - WAIMEA PRESCHOOL	64-780 MAMALAOHA HWY	KAMUELA	HI	96743	8083340599
31	KAMEHAMEHA SCHOOLS- KONA PRESCHOOL	74-5100 PALANI RD	KAILUA-KONA	HI	96740	8083340599
32	KAMEHAMEHA SCHOOLS, KAILUA-KONA PRESCHOOL	75-5713 ALII DRIVE	KAILUA-KONA	HI	96740	8083340599
33	KAPIOLANI HEADSTART CENTER	966 KILAUUEA AVE	HILO	HI	96720	8089612681
34	KAUMANA BAPTIST KEIKILAND	388 KAUMANA DR	HILO	HI	96720	8089613309
35	KEAAU HEAD START	16-111 OPUKAHAI ST	KEAAU	HI	96749	8089612686
36	KEIKI KOLLEGE	16-647 OLD VOLCANO RD	KEAAU	HI	96749	8089667633
37	KEONEPOKO PRE PLUS	15-890 KAHAKAI BLVD	PAHOA	HI	96778	8082624538
38	KONA HONGWANJI PRESCHOOL	81 6630 MAMALAOHA HWY	KEALAKEKUA	HI	96750	8083233737
39	KONA PACIFIC SCHOOL-PRESCHOOL PROGRAM	79-7595 MAMALAOHA HIGHWAY	KEALAKEKUA	HI	96750	8083244606
40	LAUHUKI FAMILY BASED EDUCATIONAL CENTER OF KEAUKAHA	1500 KALANIANA'OLE AVE	HILO	HI	96720	8089615242
41	LITTLE TOTS DAYCARE CENTER		HILO	HI	96720	0
42	MALAMALAMA KINDERHALE	15-1834 MAKUU DR	KEAAU	HI	96749	8089827701
43	MONTESSORI COUNTRY SCHOOL	15-3006 PUNA RD	PAHOA	HI	96778	8089659994
44	MONTESSORI EDUCATION CENTER OF HAWAII, INC.	65-1297 OPELO RD	KAMUELA	HI	96743	8088856867
45	MT VIEW PRE-PLUS	18-1235 VOLCANO HWY	MOUNTAINVIEW	HI	96771	8089612686
46	NEW BEGINNINGS CHILD LEARNING CENTER	1044 KOMOHANA ST	HILO	HI	96720	8089591818
47	OHANA KEIKI DAY CARE	75223 KALANI ST	KAILUA-KONA	HI	96740	8083267780
48	PAHALA PRESCHOOL	HUAPALA ST	PAHALA	HI	96777	8089288541
49	PARADISE PRESCHOOL	317 LEHUA ST	HILO	HI	96720	8089340150
50	PUNANA LEO O HILO	16-120 OPUKAHAI STREET	KEAAU	HI	96749	8089828870
51	PUNANA LEO O KONA	81-1004 KONAWAENA SCH RD	KEALAKEKUA	HI	96750	8083226011
52	PUNANA LEO O WAIMEA	64-756 MAMALAOHA HWY	KAMUELA	HI	96743	8088857166
53	PUUEO CHILD CARE CENTER	145 WAINAKU ST	HILO	HI	96720	0
54	PUULA PRESCHOOL & CHILD CARE CENTER	NANAWALE ESTATES	PAHOA	HI	96778	8089650241
55	SEAGULL SCHOOL AT MAUNA LANI--PRESCHOOL PROGRAM	68 148 HO'OHANA STREET	KAMUELA	HI	96743	8088853557
56	SMALL WORLD PRESCHOOL	65 1253 KAWAIHAE ROAD	KAMUELA	HI	96743	8088854388
57	SON SHINE PRESCHOOL & DAY CARE CENTER	81-6614 MAMALAOHA HWY	KEALAKEKUA	HI	96750	8083232463
58	ST JOSEPH MONTESSORI BASED PRESCHOOL	999 ULULANI ST	HILO	HI	96720	8089610424
59	UNIVERSITY OF THE NATIONS PRESCHOOL	75-5851 KUAKINI HWY	KAILUA-KONA	HI	96740	8083264411
60	WAIKOLOA BAPTIST KEIKILAND	68-3670 PANIOLLO AVE	WAIKOLOA	HI	96738	8088838202
61	Y-TOTS PRESCHOOL - WAIKAE SETTLEMENT YMCA	300 W LANIKAULA ST	HILO	HI	96720	8089353721

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LICENSED PRESCHOOLS/CENTERS - KAUAI COUNTY

	ORGANIZATION	ADDRESS	CITY	STAT	ZIP	PHONE
62	AE KAMALII PRESCHOOL	2943 KRESS ST	LIHUE	HI	96766	8082456622
63	PUNANA LEO O KAUAI	3 1821H KAUMUALII HWY	LIHUE	HI	96766	8082451755
64	ALL SAINTS PRESCHOOL	1065 KUHIO HWY	KAPAA	HI	96746	8088220122
65	ALOHA SCHOOL EARLY LEARNING CENTER	5-5344 KUHIO HWY	HANALEI	HI	96714	8088266421
66	ELEEELE HEAD START	4750 ULIUJI ST	ELEEELE	HI	96705	8082402818
67	KAPAA HEAD START	4886 KAWAIHAU RD	KAPAA	HI	96746	8082455914
68	KOA KEIKI HEAD START	4160 HOALA STREET, BLDG 1	LIHUE	HI	96766	2411470
69	KEKAHA HEAD START	8563 ELEPAIO RD	KEKAHA	HI	96752	8082455914
70	POLU HALE HEAD START	4375A PUAOLE ST	LIHUE	HI	96766	8082402818
71	KOLOA HEAD START	3223 POIPU RD	KOLOA	HI	96756	8087429418
72	KAPAA ELUA HEAD START AFTERNOON PROGRAM	4886 KAWAIHAU RD	KAPAA	HI	96746	8082455914
73	KALAHEO HEAD START	4400 MAKA RD	KALAHEO	HI	96741	8082455914
74	LIHUE HONGWANJI PRESCHOOL	33560B KUHIO HWY	LIHUE	HI	96766	8082457857
75	KALAHEO MISSIONARY PRESCHOOL	4480 HOKUA RD	KALAHEO	HI	96741	8083325550
76	KEIKI ALOHA CLUB	2440 HOONANI RD	KOLOA	HI	96756	0
77	KIDS CLUB @ MARRIOTT'S WAIHAI	2249 POIPU RD	KOLOA	HI	96756	8087424445
78	KAMEHAMEHA SCHOOL EARLY CHILDHOOD EDUCATION KAUMAKANI	2201 KAUMAKANI RD	KAUMAKANI	HI	96747	3350069
79	KAMEHAMEHA EARLY CHILDHOOD ED - ANAHOLA	4109 KEALIA RD	ANAHOLA	HI	96703	8088224475
80	KAMEHAMEHA EARLY CHILDHOOD ED. KAUMAKANI AFTERSCHOOL. PGM	2201 KAUMAKANI RD	KAUMAKANI	HI	96747	8083350069
81	KAPAA MISSIONARY CHURCH PRESCHOOL	4-758 KUHIO HWY	KAPAA	HI	96746	8088220295
82	KAUAI CHRISTIAN ACADEMY	4000 KILAUEA RD	KILAUEA	HI	96754	8088280047
83	NA KAMA PONO (KAUAI COMMUNITY COLLEGE ECDC)	31901 KAUMUALII HWY	LIHUE	HI	96766	8082458356
84	KOLOA EARLY SCHOOL	5521 KOLOA RD	KOLOA	HI	96756	8087421769
85	LIHUE EARLY LEARNING CENTER	4360 PAHEE ST	LIHUE	HI	96766	8082454077
86	KALAHEO EARLY LEARNING CENTER	22370 KAUMUALII HWY	KALAHEO	HI	96741	8082454077
87	MALIAS KEIKI HALE	4212 RICE ST	LIHUE	HI	96766	8082466316
88	MENEHUNE SCHOOL, THE	55428 KUHIO HWY	HANALEI	HI	96714	8088266133
89	SEACLIFF SCHOOL NA OPIO ECEC	2414 OKA ST	KILAUEA	HI	96754	8088280353
90	ISLAND SCHOOL NA PUA KEIKI	31875 KAUMUALII HWY	LIHUE	HI	96766	8082460233
91	ST CATHERINE PRESCHOOL	5021 KAWAIHAU RD	KAPAA	HI	96746	0
92	WAIMEA BAPTIST PRESCHOOL	9611A WAIMEA CANYON DR	WAIMEA	HI	96796	8083381227
93	KAUAI INDEPENDENT DAYCARE SERVICES	1346 INIA ST	KAPAA	HI	96746	8088220262
94	ST THERESA PRESCHOOL	8311 KAUMUALII HWY	KEKAHA	HI	96752	8083371351
95	ALOHA MONTESSORI INTERNATIONAL SCHOOL OF KAUAI	22370 KAUMUALII HWY	KALAHEO	HI	96741	8086510642
	34					

LICENSED PRESCHOOLS/CENTERS - MAUI COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
96	E MALAMA I NA KEIKI O LANAI PRESCHOOL	751 FRASER AVE	LANAI CITY	HI	96763	5656266
	1					
97	PUNANA LEO O MAUI	103 SOUTH HIGH ST	WAILUKU	HI	96793	2445676
98	ANUENUE PRESCHOOL	1445 BALDWIN AVE	MAKAWAO	HI	96768	5798687
99	CENTRAL MAUI PRESCHOOL	398 KANALOA AVE	KAHULUI	HI	96732	2445475
100	CHRIST THE KING PRESCHOOL	211 KAULAWAHINE ST	KAHULUI	HI	96732	8773587
101	DORIS TODD MEMORIAL CHRISTIAN PRESCHOOL	519 BALDWIN AVENUE	PAIA	HI	96779	8085799237
102	EMMANUEL LUTHERAN PRESCHOOL	520 WEST ONE ST	KAHULUI	HI	96732	8088776339
103	NOAHS ARK EARLY CHILDHOOD CENTER	777 MOKULELE HIGHWAY	KAHULUI	HI	96732	8088712477
104	FUN 2,3 PRESCHOOL	100 KEOKEA PLACE	KULA	HI	96790	8782602
105	HALEAKALA WALDORF SCHOOL	4160 LOWER KULA ROAD	KULA	HI	96790	8088782511
106	HOLY INNOCENTS PRESCHOOL	561 FRONT ST	LAHAINA	HI	96761	6679058
107	HONOLUA PRESCHOOL	5110 KOHI ST	LAHAINA	HI	96761	6691113
108	KAHULUI HONGWANJI PRESCHOOL	291 S PUUNENE AVE	KAHULUI	HI	96732	8777998
109	IAO PRESCHOOL	2371 VINEYARD ST	WAILUKU	HI	96793	2421995
110	KAHULUI BAPTIST PRESCHOOL	309 S PUUNENE AVE	KAHULUI	HI	96732	8777243
111	KAHULUI UNION CHURCH PRESCHOOL	101 W KAMEHAMEHA AVE	KAHULUI	HI	96732	8716955
112	KAMAAINA KIDS ALA LANI PRESCHOOL	50 S PAPA AVENUE	KAHULUI	HI	96732	8088777256
113	KAMEHAMEHA PRESCHOOL-CENTRAL MAUI	155 S WAKEA AVE	KAHULUI	HI	96732	8930419
114	KAMEHAMEHA HANA PRESCHOOL	5060 UAKEA RD	HANA	HI	96713	8087605000
115	KAMEHAMEHA PAUKUKALO PRESCHOOL	661 KAUMUALII ST	WAILUKU	HI	96793	8087605000
116	KEIKI CLUBHOUSE INC. PRESCHOOL	194 ELEU PL	KIHEI	HI	96753	8748631
117	CHILDREN'S GARDEN	2140 KANAKANUI RD	KIHEI	HI	96753	8798786
118	KIHEI BAPTIST SCHOOL	1655 S KIHEI RD	KIHEI	HI	96753	8754985
119	PRESCHOOL AT KAPALUA, THE	5960 L HONOAPIILANI HWY	LAHAINA	HI	96761	6695577
120	CHILDREN OF THE RAINBOW NURSERY	142 BAKER ST	LAHAINA	HI	96761	6618287
121	CHILDREN OF THE RAINBOW PRESCHOOL	142 BAKER ST	LAHAINA	HI	96761	6618281
122	SACRED HEARTS SCHOOL EARLY LEARNING CENTE	712 WAINEE ST	LAHAINA	HI	96761	8086628689
123	MAUI EVANGELICAL CHURCH PRESCHOOL	256 HINA AVE	KAHULUI	HI	96732	8776604
124	LAHAINA HEAD START	816 NIHEU ST	LAHAINA	HI	96761	8082492988
125	WAILUKU HEAD START A	670 WAIALE DRIVE	WAILUKU	HI	96793	8082492988
126	WAILUKU HEAD START B	355 SOUTH HIGH ST	WAILUKU	HI	96793	8082492988
127	KAHULUI HEAD START A&B	615 WEST PAPA AVENUE	KAHULUI	HI	96732	8082492998
128	HAIKU HEAD START	97 PAUWELA RD	HAIKU	HI	96708	8082492988
129	KIHEI HEAD START A & B	250 E LIPOA ST	KIHEI	HI	96753	8082492988
130	MAKAWAO HEAD START A&B	931B MAKAWAO AVENUE	MAKAWAO	HI	96768	8082492988
131	MCC HEAD START	310 KAAHUMANU AVE	KAHULUI	HI	96732	0
132	PRE PLUS (LIHIKAI) HEAD START	335 S PAPA AVENUE	KAHULUI	HI	96732	8082492988
133	KAHEKILI TERRACE HEAD START	2015 HOLOWAI PLACE	WAILUKU	HI	96793	0
134	MONTESSORI HALE O KEIKI	100 KULANIHAKOI ST	KIHEI	HI	96753	8088747441
135	MONTESSORI SCHOOL OF MAUI	2933 BALDWIN AVE	MAKAWAO	HI	96768	5730374
136	PUKALANI BAPTIST PRESCHOOL	4 LOHA ST	PUKALANI	HI	96768	5728685
137	ST ANTHONY PRESCHOOL	1627 B MILL ST	WAILUKU	HI	96793	8082429024
138	WAILUKU UNION PRESCHOOL	327 SOUTH HIGH ST	WAILUKU	HI	96793	2425950
139	WEST MAUI CARDEN ACADEMY	551 WAINEE ST	LAHAINA	HI	96761	6670422
140	ST JOSEPH PRESCHOOL	57 DOMINICAN LN	MAKAWAO	HI	96768	8085726235
141	WAILUKU HONGWANJI PRESCHOOL	144 KANIELA ST	WAILUKU	HI	96793	2449545
142	MAKAWAO HONGWANJI PRESCHOOL	223 HIWALANI LP	PUKALANI	HI	96788	5727883
143	KAMAAINA KIDS PIILANI CHILDREN'S CENTER	10 MANINO CIRCLE, BLDG 2	KIHEI	HI	96753	8088748844
	47					
144	PUNANA LEO O MOLOKAI	2200 FARRINGTON AVE	HOOLEHUA	HI	96729	5679211
145	KAMEHAMEHA PRESCHOOL-MOLOKAI	KULANA OIWI CTR	HOOLEHUA	HI	96729	2597922
146	KAUNAKAKAI HEAD START A & B	387 KOLAPA PL	KAUNAKAKAI	HI	96748	8082492988
147	ALL GODS CHILDREN PRESCHOOL	69 PUUPEELUA AVE	HOOLEHUA	HI	96729	0
148	NA KAMALII HOALOHA	135 KAMEHAMEHA V HWY	KAUNAKAKAI	HI	96748	0
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LICENSED PRESCHOOLS/CENTERS - OAHU COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
149	442 HEAD START	85555B FARRINGTON HWY	WAIANAE	HI	96792	8086964815
150	ABUNDANT LIFE CHILD CARE CENTER	300 WILIKINA DR	WAIHAWA	HI	96786	6215433
151	AIEA HONGWANJI PRESCHOOL	99186 PUAkala ST	AIEA	HI	96701	8084880404
152	AIEA PRE-PLUS HEAD START	99370 MOANALUA RD	AIEA	HI	96701	0
153	ALANI CHILDRENS CENTER	4303 DIAMOND HEAD RD	HONOLULU	HI	96816	0
154	ALPHABETLAND PRESCHOOL - PEARL CITY	1716 KOMO MAI DR	PEARL CITY	HI	96782	6778009
155	ALPHABETLAND PRESCHOOL - WAIPAHU	94069 WAIPAHU ST	WAIPAHU	HI	96797	0
156	ALPHABETLAND PRESCHOOL AND KINDERGARTEN - NEWTOWN	98456 KAAHELE ST	AIEA	HI	96701	6778009
157	ANGELS AT PLAY PRESCHOOL	ODO2062 S KING ST	HONOLULU	HI	96826	0
158	ARK OF SAFETY CHRISTIAN ACADEMY	85179 WAIANAE VALLEY RD	WAIANAE	HI	96792	8086968928
159	AUGUST AHRENS ELEMENTARY HEAD START	941170 WAIPAHU ST	WAIPAHU	HI	96797	8086782300
160	BRIGHT BEGINNING LEARNING CENTER	54109 KAWAIPUNA ST	HAUULA	HI	96717	8082931801
161	CALVARY BY THE SEA SCHOOL	5339 KALANIANAOLE HWY	HONOLULU	HI	96821	0
162	CALVARY CHAPEL WEST OAHU PRESCHOOL	91928 FT WEAVER RD	EWA BEACH	HI	96706	8086893444
163	CALVARY CHILD CARE CENTER	1215 ALA AOLANI ST	HONOLULU	HI	96819	8345728
164	CALVARY EPISCOPAL CHURCH PRESCHOOL & DAY CARE CENTER	45435 AUMOKU ST	KANEOHE	HI	96744	2354833
165	CENTRAL UNION CHURCH PRESCHOOL	1660 S BERETANIA ST	HONOLULU	HI	96826	8089464025
166	CHRISTIAN ACADEMY PRESCHOOL	3400 MOANALUA RD	HONOLULU	HI	96819	8088360233
167	CORNERSTONE EARLY EDUCATION CENTER	941080 UKUWAI ST	MILILANI	HI	96789	6268798
168	EMMANUELS PRESCHOOL & DAY CARE	780 KEOLU DR	KAILUA	HI	96734	0
169	EWA PLAINS ENRICHMENT PROGRAMS LLC DBA EWA BEACH PRESCHOOL	91660 POHAKUPUNA RD	EWA BEACH	HI	96706	8086893222
170	FAITH, HOPE & LOVE CHILD CARE & LEARNING CENTER	94133 PAHU ST	WAIPAHU	HI	96797	6764673
171	FAMILY SERVICES CENTER	2319 ROSE ST	HONOLULU	HI	96819	0
172	FIRST BAPTIST PRESCHOOL AND DAY CARE CENTER	66415 HALEIWA RD	HALEIWA	HI	96712	6374847
173	FIRST TO WORK WAIHAWA	1008 CALIFORNIA AVE	WAIHAWA	HI	96786	8086210700
174	FIRST TO WORK WAIANAE	601 KAMOKILA BLVD	KAPOLEI	HI	96707	8086927760
175	FIRST TO WORK WAIPAHU	94275 MOKUOLA ST	WAIPAHU	HI	96797	8086750081
176	FIRST UNITED METHODIST PRESCHOOL	1020 S BERETANIA ST	HONOLULU	HI	96814	0
177	FRIENDSHIP CHRISTIAN SCHOOLS AT YOUTH CENTER CAMPUS	911207 RENTON RD	EWA BEACH	HI	96706	6818838
178	GOOD SAMARITAN DAY CARE CENTER	1801 10TH AVE	HONOLULU	HI	96816	0
179	GOOD SHEPHERD CHRISTIAN PRESCHOOL	638 N KUAKINI ST	HONOLULU	HI	96817	0
180	GRACE CHRISTIAN ACADEMY PRESCHOOL	99833 IWAENA ST	AIEA	HI	96701	8084860664
181	HALAWA HEAD START	99795 IWAIIWA ST	AIEA	HI	96701	8088472400
182	HALEIWA HEAD START	66505 HALEIWA RD	HALEIWA	HI	96712	8086373072
183	HANAHAUOLI PRE-KINDERGARTEN	1922 MAKIKI ST	HONOLULU	HI	96822	9496461
184	HANALANI SCHOOLS EARLY CHILDHOOD DIVISION	94294 ANANIA DR	MILILANI	HI	96789	6252855
185	HAWAII BAPTIST ACADEMY SUMMER SCHOOL	21 BATES ST	HONOLULU	HI	96817	5245477
186	HAWAII KAI BAPTIST CCC-PS	265 LUNALILO HOME RD	HONOLULU	HI	96825	0
187	HELEMANO ARMY HEAD START	PAALAA UKA PUPUKEA RD	WAIHAWA	HI	96786	8086530725
188	HELEMANO ELEMENTARY HEAD START	1001 IHI IHI AVE	WAIHAWA	HI	96786	8086211599
189	HOLY FAMILY CATHOLIC ACADEMY EARLY LEARNING CENTER	830 MAIN ST	HONOLULU	HI	96818	4211265
190	HOLY NATIVITY SCHOOL	5286 KALANIANAOLE HWY	HONOLULU	HI	96821	8083968466
191	HON COMM COLLEGE-KEIKI HAUOLI CDL	874 DILLINGHAM BLVD	HONOLULU	HI	96817	0
192	HONGWANJI MISSION DCC	1728 PALI HWY	HONOLULU	HI	96813	0
193	HONOLULU COMMUNITY JEWISH PRESCHOOL	2550 PALI HWY	HONOLULU	HI	96817	0
194	HONOLULU WALDORF SCHOOL	350 ULUA ST	HONOLULU	HI	96821	8083775488
195	HONOWAI HEAD START	94600 HONOWAI ST	WAIPAHU	HI	96797	8086769059
196	IROQUOIS POINT HEAD START	5553 CORMORRANT AVE	EWA BEACH	HI	96706	8472400
197	ISLAND PACIFIC ACADEMY	909 HAUMEA ST	KAPOLEI	HI	96707	8086743523
198	JACK HALL HEAD START	94827 KUHAULUA ST	WAIPAHU	HI	96797	8086712488
199	JEFFERSON PRE-PLUS	324 KAPAHULU AVENUE	HONOLULU	HI	96815	0
200	JIKOEN HONGWANJI LUMBINI PRESCHOOL	1731 N SCHOOL STREET	HONOLULU	HI	96819	0
201	KAALA ELEMENTARY PRE-PLUS HEAD START	130 CALIFORNIA AVE	WAIHAWA	HI	96786	8088472400
202	KAILUA BAPTIST PRESCHOOL	1080 KAILUA RD	KAILUA	HI	96734	0
203	KAILUA METHODIST PRESCHOOL	1110 KAILUA RD	KAILUA	HI	96734	0
204	KAIMILOA HEAD START	911028 KAUNOLU ST	EWA BEACH	HI	96706	8088472400
205	KAIMUKI CHRISTIAN SCHOOL	1117 KOKO HEAD AVE	HONOLULU	HI	96816	0
206	KALIHI CHILD CARE PRE-GRADE	1030 HORNER ST	HONOLULU	HI	96819	0
207	KALIHI UNION CHURCH PRESCHOOL	2214 NORTH KING ST	HONOLULU	HI	96819	0
208	KAMAAINA KIDS - CFS FAMILY CENTER (GCC)	91-1841 FT WEAVER RD	EWA BEACH	HI	96706	8082624538
209	KAMAAINA KIDS - MOANALUA	20 BOUGAINVILLE DR	HONOLULU	HI	96818	8084229491
210	KAMAAINA KIDS AIKAHI	38 KANEOHE BAY DR	KAILUA	HI	96734	0
211	KAMAAINA KIDS ALEWA HEIGHTS AT ST MARKS	1052 ILIMA DRIVE	HONOLULU	HI	96817	8082624538

LICENSED PRESCHOOLS/CENTERS - OAHU COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
212	KAMAAINA KIDS ENCHANTED LAKE	1425 KEOLU DR	KAILUA	HI	96734	2624538
213	KAMAAINA KIDS HONOLULU	930 LUNALILO ST	HONOLULU	HI	96822	2624538
214	KAMAAINA KIDS MILILANI TECH PARK	345 KAHELU AVE	MILILANI TOW	HI	96789	8086231322
215	KAMAAINA KIDS PEARL CITY	784 KAMEHAMEHA HWY	PEARL CITY	HI	96782	8084553330
216	KAMAAINA KIDS SALT LAKE	3215 ALA ILIMA ST	HONOLULU	HI	96818	8088394977
217	KAMAAINA KIDS ST MARKS CHILDRENS CENTER	539 KAPAHULU AVE	HONOLULU	HI	96815	0
218	KAMAAINA KIDS WAIPAHU	94531 WAIPAHU ST	WAIPAHU	HI	96797	8086773573
219	KAMAILE HEAD START	85180 ALA AKAU ST	WAIANAE	HI	96792	8086960104
220	KAMEHAMEHA PRESCHOOL - HALEIWA I	66279A HALEIWA RD	HALEIWA	HI	96712	8086362042
221	KAMEHAMEHA PRESCHOOL HAUULA	54046 KAMEHAMEHA HWY	HAUULA	HI	96717	8082930463
222	KAMEHAMEHA PRESCHOOL - HOALIKU DRAKE PRESCHOOL	87115 WAIOLU ST	WAIANAE	HI	96792	8086681196
223	KAMEHAMEHA PRESCHOOL - PUU KAHEA	85179 ALA HEMA ST	WAIANAE	HI	96792	8086965821
224	KAMEHAMEHA PRESCHOOL - WAIANAE I	87227 ST JOHNS RD	WAIANAE	HI	96792	2939066
225	KAMEHAMEHA PRESCHOOL - WAIANAE II	85179 ALA HEMA ST	WAIANAE	HI	96792	2939066
226	KAMEHAMEHA PRESCHOOL KAHALUU	47253 WAIHEE RD	KANEOHE	HI	96744	8082394073
227	KAMEHAMEHA PRESCHOOL KAHUKU	56117 PUALALEA ST	KAHUKU	HI	96731	2939066
228	KAMEHAMEHA PRESCHOOL KALIHI-PALAMA	1850 MAKUAKANE ST	HONOLULU	HI	96817	0
229	KAMEHAMEHA PRESCHOOL LAIE	55109 KULANUI ST	LAIE	HI	96762	8082931236
230	KAMEHAMEHA PRESCHOOL NUUANU	45 N JUDD ST	HONOLULU	HI	96817	0
231	KAMEHAMEHA PRESCHOOL WAIMANALO	41235 ILAUHOLE ST	WAIMANALO	HI	96795	8428887
232	KAPAHULU BIBLE CHURCH PRESCHOOL	3221 MAKINI ST	HONOLULU	HI	96815	7342181
233	KAWAIAHAO SCHOOL	872 MISSION LN	HONOLULU	HI	96813	5221335
234	KCAA ATHERTON PRE-SCHOOL	410 ONEAWA ST	KAILUA	HI	96734	9419414
235	KCAA KUAPA PRE-SCHOOL	6774 HAWAII KAI DR	HONOLULU	HI	96825	9419414
236	KCAA LAURA MORGAN PRESCHOOL	1867 KAIKUNANE LOOP	HONOLULU	HI	96817	9419414
237	KCAA MOTHER RICE PRESCHOOL	2707 SOUTH KING ST	HONOLULU	HI	96826	9419414
238	KCAA MURIEL PRE-SCHOOL	1045 KAWAIAHAO ST	HONOLULU	HI	96814	9419414
239	KCAA NA LEI PRE-SCHOOL	2511 ROSE ST	HONOLULU	HI	96819	9419414
240	KCAA WAI-KAHALA PRE-SCHOOL	1261 PUEO ST	HONOLULU	HI	96816	9419414
241	KEIKI ALOHA PRESCHOOL	98027 HEKAHA ST #47	AIEA	HI	96701	8084885585
242	KEIKI BEACHCOMBER CLUB	92-1001 OLANI ST	KAPOLEI	HI	96707	8086790079
243	KILAUEA OHANA PLAYSCHOOL	801 WEST HIND DR	HONOLULU	HI	96821	0
244	KILOHANA UNITED METHODIST CHURCH PRESCHOOL INC	5829 MAHIMAHI ST	HONOLULU	HI	96821	8083734434
245	KIPAPA ELEMENTARY HEAD START	94-076 KIPAPA DR	MILILANI	HI	96789	8086277322
246	KUNIA HEAD START	95-1750 KUNIA DR	KUNIA	HI	96759	8088472400
247	L ROBERT ALLEN MONTESSORI CENTER	1365 KAMINAKA DR	HONOLULU	HI	96816	0
248	LE JARDIN ACADEMY JUNIOR SCHOOL	917 KALANIANAOLE HWY	KAILUA	HI	96734	0
249	LEEWARD COMMUNITY COLLEGE CHILDRENS CENTER	96045 ALA IKE	PEARL CITY	HI	96782	4550488
250	LITTLE FRIENDS LEARNING CENTER	2313 NUUANU AVE	HONOLULU	HI	96817	0
251	LOKAHI MONTESSORI SCHOOL	1506 PIIKOI ST	HONOLULU	HI	96822	5244243
252	LOVE A KEIKI LEARNING CENTER	1239 OLOMEA ST	HONOLULU	HI	96817	0
253	LUTHERAN CHURCH OF HONOLULU PS	1730 PUNAHOU ST	HONOLULU	HI	96822	0
254	MAILI ELEMENTARY HEAD START	87360 KULAAUPUNI ST	WAIANAE	HI	96792	8086962846
255	MAKAHA HEAD START	84760 LAHAINA ST	WAIANAE	HI	96792	8086959134
256	MAKAKILO BAPTIST CHURCH PRESCHOOL	92611 MAKAKILO DR	KAPOLEI	HI	96707	6723505
257	MAKALAPA HEAD START	99102 KALALOA ST	AIEA	HI	96701	8472400
258	MAKIKI CHRISTIAN CHURCH PRESCHOOL	829 PENSACOLA ST	HONOLULU	HI	96814	0
259	MALAMA NA KEIKI O WAIANAE PRESCHOOL	86072 FARRINGTON HWY	WAIANAE	HI	96792	6963988
260	MANOA VALLEY CHURCH PRESCHOOL	2728 HUAPALA ST	HONOLULU	HI	96822	0
261	MARYKNOLL GRADE SCHOOL - PRE-K	1722 DOLE ST	HONOLULU	HI	96822	0
262	MILILANI BAPTIST PRESCHOOL	94293 ANANIA DR	MILILANI	HI	96789	6257499
263	MILILANI HIGH SCHOOL HEAD START CDC	951200 MEHEULA PRKWY	MILILANI	HI	96789	8086271566
264	MILILANI MISSIONARY PRESCHOOL	98801 KIPAPA DR	MILILANI	HI	96789	6257571
265	MILILANI PRESBYTERIAN PRESCHOOL	95410 KUAHELANI AVE	MILILANI	HI	96789	6233975
266	MOILILILI HONGWANJI PRESCHOOL	902 UNIVERSITY AVENUE	HONOLULU	HI	96826	0
267	MONTESSORI COMMUNITY SCHOOL	1239 NEHOA ST	HONOLULU	HI	96822	0
268	MOTHER MARIANNE COPE CHILD CARE CENTER	2707 PAMOA RD	HONOLULU	HI	96822	0
269	NA KEIKI PRESCHOOL	85671 FARRINGTON HWY	WAIANAE	HI	96792	8086952400
270	NANAKULI HEAD START	89102 FARRINGTON HWY	WAIANAE	HI	96792	8086688001
271	NUUANU BAPTIST PRESCHOOL	210 NUUANU AVE	HONOLULU	HI	96817	0
272	NUUANU KEIKI CARE & PRESCHOOL	110 COELHO WAY	HONOLULU	HI	96817	0
273	OAHU HEAD START - HAUULA	54046 KAMEHAMEHA HWY	HAUULA	HI	96717	8472400
274	OAHU HEAD START - KOA IKI	84255 MAKAHA VLY RD	WAIANAE	HI	96792	8472400

LICENSED PRESCHOOLS/CENTERS - OAHU COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
275	OAHU HEAD START - LAIE II	55109 KULANUI ST	LAIE	HI	96762	8088472400
276	OAHU HEAD START - LAIE III	55-109 KULANUI ST	LAIE	HI	96762	8088472400
277	OAHU HEAD START BENJAMIN PARKER	45259 WAIKALUA RD	KANEOHE	HI	96744	8472400
278	OAHU HEAD START DOLE CHILD DEV. CTR.	602 MAGELLAN AVE	HONOLULU	HI	96813	5214531
279	OAHU HEAD START ENCHANTED LAKE	770 KEOLU DR	KAILUA	HI	96734	5214531
280	OAHU HEAD START HEEIA	46202 HAIKU RD	KANEOHE	HI	96744	8088472400
281	OAHU HEAD START JEFFERSON ELEMENTARY	324 KAPAHULU AVE	HONOLULU	HI	96815	5214531
282	OAHU HEAD START JOB CORPS CDC I	41467 HIHIMANU ST	WAIMANALO	HI	96795	5214531
283	OAHU HEAD START KAEWAI	1929 KAMEHAMEHA IV RD	HONOLULU	HI	96819	5214531
284	OAHU HEAD START KAHALUU	47280 WAIHEE RD	KANEOHE	HI	96744	8472400
285	OAHU HEAD START KAILUA ELEMENTARY PRE PLUS	315 KUULEI	KAILUA	HI	96737	0
286	OAHU HEAD START KAINALU ELEMENTARY	165 KAIHOLU ST	KAILUA	HI	96734	5214531
287	OAHU HEAD START KAIULANI	783 N KING ST	HONOLULU	HI	96817	8088472400
288	OAHU HEAD START KALIHI UKA	2411 KALIHI ST	HONOLULU	HI	96819	8088472400
289	OAHU HEAD START KANEOHE	45495 KAMEHAMEHA HWY	KANEOHE	HI	96744	8472400
290	OAHU HEAD START KAPALAMA	1601 N SCHOOL ST	HONOLULU	HI	96817	5214531
291	OAHU HEAD START KAULUWELA	1486 AALA ST	HONOLULU	HI	96817	5214531
292	OAHU HEAD START KEOLU	1416 KEOLU DR	KAILUA	HI	96734	5214531
293	OAHU HEAD START KMCBH	KMCBH	KANEOHE BA	HI	96863	8088472400
294	OAHU HEAD START KOKO HEAD ELEMENTARY	189 LUNALILO ST	HONOLULU	HI	96825	8472400
295	OAHU HEAD START KUKUI GARDENS	420 N KING ST	HONOLULU	HI	96817	5214531
296	OAHU HEAD START LAIE I	55109 KULANUI ST	LAIE	HI	96762	8082935311
297	OAHU HEAD START LANAKILA	717 N KUAKINI ST	HONOLULU	HI	96817	5214531
298	OAHU HEAD START LANAKILA I & II	1701 LANAKILA AVE	HONOLULU	HI	96817	5214531
299	OAHU HEAD START LIKELIKE	1618 PALAMA ST	HONOLULU	HI	96817	5214531
300	OAHU HEAD START LINCOLN	615 AUWAIOLIMU ST	HONOLULU	HI	96813	0
301	OAHU HEAD START MAUNAWILI	1465 ULUPII ST	KAILUA	HI	96734	5214531
302	OAHU HEAD START PALOLO I CDC	2106 10TH AVE	HONOLULU	HI	96816	0
303	OAHU HEAD START PALOLO II - IV	2106 10TH AVE	HONOLULU	HI	96816	5214531
304	OAHU HEAD START POPE	41133 HULI ST	WAIMANALO	HI	96795	5214531
305	OAHU HEAD START ROYAL	1519 QUEEN EMMA ST	HONOLULU	HI	96813	0
306	OAHU HEAD START WAIMANALO	411347 KALANIANAOLE HWY	WAIMANALO	HI	96795	5214531
307	OAHU HEAD START WAIMANALO ELEMENTARY PRE PLUS	41 1330 KALANIANAOLE HWY	WAIMANALO	HI	96795	8082597574
308	OAHU KEIKIS	45520 KEAAHALA RD	KANEOHE	HI	96744	8082476817
309	OHANA BAPTIST PRESCHOOL	2908 KAMEHAMEHA HWY	HONOLULU	HI	96818	8377653
310	OLIVET BAPTIST PRESCHOOL	1775 S BERETANIA ST	HONOLULU	HI	96826	0
311	OUR LADY OF GOOD COUNSEL PRESCHOOL	1530 HOOLANA ST	PEARL CITY	HI	96782	4554533
312	OUR REDEEMER LUTHERAN PRESCHOOL	2428 WILDER AVENUE	HONOLULU	HI	96822	8089457765
313	OUR SAVIOR LUTHERAN PRESCHOOL	981098 MOANALUA RD	AIEA	HI	96701	0
314	PACT FERN HEAD START	1121 MIDDLE ST	HONOLULU	HI	96819	0
315	PACT FERN PREPLUS HEAD START	1121 MIDDLE ST	HONOLULU	HI	96819	0
316	PACT KALIHI ELEMENTARY HEAD START	2471 KULA KOLEA DRIVE	HONOLULU	HI	96819	0
317	PACT KALIHI WAENA HEAD START	1240 GULICK AVE	HONOLULU	HI	96819	0
318	PACT KPT HEAD START I	1485 LINAPUNI ST	HONOLULU	HI	96819	0
319	PACT NA LEI HEAD START	2511 ROSE ST	HONOLULU	HI	96819	0
320	PALI PRESCHOOL	467 N JUDD ST	HONOLULU	HI	96817	0
321	PALI VIEW BAPTIST PRESCHOOL	45510 HALEKOU RD	KANEOHE	HI	96744	2352271
322	PALISADES BAPTIST PRESCHOOL	2251 AUHUHU ST	PEARL CITY	HI	96782	4569066
323	PARENT PARTICIPATION NURSERY SCHOOL	92 KANEOHE BAY DR	KAILUA	HI	96734	0
324	PEARL HARBOR HEAD START	515 MAIN ST	HONOLULU	HI	96818	8088472400
325	PETERSEN CDC HEAD START	BLDG 791 MCCORNACK RD	WAIHAWA	HI	96786	8086558323
326	PLAYMATE KINDERGARTEN & DAYCARE	1704 KEEAUMOKU ST	HONOLULU	HI	96822	5366442
327	POHAKEA ELEMENTARY HEAD START	91750 FT WEAVER RD	EWA BEACH	HI	96706	8472400
328	POHULANI ONSITE CHILD CARE	677 QUEEN ST	HONOLULU	HI	96813	8085992807
329	POMAIIKI PRESCHOOL	911258 RENTON RD	EWA BEACH	HI	96706	8086818100
330	PUNANA LEO O HONOLULU	1313 KAMEHAMEHA IV RD	HONOLULU	HI	96819	0
331	PUNANA LEO O KAWAIAHAO	880 MISSION LANE	HONOLULU	HI	96813	0
332	PUNANA LEO O KOOLAULOA	56463 KAMEHAMEHA HWY	KAHUKU	HI	96731	2944441
333	PUNANA LEO O SAMUEL M KAMAKAU	45-035 KANEOHE BAY DR	KANEOHE	HI	96744	8082610088
334	PUNANA LEO O WAIANAE	85165 PLANTATION RD	WAIANAE	HI	96792	6960212
335	PUU HELEAKALA HEAD START	87169 HELELUA ST	WAIANAE	HI	96792	8086688033
336	QUEEN EMMA PRESCHOOL	3019 PALI HWY	HONOLULU	HI	96817	5366102
337	RAINBOW SCHOOL - KAHUKU	56463 KAMEHAMEHA HWY	KAHUKU	HI	96731	2939341

LICENSED PRESCHOOLS/CENTERS - OAHU COUNTY

	ORGANIZATION	ADDRESS	CITY	STATE	ZIP	PHONE
338	RAINBOW SCHOOL - KANEOHE	45211 WAIKALUA RD	KANEOHE	HI	96744	2478840
339	RAINBOW SCHOOL - MILILANI	951361 MEHEULA PKWY	MILILANI	HI	96789	6239229
340	RAINBOW SCHOOL - WAHIAWA	108 CALIFORNIA AVE	WAHIAWA	HI	96786	8086213933
341	RAINBOW SCHOOL HONOLULU	300 ALA MOANA BLVD #1108	HONOLULU	HI	96813	2939341
342	REDEMPTION ACADEMY PRESCHOOL	355 N KAINALU DR	KAILUA	HI	96734	2662341
343	ROSARY PRESCHOOL & KINDERGARTEN	941249A LUMIKULA ST	WAIPAHU	HI	96797	8086771202
344	SACRED HEARTS ACADEMY PRESCHOOL	3253 WAIALAE AVE	HONOLULU	HI	96816	0
345	SALT LAKE PRE-PLUS HEAD START	1131 ALA LILIKOI ST	HONOLULU	HI	96818	0
346	SALVATION ARMY LEEWARD OHANA KEIKI PS	98612 MOANALUA LOOP	AIEA	HI	96701	4871636
347	SEAGULL SCHOOL OF KAILUA	1300 KAILUA RD	KAILUA	HI	96734	2618534
348	SEAGULL SCHOOL OF KAPOLEI	91531 FARRINGTON HWY	KAPOLEI	HI	96707	6741444
349	ST ANNS EARLY LEARNING CENTER	46125 HAIKU RD	KANEOHE	HI	96744	2473324
350	ST ANTHONY SCHOOL EARLY LEARNING CENTER	148 MAKAWAO ST	KAILUA	HI	96734	0
351	ST CLEMENTS SCHOOL	1515 WILDER AVE	HONOLULU	HI	96822	0
352	ST GEORGES EPISCOPAL PRESCHOOL	511 MAIN ST	HONOLULU	HI	96818	4230154
353	ST JOHN THE BAPTIST CATHOLIC PRESCHOOL	2340 OMILO LN	HONOLULU	HI	96819	0
354	ST JOHN VIANNEY EARLY LEARNING CENTER	940 KEOLU DR	KAILUA	HI	96734	0
355	ST JOHNS CATHOLIC PRESCHOOL	95370 KUAHELANI AVE	MILILANI	HI	96789	8086233332
356	ST JOSEPH SCHOOL PRE-KINDERGARTEN	94651 FARRINGTON HWY	WAIPAHU	HI	96797	6774475
357	ST MICHAELS SCHOOL	67340 HAONA ST	WAIALUA	HI	96791	6377772
358	ST PHILOMENAS EARLY EDUCATION CENTER	3300 ALA LAULANI ST	HONOLULU	HI	96818	8338080
359	ST TIMOTHYS CHILDRENS CENTER	98939 MOANALUA RD	AIEA	HI	96701	4881766
360	STAR OF THE SEA EARLY LEARNING CENTER	4470 ALIIKOA STREET #100	HONOLULU	HI	96821	0
361	SUNSET ELEMENTARY HEAD START	59-360 KAMEHAMEHA HWY	HALEIWA	HI	96712	8086388914
362	SUNSHINE SCHOOL	175 KIHAPAI ST	KAILUA	HI	96734	0
363	SWANZY HEAD START	51-369 KAMEHAMEHA HWY	KAAAWA	HI	96730	8088472400
364	THE CAREY SCHOOL	260 N KAINALU DR	KAILUA	HI	96734	0
365	THE CHILDRENS CENTER, INC.	2651A PALI HWY	HONOLULU	HI	96817	0
366	THE CHILDRENS HOUSE PRESCHOOL	1840 KOMO MAI DR	PEARL CITY	HI	96782	4554131
367	THE COLE ACADEMY	36 MERCHANT STREET	HONOLULU	HI	96813	0
368	THE EARLY EDUCATION CENTER	1130 ALAPAI ST	HONOLULU	HI	96813	5330004
369	THE EARLY SCHOOL	2510 BINGHAM ST	HONOLULU	HI	96826	8089555881
370	THE FIRST CHINESE CHURCH OF CHRIST PRESCHOOL	1061 YOUNG ST	HONOLULU	HI	96814	0
371	THE HONOLULU CHRISTIAN PRESCHOOL	2207 OAHU AVE	HONOLULU	HI	96822	0
372	THE SALVATION ARMY OHANA KEIKI PRESCHOOL	296 N VINEYARD BLVD	HONOLULU	HI	96817	9882136
373	THE TODDLER PROGRAM	3509 PAHOA AVE	HONOLULU	HI	96816	0
374	TRINITY CHRISTIAN SCHOOL	875 AULOA RD	KAILUA	HI	96734	0
375	TRINITY LUTHERAN PRESCHOOL AND B/AS PROGRAM	1611 CALIFORNIA AVE	WAHIAWA	HI	96786	8086222463
376	UNITY SCHOOL	3608 DIAMOND HD CIR	HONOLULU	HI	96816	0
377	UNIVERSITY AVENUE BAPTIST PRESCHOOL	2305 UNIVERSITY AVE	HONOLULU	HI	96822	0
378	UNIVERSITY OF HAWAII AT MANOA CHILDRENS CENTER	2320 DOLE ST	HONOLULU	HI	96822	0
379	WAHIAWA BAPTIST PRESCHOOL	1233 CALIFORNIA AVE	WAHIAWA	HI	96786	6222454
380	WAHIAWA ELEMENTARY PRE-PLUS HEAD START	1402 GLEN AVE	WAHIAWA	HI	96786	8088472400
381	WAHIAWA PRESCHOOL & DAY CARE CENTER	1445 CALIFORNIA AVE	WAHIAWA	HI	96786	6216214
382	WAIALUA HEAD START	67174 FARRINGTON HWY	WAIALUA	HI	96791	8088472400
383	WAIANAE EARLY EDUCATION CENTER	841061 NOHOLIO RD	WAIANAE	HI	96792	6959656
384	WAIANAE PARK HEAD START	85601 FARRINGTON HWY	WAIANAE	HI	96792	0
385	WAIKIKI COMMUNITY CENTER CHILD CARE	310 PAOAKALANI AVE	HONOLULU	HI	96815	0
386	WAIMALU GRACE BROTHERS CHILDRENS CENTER	99400 AIEA HEIGHTS DR	AIEA	HI	96701	4886006
387	WAIKEOLA PRESCHOOL	4705 KILAUEA AVE	HONOLULU	HI	96816	0
388	WAIPAHU COMMUNITY HEAD START	94830 HIKIMOE ST	WAIPAHU	HI	96797	0
389	WAIPAHU ELEMENTARY HEAD START	94-465 WAIPAHU ST	WAIPAHU	HI	96797	8086750161
390	WAIPAHU PARK HEAD START	94230 PAIWA ST	WAIPAHU	HI	96797	8088472400
391	WAIPIO COMMUNITY BAPTIST PRESCHOOL	941210 WAIPIO UKA ST	WAIPAHU	HI	96797	6769397
392	WAOLANI-JUDD NAZARENE SCHOOL	408 NORTH JUDD ST	HONOLULU	HI	96817	8085315251
393	WESLEY CHILDRENS PROGRAMS ENRICHMENT	1350 HUNAKAI ST	HONOLULU	HI	96816	7373444
394	WINDWARD NAZARENE ACADEMY PRESCHOOL	45-232 PUAAE RD	KANEOHE	HI	96744	8082358787
395	WORD OF LIFE ACADEMY PRESCHOOL (K3/K4) PROGRAM	544 QUEEN ST	HONOLULU	HI	96813	5284044
	247					

Newspaper Contacts, State of Hawai'i

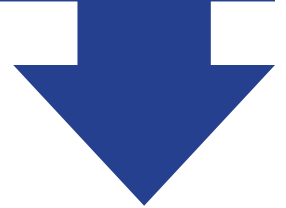
(compiled by Elaine Yamashita)

Who: Early Education and Care Staff
Elementary School Staff
Community Leaders

What: Spreading the good news.

When: Use this all the time. Extra effort for deadlines such as kindergarten registration and for special events to invite parents/families.

Why: Although parents are often notified by school newsletters, it is important for all schools to publicize important events in their local newspapers so the general public is aware of events.



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Writing Successful News Releases

Often, the best way to get an article published is to write it yourself and send it to a reporter. When writing your news releases, be sure to include the following:

1. Who (which school?)
2. What
3. When
4. Where
5. Why (State in positive terms)
6. How (Keep it simple and state it in ways which will be inviting to your audience)

When writing a news release:

- **Stick to the facts** - Those persons quoted may, and should give their own opinions on why the activity is important.
- **Be concise** - to the point.
- **Use the active voice** - keep the tone lively.
- **Give contact name and phone number** - For more information call _____
- **Always submit neat, accurate, double-spaced copy.**
- **The most important information should be included in the first two paragraphs of the releases** - in case editors may cut later paragraphs to make your piece fit available space.
- **Use quotes when appropriate** - quotes usually catch the readers' attention and lend credibility to the release.
- **Think about your audience and be sure your release is written with them in mind.**

Helpful Hint: Have this form available on your computer so you only need to fill it in and fax it.

To: _____

From: _____

(name and title)

Telephone number where you can be immediately reached _____

Email: _____

Fax: _____

Be Accessible!! (Often times newspapers need details quickly and will print what they can confirm.)

Date: _____

(Really important! Always date your release!)

NEWS RELEASE FOR IMMEDIATE RELEASE

The body of your release should be 2 spaces between lines. If you plan to e-mail your document, it is best to use MS Word so they can readily open your information. Fax works well.

First write your:

WHO, WHAT, WHEN, WHERE, WHY, and HOW

Now, put them together in a paragraph that makes sense and includes the information.

That's your lead paragraph. Remember to indent the first line!

Now you can add details. Write more about your event or story.

Stamp Here

Stamp Here

*Make copies on Card Stock/Vellum.
Cut to postcard size.
Stamp is currently 23¢.*

TO:

TO:

When you design your postcard, layout four of the same. So if you xerox 25 copies on card stock, you will be able to cut 100 postcards to mail out.

School Return Address

School Return Address

CUT

Stamp Here

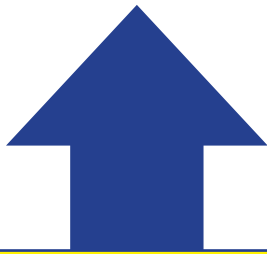
Stamp Here

TO:

TO:

TO:

Who: Early Education and Care Staff
Elementary School Staff
What: Communicate with families and remind them about important activities. Two-way communication between "sending" and "receiving" programs.
Special Note: Elemenatry Schools - Make mailing labels for early childhood programs that send kindergartners to you each year. Send them your newsletters and invite them to your school events so you can get to know each other.
Special Note: Early Education and Care Staff - mail your newsletters to the kindergarten teachers at the elementary schools that most often receive your 5-year olds. Put "Attention Kindergarten Grade Level Chair" by the address. Invite elementary staff to come to special events.



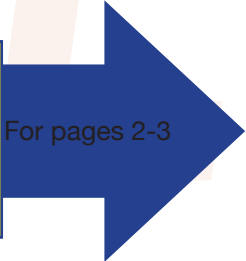
School Return Address

TAB FIVE

TAB 5 **CONNECTING CHILDREN TO CHILDREN**

TAB FIVE

Who: Early Education and Care Programs
What: Linking children to the friends who will go on to kindergarten. Encouraging natural peer links for summer play with children who will attend the same elementary school. Giving tips to the families in book form.
When: Spring.



Aloha Preschool

**A Summer Book of Special Friends
LET'S GET TOGETHER !!!**

by the children of Room 4

Ms. _____

Mrs. _____

**Sung to the tune of
She'll Be Coming 'Round the Mountain**

We'll be going to Kindergarten very soon
We'll be going to Kindergarten very soon
We will make new friends and learn many things
Oh we're going to Kindergarten very soon

We'll be going to Kinder - garten
We'll be going to Kinder - garten
We will make new friends and learn many things
We'll be going to Kinder - garten!

page 1

*Photo of child
or
picture drawn by child*

*Make one page for each child. Leave "New School" blank if parents are unsure where they will register or will be moving.

My name is _____.

I will attend Kindergarten at Sunset Beach Elementary School.

My telephone number is (optional with permission).

page 3

Helpful hints for families as their child makes the transition from home or preschool to kindergarten:

- Prepare your child for the transition ahead of time
- Become involved and show your support
- Maintain ongoing communication and cooperation with the school and teacher
- Spend time with your child and enjoy activities which help to prepare for school success

page 2

The Buddy Book

**Preschooler, Preschooler
Who do you see?**

**by the children in Miss Arakawa's Class
(also known as Auntie Carol)
May 2004**

The End

**Yes, it is the end of Preschool but it is
the beginning of Kindergarten!
Come by and see us anytime!
We will miss you.**

Your friends, Auntie Carol and Auntie Donna

*Photo from the beginning
of the year*

**Preschool Maile, Preschool Maile
Who do you See?**

page 1

current photo

**I see Kindergarten Maile
Looking at me!**

page 2

TAB

SIX

TAB 6

MATERIALS AND IDEAS

TAB

SIX

Transition Assessment Worksheet

An example of a worksheet that can be used to help all stakeholders individually (or as transition team) begin to think about gaps in the current transition system.

Created by Lynn Amwake
Planning for Terrific Transitions
SERVE - www.serve.org



For page 2-3

ACCESSING CURRENT PRACTICES

<p>CURRENT PRACTICE & MONTH IT OCCURS</p>	<p>TARGET CONNECTION(S) i.e. child-to-child, school-to-child, school-to-family, school-to-school, or school-to-community</p>	<p>WHAT WORKS What is most effective about this practice?</p>	<p>WHAT DOESN'T WORK Where does this practice break down for children, parent(s), teachers, others?</p>	<p>POSSIBLE CAUSE(S) If breakdowns exist, what are some possible reasons for them?</p>	<p>SUGGESTION(S) What are some suggestions for improving this practice?</p>	<p>ADDITIONAL INFORMATION What might help to confirm the information you've now gathered about this practice? Who else should you talk with? What else would you like to find out?</p>

HERE WE COME... READY FOR SCHOOL!

Spring Preschool•Home

summer months

July • August

Kindergarten Begins

Fill this in for your community

What is currently happening?

Each of these community connections is considered vital to creating links which support a successful transition to kindergarten. We can help smooth transitions by...

- *Connecting children to schools/teachers*
- *Connecting families to schools/teachers*
- *Connecting early education & care programs to elementary schools*
- *Connecting community to schools*
- *Connecting children to children (peer connections)*

For ideas and current research, visit the “Transition to Kindergarten” Web page currently housed at:

<http://www.k12.hi.us/~dpapini/transitiontok/>

MOST IMPORTANT IS COLLABORATION

Community • Home • Preschool • School



Good Beginnings / Oahu
1.808.531.5502

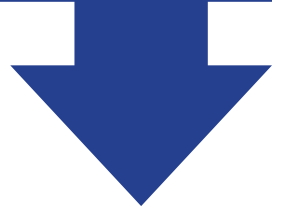
Early Learning Opportunity Act (ELOA) Grant #90-LO-0031
To add your transition ideas: schoolreadiness@goodbeginnings.org

Who: Early Education and Care Staff
Elementary School Staff and Transition Teams
Community Leaders

What: Use for individual reflection or to prompt group discussion or as a checklist.

When: Use as an ice breaker, as part of a workshop, or use individually as a checklist for Sending and Receiving Staff.

Why: Analysis of current Transition Practices.



On-the-Job Tools

For

“Sending Programs”

(Early Education and Care Programs/Early Childhood Programs)

and

“Receiving Programs”

(Kindergarten and Elementary Schools)

Developed by: Lynn Amwake
Planning for Terrific Transitions
SERV - www.serve.org
1.800.352.6001

PULLOUTS • 7 PAGES

Checklist for “Sending Program” Staff

Early Education and Care Program



Directions: You may use this checklist for individual reflection, to prompt group discussion, or as a way to track progress as you improve your transition practices. For each item, place an “X” next to the appropriate word to indicate whether you believe that example of best practice is followed by your program.

Sample Strategies for Maintaining Ongoing Communication between Early Education and Care Programs/Early Childhood Programs (ECP) and Kindergarten Staff

<i>ECP and Kindergarten Staff:</i>	
Get to know each other and share information about our programs.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Work together to implement a formal plan for effective transitions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide accurate and unbiased information about programs.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Respect each other and have an honest acceptance of each other’s professional roles.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Periodically visit receiving programs to observe.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Plan joint activities for registration, workshops, and other activities.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Participate on each other’s policy advisory committees when possible.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
ECP staff assists in screening for kindergarten, as applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss the transfer of specific records to the school while respecting parental rights to privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Preparing Children for Transition

<i>WE:</i>	
Provide for a wider range of developmental interests and abilities than the chronological age range suggests	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Design experiences to stimulate learning in all areas - physical, social, emotional, and intellectual.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Plan activities that are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide an environment in which children can learn through active exploration and interaction with concrete materials, adults, and other children.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Organize the environment to allow children to select their own activities from a variety of choices.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Organize the day so that children work individually or in small informal groups most of the time.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Provide many opportunities for children to see how spoken and written language are related.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Schedule visits to the new school for the children.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss new activities, schedules, rules, and bus routes to help the children feel comfortable and confident.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Read books to the children about changes and moves.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Invite children to express their feelings through dramatic play.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Invite kindergartners or older siblings to visit and talk about the change.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Make phone books so that children can keep in contact with their friends from ECP over the summer.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Encourage parents to provide activities that allow their children to make a greater variety of friends than just those that are in their ECP classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Use both formal and informal times to talk to the children about kindergarten and allow them to express their feelings.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Have children dictate a letter to their new teacher, telling them what they've learned and what they look forward to learning the next year.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Keep a portfolio of each child's progress throughout the year. At the year's end, we share this book with each child and show him or her how much he or she has gained and grown.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Involving Parents in the Transition

WE:

Provide parents with information about the school their child may be attending.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Encourage parents to attend open house/back-to-school night.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss child care options with working parents and provide information and referrals.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Invite kindergarten staff to come to a parents meeting at the ECP to provide an overview of the program and answer questions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss the transfer of records with parents and provide "release of information" forms.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Create a story about the new school for parents to read to their children.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Introduce parents to others with children attending the same school.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss any changes in services available to parents.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Reaching Into the Community

WE:

Participate in community forums on kindergarten transitioning.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Participate in community-wide workshops for pre-K staff.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Organize an annual effort to identify books about being ready for kindergarten/"big school."	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

“Pick 6” To Improve

Take a minute to reflect on how you answered the previous questions. Are there areas where you see a need for improvement? Are there areas where you currently don't have any activities? You can use the space below to note some strategies you would like to use. A good way to start is to “Pick 6” new strategies - three to begin shortly and three that may take longer to institute.

Choose 3 strategies to begin in the <i>SHORT TERM</i>
Choose 3 strategies to begin in the <i>LONG TERM</i>

Written and produced by the SERVE Regional Educational Laboratory.

Checklist for “Receiving Program” Staff

Elementary Schools / Kindergartens



Directions: You may use this checklist for individual reflection, to prompt group discussion, or as a way to track progress as you improve your transition practices. For each item, place an “X” next to the appropriate word to indicate whether you believe that example of best practice is followed by your program.

Sample Strategies for Maintaining Ongoing Communication between Kindergarten Staff and Early Education and Care Programs/Early Childhood Programs (ECP)

Kindergarten Staff and ECP:	
Get to know each other and share information about our programs.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Work together to implement a formal plan for effective transitions.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide accurate and unbiased information about programs.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Respect each other and have an honest acceptance of each other’s professional roles.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Periodically visit each sending program to observe.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Plan joint activities for registration, workshops, and other activities.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Participate on each other’s policy advisory committees when possible.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
ECP staff assists in screening for kindergarten, as applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Discuss the transfer of specific records to the school while respecting parental rights to privacy.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Preparing Children for Transition

WE:	
Invite parents to visit the school with their children during the school year before the child starts kindergarten.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Hold a back-to-school night in August prior to the beginning of school.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Send a personal “letter from the teacher” to all new students in the late summer, welcoming them to kindergarten.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide a wider range of developmental interests and abilities than the chronological age range suggests.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Compare types of activities among ECP programs and begin kindergarten with similar activities so children begin their kindergarten experiences with confidence.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Design experiences to stimulate learning in all areas - physical, social, emotional, and intellectual.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Plan activities that are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide an environment in which children can learn through active exploration and interaction with concrete materials, adults, and other children.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Organize the environment to allow children to select their own activities from a variety of choices.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Organize the day so that children work individually or in small informal groups most of the time.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide many opportunities for children to see how spoken and written language are related.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
As the children move from ECP to Kindergarten, increase the emphasis on joint planning and cooperation, independent work habits, enhanced ability to follow teacher directions, and more complex activities.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Have a system in place for older children to “buddy up” with an incoming kindergarten child - sending notes, visiting the classroom, providing an escort at open house, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Have summer play-group sessions where incoming kindergartners can meet new friends prior to coming to school. These can be fun days on the school playground or “parties” in the cafeteria.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Ask kindergarten children to prepare a journal or video about what happens in their room and to share it with ECP classes that will be moving up in the fall.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Send a personal note or postcard welcoming each child as soon as the class list is distributed.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Phone children and parents before school begins.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Arrange for a school bus to visit the sending programs and let children practice getting on and off a bus (steep steps can be frightening). We ask the driver to explain the bus rules.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Define personal space for each child - a cubby, desk, bin, etc. - that is identified with their name or photo. We write an individual note to each child welcoming him or her to school and place the notes in the children’s cubbies.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Hold a “Back to School” pep rally.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Involving Parents in the Transition

WE:	
Invite parents to a general orientation about the new school (held in the Spring).	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Encourage parents to volunteer in the kindergarten classroom before their child begins kindergarten.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Provide a parent orientation package, including the child’s schedule, transportation procedures, required school forms, food services, and other program information.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Send notes to parents prior to school opening encouraging parent involvement and offering suggestions for how to help children feel more comfortable.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Introduce new parents to parents of children already in kindergarten - a sort of “welcoming committee” or “buddy system.”	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

Sample Strategies for Reaching Into the Community**WE:**

Participate in community forums on kindergarten transitioning.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Obtain sponsors to congratulate kindergartners in the newspaper.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
Co-sponsor community-wide health screenings.	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

“Pick 6” To Improve

Take a minute to reflect on how you answered the previous questions. Are there areas where you see a need for improvement? Are there areas where you currently don't have any activities? You can use the space below to note some strategies you would like to use. A good way to start is to “Pick 6” new strategies - three to begin shortly and three that may take longer to institute.

Choose 3 strategies to begin in the <i>SHORT TERM</i>
Choose 3 strategies to begin in the <i>LONG TERM</i>

Written and produced by the SERVE Regional Educational Laboratory.

Who: Early Education and Care Staff
Elementary School Staff and Transition Teams
Community Leaders

What: Use to strengthen and improve transition activities.

Why: A positive school entrance increases the chance for a successful school experience, not only for the child and the family; a well planned transition builds trust and relationships for the whole school community.

What can the adults in each of these settings do to promote effective transitions to Kindergarten?

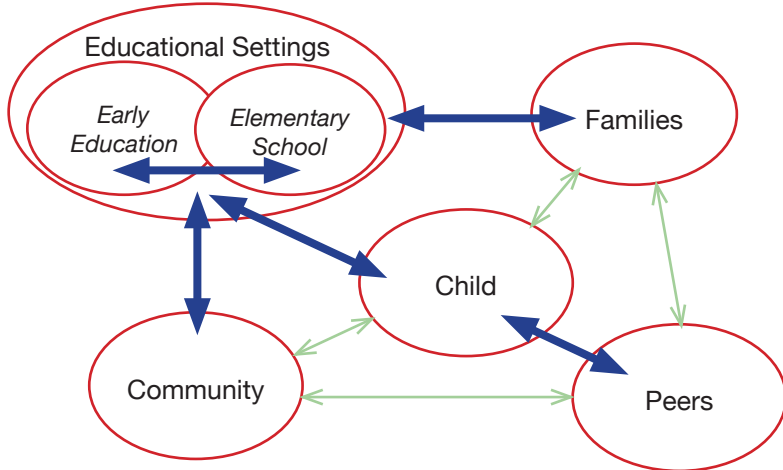


Diagram by Lynn Amwake • SERVE

Menu of Super Transition Strategies & Terrific Tips

This Menu is full of ideas that will strengthen Elementary School ties for children, families, and Early Education and Care Programs within the community. Peer connections will also be strengthened. Each of these connections is considered vital to creating links which support a successful transition to kindergarten. Help smooth transition by:

Connecting children to schools/teachers

Connecting families to schools/teachers

Connecting early education and care programs to elementary schools

Connecting community to schools

Connecting children to children (peer connections)

Note: The suggested months noted for conducting each of the activities in this Menu are only suggestions. Many of the activities can be conducted at any point during the year.

Developed by: Lynn Amwake
Planning for Terrific Transitions
SERV - www.serve.org
1.800.352.6001

PULLOUTS • 8 PAGES

Connecting Children to Schools Will Help Smooth Transitions

Children feel more connected when their school and preschool experiences are similar.

TRANSITION STRATEGY	MONTH
<p>Help children create “Time Capsules” of their preschool experiences. You can use a shoe box or other storage type box. Have the children decorate their boxes and have a label printed out that says “_____’s Preschool (or Head Start) Treasures.” Have the children select favorite things they would like to go in their boxes - videos, photos, favorite drawings, souvenirs, etc. Tell the children to take their boxes home and look back at them when they want to think about preschool.</p>	<p>July or whenever children leave your program</p>
<p>Provide class lists early so that teachers, families, and children can begin to communicate. This list does not need to be considered final, but at least a core group can be assigned to each teacher.</p>	<p>As early as possible</p>
<p>Send a personal note or postcard welcoming each child as soon as you are assigned your class list.</p>	<p>As early as possible</p>
<p>Define personal space for each child - a cubby, desk, bin, etc. that is identified with their name or photo. Write an individual note to each child welcoming him or her to school. Place the notes in their cubbies.</p>	<p>August</p>
<p>Take a Polaroid picture (or take film to a one-hour photo) of everyone on the first day of school and post it along with the children’s names, bus numbers, and favorite things to do.</p>	<p>August/September</p>
<p>Hold a “Back to School” pep rally.</p>	<p>August/September</p>
<p>Prepare a Welcome to School or About Our School book. Have photos of all the staff in the book, as well as photos of children as they participate in kindergarten activities. You can send this book to the preschools or you can have it available at the beginning of school.</p>	<p>August/earlier</p>
<p>Set up an area in your classroom with photos of parents and family. Allow children to “visit” their family throughout the day.</p>	<p>August</p>
<p>Turn the dramatic play area into a kindergarten classroom. If possible, borrow some materials from a local kindergarten to enhance the play experience. Post pictures of children getting on a bus, eating in the cafeteria, playing on the playground, visiting the school library, playing in the gym, in the art room, or different areas of the school.</p>	<p>December</p>
<p>Write a welcome note for each child to be placed in their cubby or on their desk on the first day of school.</p>	<p>August/September</p>
<p>Allow for staggered entrance into school. (1/3 come 1st day, next 1/3 the 2nd day, and final 1/3 come the 3rd day of school. Last 2 days of the week have all the children come.)</p>	<p>August/September</p>
<p>Define a personal space for each child’s belongings labeled with the child’s name, photo, or drawing.</p>	<p>August/September</p>
<p>Help children feel comfortable and confident by listening to the fears and concerns and discussing them openly. Share your feelings about change with the children. Let them know that new things are hard for adults too.</p>	<p>January</p>

Preschools can practice kindergarten activities, rules, songs, or stories	February
Develop portfolios for children with special needs. This serves as a way to introduce the child to their new teachers. Include the child's artwork, photographs of the child, questionnaires completed by the families.	Ongoing
Use both formal and informal times to talk to the children about kindergarten. Ask questions such as "What do you think kindergarten will be like? How will it be different from our class? how will kindergarten be the same as our class?" Write the answers on flip chart paper and review and add to it over time.	February
Use circle time to talk about growing up. Bring in materials from other classrooms that the children have outgrown - stacking rings, baby blocks, toddler pull toys, chubby crayons, etc. Talk about the fact that the children are learning newer skills and that they changed classrooms as they got older and they started using more advanced materials. Ask children to remember things they couldn't do when they first came to preschool and they can do now. Make predictions about what the children will be learning in kindergarten that they can't do now. Write these predictions on a chart and post them in the room.	April
Have a "kindergarten day" at the preschool. Plan for scheduled activities similar to those in a kindergarten room.	May
Have children dictate a letter to their new teacher to tell them what they've learned and what they look forward to learning the next year. If the name of the teacher is not known simply write, "Dear Kindergarten Teacher."	May
Keep a portfolio of each child's progress throughout the year. At the year's end share their book with each child and show them how much they have gained and grown throughout the four-year-old year.	May
Share your feelings about change with the children. Let them know that new things are hard for adults too.	Ongoing

Connecting Families to Schools Will Help Smooth Transitions

How involved the family is in their child's education makes a big difference in the children's outcomes. Families and schools benefit from the mutual sharing of information.

TRANSITION STRATEGY	MONTH
Make a calendar of special dates to share with families. This can include school holidays, special events, etc.	June
Go on home visits. This lets you get to know the children and their families.	July or as soon as possible.
Conduct a family needs assessment. Make initial contact with the family and begin developing a plan for family support.	First two weeks of school.
Host a "Back to School" night for incoming kindergarten children and their families. The children can take part in sample activities, tour the school and school bus, and meet other children that will be attending school there. Parents can meet other parents as well and possibly make connections for carpooling, etc.	August

Consider having a “Staggered Start “ of kindergarten where smaller groups of children attend the first day of school. This can be done by having 1/3 of the children for each of the first three days of school and all children on the other two days of the first week. This allows the teacher to have more individual time with each child. The teacher may want to have children come with their parents for the first hour or so. You can also have shorter days for the first week.	August
Have a family picnic before school starts or just after school starts.	August/September
Encourage parents to come and share how to operate any adaptive equipment that their child with special needs might require. This could be done before the first day of school so there is enough time to fully educate the teachers and allow some time to practice with the equipment.	August
Encourage parents to volunteer at the elementary school as well as at the early childhood program.	September
Survey parents of children with special needs to find out their opinions on the transition process. Encourage them to provide input on where improvements might be made.	September
Invite future families to attend Fall Festival at your school. Talk to the PTA about providing postage for the invitations.	October
Invite parents of special needs children to present to the local interagency coordinating council about what means of support would most benefit their families and what special transition concerns they are facing.	November
Schools can create learning materials for children to use at home with the parent.	Throughout the year.
Provide a wide range of ways to gather information from families about their child with special needs. You can provide questionnaires, audiotapes, or videotapes that allow the families to provide information specific to their child’s needs and best way to address these needs.	January
Hold end of the year parent-teacher conferences. Share transition efforts with the parents. If you are concerned that a particular child is very fearful about the impending change, invite the parents in to work on a specialized transition plan for that child.	February/later
Invite parents to PTA or PTO the year before their child attends the school.	March
Provide information to parents about the program their child will be attending. You should include the address, the phone number, the principal’s name, dates scheduled for registration, and school hours.	April
Discuss the transferring of records to the kindergarten with the parents. Provide Release of Information forms to be signed by the parents.	April
Write a classroom story about thenew school for parents to read to their children.	April
Discuss with parents any changes of services that will be occurring.	April

Have parents complete a Family Transition Questionnaire. A sample form can be found in <i>Terrific Transitions: Ensuring Continuity of Services for Children and Their Families</i> publication. (Can also be found in the Resources/Downloads section of the SERVE.org website.) Pass the information on to the child's kindergarten teacher or school (with parental permission).	April
Discuss after school child care options with working parents. Provide information and referral to appropriate after school programs.	May
Have parents complete the Information About My Child form found in <i>Terrific Transitions: Ensuring Continuity of Services for Children and Their Families</i> publication. (Can also be found in the Resources/Downloads section of the SERVE.org website). Gather the forms and deliver them to the schools that the children will be attending.	May
Have parents help their children create an “All About Me” book. Each child will share this with his or her new teacher and classmates.	May
Invite parents to bring a friend or other family member on visits to the preschool or elementary school. Many family members who are not comfortable with the English language find it easier if they aren't attending by themselves.	Ongoing
Encourage families to come for assistance if their child's fears about coming to a new school seem out of proportion. Discussing these concerns with the school guidance counselor, the teacher, or the principal can be very helpful. After talking with the family, make any necessary referrals to other agencies (e.g. Child Mental Health) as quickly as possible to help facilitate the transition.	Ongoing
Schedule end-of-the-year individual conferences with families to share transition planning with them.	May

Connecting Early Education and Care Programs to Elementary Schools Will Help Smooth Transitions

The connections between these two settings helps children and their families as they transition to elementary school.

TRANSITION STRATEGY	MONTH
Host an open house for staff from all child care centers and kindergarten classrooms. Have presentations about what their programs are like. Allow them to get acquainted with one another and to share materials they will be using during the next school year.	August
Make scrapbooks about your school or center and share them with other schools/centers.	August
Have one program (either preschool or elementary) host a “coffee and donuts” morning for program administrators in order to allow time for the programs to discuss ways of meeting the needs of diverse families. They can talk about the transition process and identify ways to improve it.	August

Conduct joint workshops and training throughout the year.	September
Plan for joint kindergarten registration days. These can be held at child care centers, Head Start centers, local family resource centers, etc. Preschool staff can assist kindergarten staff with the registration process.	Ongoing
If there are school or child care newsletters sent out, send a copy to the other schools where you receive children from or send children to. This provides a constant update of activities and builds familiarity of each other's programs.	Throughout the year
Develop photo albums of staff from each agency and provide copies to each other to help children and adults become familiar with faces they will be seeing.	Ongoing
Arrange for records to be shared between early childhood setting and the kindergarten setting. This should only be done with written permission from parents. Items to be shared can include developmental checklists, behavior checklists, portfolios of children's work, etc.	September
Host a joint program meeting between staff at the elementary school and staff at the local preschools. Play a game of "alphabet soup" where acronyms and terminology from different programs are matched.	October
Invite special visitors from the school to come to the preschools - librarian, principal, cafeteria worker, bus drivers, custodians, art teacher, physical education teacher, office workers - and have them conduct an activity with the children that relates to their function at the school.	March
For children that have special needs sent the paperwork to the new school in plenty of time for the new teacher to be able to review the contents. You might highlight items that merit particular attention before the first day of school. Follow confidentiality guidelines when sharing information.	April
Design a program that teams up an early intervention teacher, a preschool teacher, and a kindergarten teacher and provides opportunities for joint training.	April
If children are prescreened for kindergarten, plan the screening to be held in conjunction with the preschool. This way, preschool staff can be present during the screening. This can also be done at the preschool site so that children will have a familiar setting for the screening.	May
If necessary, provide equipment and technical assistance in order for parents and caregivers to make a video about a child that will be moving to a new program. This is a great way to introduce the parents to the new teacher, to demonstrate how to operate any special equipment, and show the child at play.	Ongoing
Have children dictate a letter to the preschool teacher to be sent to the kindergarten teacher. It should tell what they have learned and what they look forward to in kindergarten.	May
Arrange for a school bus to visit the sending programs. Let children practice getting on and off the school bus (coping with steep steps, safety issues) and have the driver explain safety rules.	June/earlier

Connecting Community to Schools Will Help Smooth Transitions

Ongoing collaboration is essential for building strong connections.

TRANSITION STRATEGY		MONTH
With a family's permission, have the local paper do a community piece on how one child with special needs transitions into the regular school. Highlight the different community agencies that support this transition and describe their roles in the transition plan.		August
Sponsor a full-page newspaper ad that lists the names of incoming kindergarteners and welcomes them to school.		September
Host community-wide workshops for kindergarten and preschool staff. Such topics as universal precautions, home visiting, behavior management, chronic illnesses, recognizing stress in children, etc.		Ongoing
Host a resource fair that highlights community services which are available for young children and could be of assistance to the early childhood programs.		September
Have the public library prepare a list of books that will be helpful in preparing children for kindergarten. If possible, arrange for a community volunteer to come and read the books from this list to the children throughout the children's preschool year.		October
Host community forums - 1/2 day to all day events that are attended by families, all agencies involved in early childhood (health department, social services, schools, child care centers, family care homes, Head Start, etc.) The purpose is to raise community awareness around transition issues and to promote collaboration to address gaps. The forum can be guided by the following questions: What agencies provide early care and education services to young children and their families? How are community programs that serve young children alike and different? What are our expectations of children and how do these expectations differ? What do we do now as a community to prepare children and families for smooth transition into kindergarten (including children with and without experience attending preschool, children with and without special needs, children with and without English as their first language)? How can we provide increased continuity of experiences and expectations for all young children and their families? (Pat Wesley, <i>Smooth Moves</i>)		January
Host a meeting and meal at local churches and businesses during the weeks before kindergarten registration. Describe the process and provide translations of written materials and interpreters when necessary.		March
Arrange for community-wide health screening as part of kindergarten round-up or registration.		April
Make special arrangements for community members to assist families that are non-English speaking. Community members can assist with providing special information and with completing forms.		April

Connecting Children to Children Will Help Smooth Transitions

By connecting children to their peers you are providing another means of supporting transitions for children. Children become comfortable in their new environment when they see some familiar faces, both of same age peers and those peers that are a little older.

TRANSITION STRATEGY	MONTH
Ask kindergarten children to prepare a journal about what happens in their room and to share it with preschool classes that will be moving up in the fall.	September
Encourage parents to provide activities that allow their children to make a greater variety of friends than just those that are in their preschool classroom. These can be sports activities, musical and dance activities, taking their child to the library, going to the local parks, etc.	September
Arrange for elementary school children from different cultures to be “pen pal buddies” with a child that will be entering school the next year from the same cultural background. They can share pictures, stories for the family to read in their home language, and other materials.	October
Have kindergarten children prepare a video about what it is like to be a kindergartener.	November
Create a puppet show about kindergarten. Allow the children to use the puppets to talk about their fears.	January
Invite a kindergarten child, that previously attended your program, to return to the preschool and talk about what it is like to go to elementary school. He could also share any rules that are different from the preschool. If possible, have the child share some examples of class work or photos.	March
Have a system in place for older children to “buddy up” with an incoming kindergarten child. Have the older child write or dictate a note in the spring to the preschooler. They can send notes, photos, drawings, etc. about the school prior to the child coming. Arrange for the older child to be an escort during open house or school visitation. Once the preschooler enters school allow for some play time between the two children at recess, or allow them to eat together. Some schools have “reading buddy” programs that continue the process. The reading buddy can read to the kindergarten child before nap. This allows non-judgmental oral reading for the older child and some special one-on-one for the younger child.	March
Take class photos near the end of school to give as good bye gifts. Mount them in card stock and allow the children to decorate the “frames.”	April
When children that do not have English as a first language visit the school, have an older child that speaks the same language show the family around the school and spend some time with the younger child by playing a game or reading a book.	April
Make phone books so that children can keep in contact with their friends from preschool over the summer. Copy name and number and have children decorate “phone book” covers.	May
Have summer playgroup sessions where incoming kindergartners can meet new friends.	June

OVERHEAD TRANSPARENCIES

A powerpoint presentation of this information is also available to you if you prefer. Please e-mail Mike Fahey at Michael_Fahey/SPED/HIDOE@notes.k12.hi.us and he will forward it to you.

Feel free to make changes as you feel necessary for your audience.

For more information or support, contact Good Beginnings Alliance at readiness@goodbeginnings.org

Research shows that early school adjustment has a possible long-term impact on children and families.

We know Kindergarten lays a foundation for later school experience.

Transitions Affect the Whole Community of Learners

A Parent of a new kindergartner asks:

- *Is my child ready for school?*
- *Will the teacher like my child?*
- *Will my child be safe and nurtured?*
- *Am I a good parent?*
- *Will there be other children in class like my child?*
- *Will my child be successful in school?*
- *What will my child be expected to learn?*
- *Are there similarities between the experiences familiar to my child and kindergarten?*

Transitions Affect the Whole Community of Learners

A new kindergartner wants to know:

- *Will my teacher like me?*
- *Who will be my friend?*
- *Will everyone be like me?*
- *Where will I keep my things?*
- *Where is the bathroom?*
- *Do you get to go outside and play?*

Transitions Affect the Whole Community of Learners

The questions asked by Early Education & Care Teachers and Administrators might be: (Head Start, Preschool, or Care Providers)

- *Does our program meet children's needs and prepare them for kindergarten?*
- *How can I offer comments and advice about my students to their kindergarten teachers?*
- *Will kindergarten continue some of our preschool practices?*
- *Will the parents I worked with so closely feel part of the new school?*
- *How can I find out what the kindergarten teacher expects?*

Transitions Affect the Whole Community of Learners

The Kindergarten Teacher wonders:

- *Are the children ready to learn?*
- *Will the parents and children value and understand what I am trying to do?*
- *Am I ready for the children I will have this year?*
- *What preschool and home experiences have the children had that will help them learn?*
- *Will my students be ready for the first grade next year?*
- *Am I clear about what my students should be learning?*

What do we mean by the term “kindergarten transition?”

The word transition refers to the process of change.

A transition is the movement from one situation to another.

A transition is best thought of as an ongoing process - not a one-time event.

For young children, moving from home or preschool to kindergarten is one of the most significant transitions they will experience in their life.

Transition =

moving from one situation to another

Transition plan =

the steps that will be taken and by whom

Transition planning =

the process that happens in advance to help families and staff make the transition process as smooth as possible.

Transition activities =

the events undertaken by children and their families, often initiated by educators or leaders in the school community, to bridge the gap between preschool or home and kindergarten.

The transition to kindergarten is much more than a one-time event. It is a journey that takes time, preparation, and advanced planning.

A major life change for young children.

- *change in place*
- *adjusting to a new peer group*
- *new role as “student”*
- *new authority figure*
- *new expectations*
- *new rules*

WHAT ELSE MIGHT BE DIFFERENT?

The transition to kindergarten works best when strong relationships linking children, families, schools, and community are established before kindergarten begins.

Successful kindergarten transition is a long-term process.

5 Critical Elements

*or keys to successful transition
for young children as they
move from home or preschool
to kindergarten.*

Goal: Strive for Continuity

***Easing the Transition from Preschool to Kindergarten: a Guide for Early
Childhood Teachers and Admin.***

<http://www.headstartinfo.org/publications/online.cfm>

Transition National PTA • www.pta.org

National Head Start Association • www.nhsa.org

5 Critical Elements

- 1. Create and promote connections and relationships within the community.*
- 2. Maintain ongoing communication and cooperation between preschool and kindergarten staff.*
- 3. Prepare children for the transition.*
- 4. Involve parents in the transition.*
- 5. Provide program continuity through developmentally appropriate curriculum for preschool and kindergarten children.*

Easing the Transition from Preschool to Kindergarten: a Guide for Early Childhood Teachers and Admin.

<http://www.headstartinfo.org/publications/online.cfm>

Transition National PTA • www.pta.org

National Head Start Association • www.nhsa.org

Benefits of Facilitating Transition to the Kindergarten Setting

For Parents:

If parents are involved with teachers in providing a smooth transition for the children, the parents gain:

- **increased confidence in their children's ability to achieve in the new setting;**
- **improved self-confidence in their own ability to communicate with educational staff and to effectively influence the educational system;**
- **a sense of pride and commitment in their ongoing involvement in the education of their children; and**
- **a greater knowledge and appreciation of the staff and the school's programs.**

Benefits of Facilitating Transition to the Kindergarten Setting

For Children:

When parents or preschool teachers and kindergarten teachers help children move more easily into a new environment, the results for the children may include:

- **continuity with earlier educational experiences;**
- **increased motivation and openness to new experiences;**
- **enhanced self-confidence;**
- **improved relations with other children and adults; and**
- **a greater sense of trust between teachers and children.**

Benefits of Facilitating Transition to the Kindergarten Setting

For Teachers:

Teachers who cooperate with others to ease the children's transition between educational programs can expect:

- **increased knowledge of the children and an enhanced ability to meet individual needs;**
- **increased parental and community support;**
- **more resources and a larger network of professional support;**
- **increased awareness of the feeder preschool programs in the community; and**
- **a renewed sense of professionalism and pride in their efforts to reach out to young children and their families.**

Child Readiness characteristics judged as most important to kindergarten success in Hawai'i

“Is healthy, rested and well nourished.”

“Is confident and feels good about self.”

“Gets along well with others.”

“Can follow directions, rules, and routines.”

“Is respectful of others.”

“Is able to verbally express needs, wants, and feelings.”

“Is able to care for personal needs.”

“Is enthusiastic and curious in approaching new situations.”

*Ready for Success in KINDERGARTEN:
A comparative Analysis of Community Beliefs: Preschool and Kindergarten Parents,
Teachers, and Administrators December 2001. Page 7.*

The National Center for Early Development and Learning (NCEDL) advocates that four policy changes are needed to improve transition to kindergarten practices:

- *Strengthen bonds between preschools and elementary schools.*
- *Require transition planning teams in localities.*
- *Strengthen bonds between families and schools.*
- *Provide high quality kindergarten classroom experiences for children.*

No Child Left Behind

Transition

A schoolwide program in an elementary school must include plans for assisting preschool students in the successful transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a preschool program under IDEA or a state-run preschool program, to the schoolwide program.

NCLB. Federal Register. Rules and Regulations. Page 12

The **Head Start Act** as reauthorization in 1998 states: “Each Head Start agency shall take steps to coordinate with the local educational agency serving the community and to coordinate with the schools in which children participating in a head Start program enroll.”

Remember that the more the new setting reflects the children's background and previous experiences, the more successful children and families will be in making the transition and meeting new challenges. Begin slowly and build trust with your new children and families.

One easy way to do this is to make sure families are visible on your school campus and in your classroom.

BE THE CHANGE

*you want to see
happen...*

“The influence of the family upon the child remains fundamental throughout the early years”

Glicksman and Hills, New Jersey Dept. of Education, 1981.

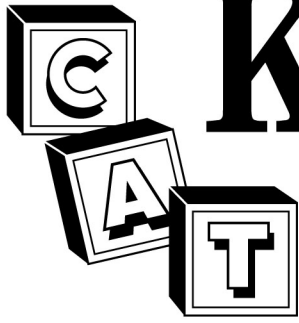
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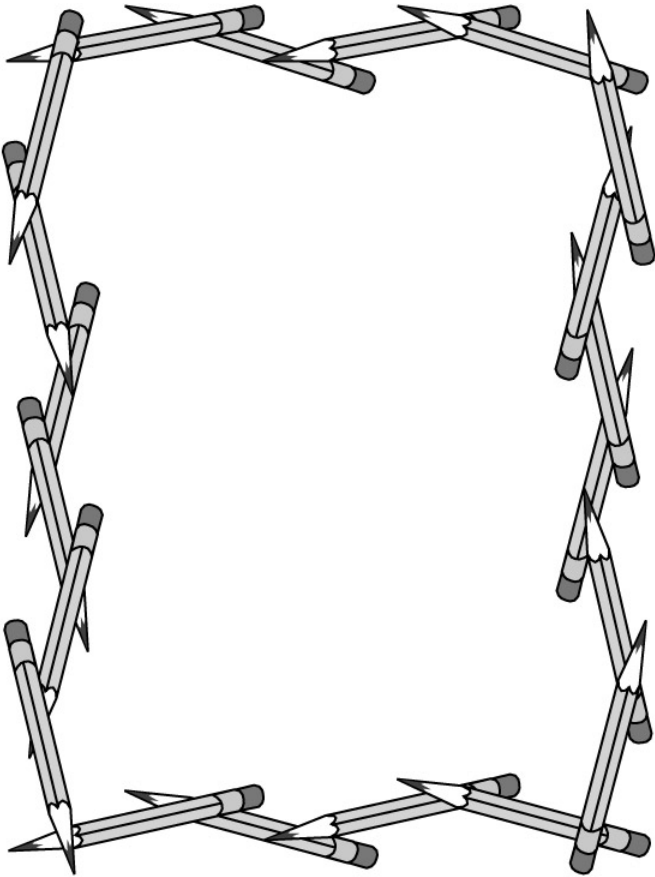
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Kindergarten Korner ABC



Graphics: Please make a copy and cut and paste as needed.

from Georgia Pinsky



Tips for Parents on Kindergarten Transition



My family helps me out

I need to visit my new school ahead of time.

I need to get used to my new school routine.

I need a good breakfast before school.

I need to feel secure and comfortable using the school restrooms.

I need to be able to identify myself.

I need your support at my new school.

You can:

- Take me there and walk around with me.
- Point out my drop-off and pick-up point.
- Show me where my new classroom is and where the office, cafeteria, restroom and playground are.

- Put me to bed and get me up at the new times, for two weeks before school starts.
- If needed, walk me to the bus stop and point out some landmarks for me.

- Help me eat a balanced meal.
- Find out whether my new school serves breakfast.

- Show me where they are when we visit my new school.
- Go with me into public restrooms when we are away from home.

- Help me memorize my full name, my address and phone number and your name or names.

- Talk with my teacher on a regular basis on how I'm doing.
- Attend parent meetings at my new school.
- Volunteer to help out at school activities.



I am confident and prepared

I need to feel excited and comfortable about starting kindergarten.

I need to know what Kindergarten routines will be like.

I need to feel good about myself.

I need to learn to get along with others.

I need to know how to talk with others and to listen to them.

You can:

- Let me know you are excited about me starting Kindergarten.
- Listen carefully to my thoughts and any concerns about my new school.
- Play a game like “you’re the teacher, ask me something,” to pretend I’m in school already.

- Teach me to follow directions by giving me simple steps for simple chores.
- Help me to learn how to share with other children, to wait my turn and to sit in a circle for a story with my friends.

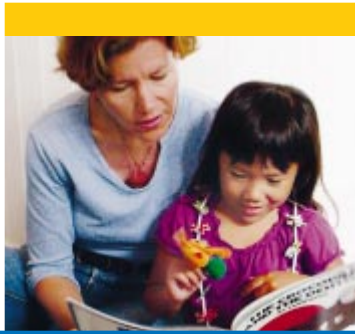
- Be patient and let me develop at my own pace.
- Praise me for my strengths and little accomplishments.
- Pay attention to me and listen to my ideas.
- Help me feel good about all the things I can already do.
- Teach me that all my feelings are okay, but not all my actions are okay. For example, it’s okay to be upset, but it’s not okay to hit somebody.
- Teach me ways to calm myself down when I get frustrated.

- Show me ways to make new friends, by having some of my classmates over to play.
- Help me understand how I can be friends with children who are different from me.
- Teach me what to do when someone hurts my feelings.

- Talk with me about the things I’m already interested in.
- Teach me how to know when it’s my turn to speak and when I need to listen.
- Teach me words to describe my feelings and needs, and when to use them.

- Above all, please model the behavior, attitudes and values you would like to see me learn.

Read to me, every day



Books to help children ease into their kindergarten experience:

Do You Want to be My Friend?

By Eric Carle

The Kissing Hand

By Audrey Wood

Annabelle Swift, Kindergartner

By A. Schwartz

Owen

By Kevin Henkes

Will I Have a Friend?

By Miriam Cohen

Starting School

By Janet and Allen Ahlberg

Vera's First Day of School

By Vera Rosenberry

Miss Bindergarten Gets Ready for Kindergarten

By Joseph Slate

Look Out Kindergarten, Here I Come!

By Nancy Carlson

Sheila Rae the Brave

By Kevin Henkes

Please register your Kindergarten child before March to make sure your family receives information about all upcoming school activities!

If your child will be 5 by December 31 of this school year, and you are planning to have your child attend kindergarten, be sure to visit the school office or call the school to get more information on kindergarten registration.

What's What at Our Elementary School?

Name	Phone Number
School	
Principal	
Vice Principal	
My Child's Kindergarten Teacher	
Parent/PCNC Facilitator	

Meal Program Application

Applications for free and reduced priced breakfast and lunch are available at the office. These forms ask for information about the parent/guardian's income to determine eligibility for these programs.

Required Documents for Entry to Hawaii Public School Kindergarten

Document	Form #	Other location to get forms	Notes
Student Enrollment Form	SIS-10W	School (not available on internet)	
Emergency Card	RS 02-0694	School Hawaii Department of Education <i>Online</i> http://doe.k12.hi.us/forms/EmergencyCard.pdf	
Birth Certificate	If you do not have	Hawaii State Department of Health 1250 Punchbowl St., Honolulu, HI 96813 Hawaii State Department of Health <i>Online</i> http://www.state.hi.us/doh/records/birth.pdf	
Social Security Card	Form SS-5	Social Security office, Rm. 1-114 Fed Bldg. 300 Ala Moana Blvd., Honolulu, HI 96850 Social Security <i>Online</i> http://www.ssa.gov/online/ss-5.pdf	
TB Test		Doctor's Office/Medical Center	
Student Health Record	RS 01-0531 Form 14	School Doctor's Office Hawaii Department of Education <i>Online</i> http://doe.k12.hi.us/forms/form14_StudentHealthRecord.pdf	
Proof of Residency		Hawaii Department of Education <i>Online</i> http://doe.k12.hi.us/residence_intro.htm	



Good Beginnings Alliance, working in partnership with families, communities, policy makers, providers, and advocates

- Shapes public will and public policy
- Mobilizes action, and
- Maximizes resources

to ensure that all of Hawaii's young children are safe, healthy, and ready to succeed.

For more information please contact:

Good Beginnings Alliance

33 S. King Street
Suite 200
Honolulu, Hawai'i 96813

Phone 808-531-5502
Toll-Free 1-866-531-5502
Fax 808-531-5702

gba@goodbeginnings.org

Please visit:

www.goodbeginnings.org
to view completed materials and learn more
about our school readiness efforts.

Hawai'i Island 808-887-1228

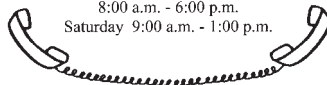
Kaua'i 808-632-2114

Maui 808-270-5557

O'ahu 808-531-5502

The Parent Line

Monday - Friday
8:00 a.m. - 6:00 p.m.
Saturday 9:00 a.m. - 1:00 p.m.



Oahu Neighbor Islands

526-1222

1-800-816-1222

Funded by

Hawai'i State Department of Health
Maternal and Child Health Branch
Parenting Support Program
(808) 733-4054

Linda Lingle,
Governor of Hawaii
Chiyome L. Fukino,
Director of Health



*We provide access to our activities
without regard to race, color,
national origin (including language),
age, sex, religion, or disability.*

*Write or call our
Affirmative Action Officer at
Box 3378, Honolulu, HI 96801-3378
or at (808) 586-4616 (voice)
within 180 days of a problem.*

**Early Learning
Opportunity Act (ELOA)
Grant #90-L0-0031**

REQUIRED IMMUNIZATIONS - KINDERGARTEN THROUGH GRADE 12

VACCINE	NO. OF DOSES
DTap or DTP (Diphtheria, Tetanus, Pertussis)	5
Polio (IPV or OPV)	4
MMR (Measles, Mumps, Rubella)	2*
Hepatitis B	3*
Varicella (chickenpox)	1 or 2*

Vaccine abbreviations: DTaP=Diphtheria-Tetanus-Acellular Pertussis, Polio=IPV (Inactivated poliovirus vaccine) or OPV (Oral poliovirus vaccine).

- Two doses of measles vaccine are required, with at least one of the two being MMR vaccine.
- Required for school attendance for all students born after December 31, 1992 and for 7th grade attendance.
- ▼ Effective July 1, 2002.
- 2 doses of varicella vaccine are required if the first dose is administered on or after the 13th birthday. A documented history of varicella (chickenpox), signed by a U.S. licensed MD, DO, APRN, or PA, may be substituted for the varicella vaccine requirement.

All immunizations must meet the minimum ages and intervals between vaccine doses.

REQUIRED IMMUNIZATIONS - 7TH GRADE ATTENDANCE

(Effective July 1, 2002)

VACCINE	NO. OF DOSES
Hepatitis B	3
MMR (Measles, Mumps, Rubella)	2
Varicella (chickenpox)	1 or 2*

In addition to meeting the K-12 immunization requirements upon first school attendance listed in the table above, all students must show evidence of having received these immunizations prior to 7th grade attendance. Students who received these vaccines in infancy or childhood do not need to receive them again, as long as all doses meet the minimum age and interval requirements.

- ▼ 2 doses of varicella vaccine are required if the first dose is administered on or after the 13th birthday. A documented history of varicella (chickenpox), signed by a U.S. licensed MD, DO, APRN, or PA, may be substituted for the varicella vaccine requirement.

All immunizations must meet the minimum ages and intervals between vaccine doses.

TUBERCULOSIS EXAMINATION AND IMMUNIZATIONS

can be obtained from your private physician or the Public Health Nursing Clinics. Call ASK ALOHA UNITED WAY (275-2000) or the Hawaii Immunization Program (586-8332) for the location nearest you.

Questions?

Call the State of Hawai'i Department of Health at:

Hawai'i Immunization Program
(O'ahu) (808) 586-8332

Public Health Nursing
(Neighbour Islands)

Hawai'i 974-6025
Mau'i 984-8260
Kaua'i 241-3387
Moloka'i 553-3663
Lana'i 565-7114

State of Hawai'i Department of Health
Epidemiology Branch / Hawai'i Immunization Program
P.O. Box 3378
Honolulu, Hawai'i 96801



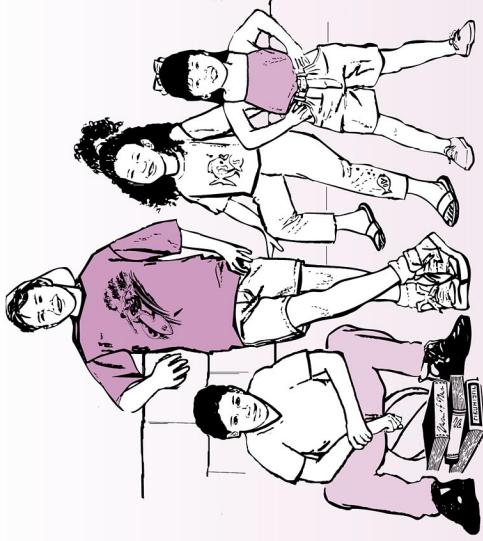
Nondiscrimination in Services
We provide access to our activities without regard to race, color, national origin (including language), age, sex, religion, or disability. Write or call the Hawai'i Immunization Program or our departmental Alternative Action Officer at P.O. Box 3378, Honolulu, Hawai'i 96801-3378 or at (808) 586-4616 (voice/fax) within 180 days of a problem.

Benjamin J. Cayetano, Governor
Bruce S. Anderson, Director of Health
40K - EPI-12/01

Important Notice to Parents

School Health Requirements

State of Hawai'i Department of Health
Epidemiology Branch / Hawai'i Immunization Program



What does Hawai'i State Law require for School Attendance?

Hawai'i State Law requires all students to meet examination and immunization requirements before they may attend any public or private school in the state. School means any:

- group child care home
- day nursery
- day care center
- child care center
- Head Start program
- preschool
- kindergarten
- elementary school
- middle school
- secondary school

Are exemptions allowed?

Children may be exempt from immunization requirements for medical or religious reasons, if the appropriate documentation is presented to the school. Religious exemption forms may be completed at the school that your child will attend. Medical exemptions must be obtained from your child's doctor. No other exemptions are allowed by the State.

What are the health requirements?

- **TUBERCULOSIS CLEARANCE:**
 - Must be completed within one year before first entrance into school in Hawai'i (preschool or K to 12).
 - The Tuberculin test (Mantoux) must be performed by a U.S. licensed Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Practice Registered Nurse (APRN), Physician's Assistant (PA), or The Hawai'i Department of Health.
 - Infants who first attend school before age 12 months must submit a TB certificate to the school before they reach 14 months of age.

PHYSICAL EXAMINATION:

- Must be completed within one year before first entrance into school in Hawai'i (preschool or K to 12).
- Must be performed by a U.S. licensed MD, DO, APRN, or PA.

IMMUNIZATIONS:

- Immunizations required for school attendance:
- **DTPaP/DTaP/Td**
 - **Hepatitis B**
 - **Hib** (*Haemophilus influenzae* type b) (for preschool attendance)
 - **Polio**
 - **MMR** (measles, mumps, rubella) • **Varicella** (chickenpox)

All immunizations must meet minimum age and interval requirements between vaccine doses.

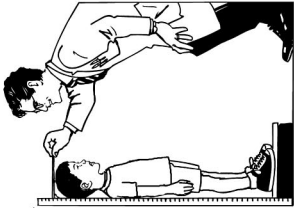
What is required by the first day of school?

By the first day of school, all students entering school in Hawai'i for the first time must have:

1. Results of a Tuberculosis examination, completed within one year before school entrance
- AND**
2. A completed health record form to prove that a physical examination was performed within one year before school entrance, and that all immunization requirements have been met.

OR

A signed statement or appointment slip from your doctor to prove that your child has a physical examination scheduled and/or has begun the vaccination series and is waiting for the next dose in the series.

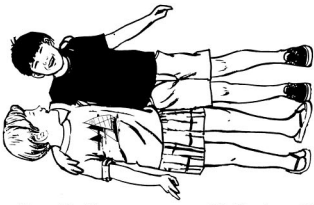


What if my child is transferring from another state or territory of the U.S.?

You will need to show proof that the health requirements have been met prior to school entry. The school will accept out-of-state records that meet the State of Hawai'i requirements for the physical examination, tuberculosis examination, and immunizations.

Which immunizations are required and how many doses does my child need?

Immunizations are required for all students entering preschool, kindergarten, and 7th grade, and for those students entering school in Hawai'i for the first time, regardless of age. See the tables on the following pages for the specific vaccines and number of doses required.



REQUIRED IMMUNIZATIONS - PRESCHOOL

BY THIS AGE:	CHILDREN ARE REQUIRED TO HAVE:
3 months	1 DTap* + 1 Polio + 1 Hep B + Hib*
5 months	2 DTap* + 2 Polio + 2 Hep B + Hib*
7 months	3 DTap* + 2 Polio + 2 Hep B + Hib*
16 months	3 DTap* + 2 Polio + 2 Hep B + 1 MMR* + Hib*
19 months	4 DTap* + 3 Polio + 3 Hep B + 1 MMR* + Hib* + 1 varicella*

Vaccine abbreviations: DTap=Diphtheria-Tetanus-Acellular Pertussis, Polio=IPV (Unfractionated poliovirus vaccine) or OPV (Oral poliovirus vaccine), MMR=Measles-Mumps-Rubella, Hib=Haemophilus influenzae type b, Hep B=Hepatitis B vaccine, Varicella=chickenpox

* DTP may be used in place of DTap.

* More than one dose of Hib is recommended for children less than 15 months of age to be fully protected against *Haemophilus influenzae* type b. For preschool entry, children must have received at least one dose of Hib on or after 12 months of age.

▼ Effective July 1, 2002.

▲ Documented history of varicella (chickenpox), signed by a U.S. licensed MD, DO, APRN, or PA, may be substituted for the varicella vaccine requirement.

• MMR #1 and varicella #1 must have been received on or after 12 months of age.

All immunizations must meet the minimum age and intervals between vaccine doses.

Students who have not completed the above requirements by the first day of school will not be allowed to attend school until these requirements are met.



Where do I get the "Student Health Record" form?

You can get a copy of the "Student Health Record" (form 14) from the school where your child will be enrolled or from your child's doctor.

STATE OF HAWAII, DEPARTMENT OF HEALTH
OFFICE OF HEALTH STATUS MONITORING

REQUEST FOR VERIFICATION CERTIFIED COPY OF BIRTH RECORD

NAME ON CERTIFICATE:			FIRST	MIDDLE	LAST
DATE OF BIRTH:			MONTH	DAY	YEAR
PLACE OF BIRTH:			CITY OR TOWN		ISLAND
FATHER'S NAME:			FIRST	MIDDLE	LAST
MOTHER'S NAME:			FIRST	MIDDLE	MAIDEN NAME
RELATIONSHIP OF REQUESTOR TO PERSON NAMED ON CERTIFICATE			REASON FOR THIS REQUEST		
SIGNATURE OF REQUESTOR:				TELEPHONE NUMBERS	
PRINT NAME OF REQUESTOR:				RES:	
				BUS:	
ADDRESS OF REQUESTOR:			NO. AND STREET OR P.O. BOX		
CITY		STATE		ZIP	
<u>FEES</u>					
<u>CERTIFIED COPIES:</u>					
_____ FIRST COPY AT \$10.00			= \$ _____		
_____ ADDITIONAL COPIES AT \$4.00 EACH			= \$ _____		
_____ TOTAL COPIES			TOTAL AMOUNT DUE = \$ _____		
<u>VERIFICATION:</u>					
_____ COPIES AT \$5.00 EACH			TOTAL AMOUNT DUE = \$ _____		
			GRAND TOTAL DUE = \$ _____		
FOR OFFICE USE ONLY					
_____ HBC					
_____ DBC					
_____ UNREC. BC					
_____ NR FILE					
_____ PENDING:					
INDEX SEARCHED		VOLUMES SEARCHED		DATE COPY PREPARED	
FROM	TO	FROM	TO		
YEAR	VOLUME	CERTIFICATE		RECEIPT NUMBER	

ONCE A REQUEST IS RECEIVED AND PROCESSED:

- 1. A new request must be placed to acquire more copies than stated in the initial request.
- 2. All fees paid are non-refundable, except for #3 below.
- 3. If a vital record is determined not to exist with a request for certified copies, a \$10 fee will be charged and retained to cover the cost of the search for the record. The amount of fees paid in excess of this \$10 charge, if any, will be returned.

SUMIT THE COMPLETED REQUEST FORM:

- 1. **By postal mail to:** State Department of Health
Office of Health Status Monitoring
Vital Records Section
PO Box 3378
Honolulu, Hawaii 96801

All fees must be prepaid. Enclose a money order or cashier's check for the exact amount of fees made payable to: Hawaii State Department of Health. Do not send payment in cash or by personal check.

- 2. **In-person at:** Room 103, 1250 Punchbowl Street, Honolulu
7:45 AM to 2:30 PM, Monday to Friday (Except Holidays)

Payment of fees must be made by cash, money order, or cashier's check. Important: Personal checks will not be accepted.

To send the certified copies or verifications to other than the requestr's address, complete the boxes below. If there are more than three (3) recipients, use an additional form.

<input type="checkbox"/> VERIFICATION <input type="checkbox"/> CERTIFIED COPY	<hr/> <p>NAME OF PERSON</p> <hr/> <p>AGENCY OR ORGANIZATION</p> <hr/> <p>NO. AND STREET OR PO BOX</p> <hr/> <p>CITY STATE ZIP</p>
<input type="checkbox"/> VERIFICATION <input type="checkbox"/> CERTIFIED COPY	<hr/> <p>NAME OF PERSON</p> <hr/> <p>AGENCY OR ORGANIZATION</p> <hr/> <p>NO. AND STREET OR PO BOX</p> <hr/> <p>CITY STATE ZIP</p>
<input type="checkbox"/> VERIFICATION <input type="checkbox"/> CERTIFIED COPY	<hr/> <p>NAME OF PERSON</p> <hr/> <p>AGENCY OR ORGANIZATION</p> <hr/> <p>NO. AND STREET OR PO BOX</p> <hr/> <p>CITY STATE ZIP</p>