

14a. Transition Plan (3-5 Program Only)

Policy and Procedure

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- *Reviewed 7/18*
- *Approved by Policy Council November 25, 2002*

Policy

The purpose of the transition plan is to outline and promote successful transitions for children and parents throughout Head Start and on into kindergarten. Activities are conducted jointly by Lower Columbia College Head Start/ECEAP, parents, local educational agencies, and/or other appropriate educational programs. Parent involvement and information exchange with school districts will be encouraged early in the year preceding transition.

Procedure

1. Program and classroom orientation will be provided by the Direct Service Team giving them information about parental rights and opportunities for parent participation so they are prepared for active involvement in the activities of their child's Head Start/ECEAP program and incoming public school setting.
2. Program and Classroom orientation will be completed after intake where they will review the Head Start/ECEAP Program Handbook and Yearly Calendar. (See FS/PE 13a. Parent/Guardian/Child Orientation/Open House Policy and Procedure - **link coming soon** and 13b. Parent Handbook/Orientation Acknowledgement - **link coming soon**).
3. Staff will inform parents early on in the year and will continue to keep encouraging parents about ways to be involved in the Head Start program and how they can share and gain new skills. Parents are encouraged to be involved in a variety of ways: Parent Committees; policy council; attending parent meetings/Family nights; support groups; planning events; program surveys; curriculum input, connecting with other parents, attending conferences, volunteering in class, conducting home in-kind activities with their children, serving on program committees, participating on the programs self-assessment process, etc.
4. Staff encourages parents to have their children attend Head Start/ECEAP regularly, practices that will assist parents and children as they enter into the next learning environment after Head Start/ECEAP (See ERSEA 2c. Attendance Policy and Procedure - link coming soon).
5. Children in Center base classrooms will begin their attendance of class in a Slow Start format, which provides children with a relaxed entry and orientation into their new environment, with only one half of the class attending each day. (See

[EDUC 11a. Slow Start \(lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/slow-start\)](http://lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/slow-start)).

6. Families receive regular home visits from both the Family Advocates and Education Staff throughout the year, as well as, two DST/Parent conferences for traditional part-day Head Start / ECEAP classes.
7. Staff will complete the transition tool (DISA 3d) in Fall, Winter and Spring to assess students' progress. The transition summary will be completed prior to spring conference so parents can give input to their child's school. This information will be shared with local education agencies in May for children moving on to Kindergarten.
8. Information will be provided in March so staff have the needed tools to be successful in preparing for their transition parent meeting, DST/Parent Spring conference and transition process.
9. Each Direct Service Team or site will develop a Transition Plan through and out of Head Start/ECEAP in September and submit a copy to their Area Manager. Activities for transitions may include, but are not limited to:
 - Head Start classrooms may schedule a visit to a kindergarten classroom in the attendance area if at all possible. Parent participation is encouraged.
 - Staff will encourage children and parents to visit their new incoming school before the children begin.
 - When notified/invited by individual schools of special family events, Head Start staff will invite families who will be attending that school.
 - DST will provide an orientation to parents giving them information about parental rights and opportunities for parent participation so that they are prepared for active involvement in the activities of their child's Head Start/ECEAP program and incoming public school setting.
 - Enlisting experienced parents to work with newly participating parents to provide one on one support.
 - Invite incoming public school kindergarten teachers/specialists and/or principal to visit the Head Start/ECEAP classroom.
 - Meet with incoming school district personnel and child's teacher and/or parent if needed (this may be at the IEP review or update)
 - Read transition books to children to help prepare them for their next setting.
 - Teacher will plan specific classroom activities and/or learning centers that assist children in preparing for the kindergarten environment.
10. The Child/Family Development Specialist and Family Advocate will make sure a current Release of Information form (ERSEA 1d) - **link coming soon** with the school district is signed so that Head Start/ECEAP and the School district can exchange necessary information throughout the school year.
11. DST staff will make sure that the family address and phone number is current throughout the year. All changes are to be reported to the Program Coordinator utilizing ERSEA 1e. Change of Status - **link coming soon**.
12. In May, parent meetings are held at the centers, with the topic of "transitions" as the focus. A school district staff person will be invited to attend such as a

- principal and/or kindergarten teacher, special education director for the district, parent teacher association president, etc. to address parent specific questions.
13. The Disabilities/Health Coordinator will contact each school district in March inquiring about Kindergarten registrations and any transition activities the individual school may have for children and parents.
 14. A master list of kindergarten registration/transition activities will be consolidated by the Disabilities/Health Coordinator and distributed to all Head Start/ECEAP Teacher/Family Advocates and Family Advocates.
 15. Direct Service Teams will encourage parents to have their child's immunizations updated and current for transitioning into kindergarten. (See Immunization Agreement Guidelines Procedure).
 16. Prior to the Spring (April) Parent/Direct Service Team Conference, the Disabilities/Health Coordinator will provide the Teachers, Child/Family Development Specialists and Family Advocates with a list of the schools that the children in their class will be attending according to the current boundaries.
 17. At the Spring Direct Service Team/Parent Conference, staff and parent will review the child's progress while enrolled in Head Start/ECEAP. (See Spring DST/Parent Conference Transition Checklist).
 18. The Disabilities/Health Coordinator will prepare a transition packet for each parent. This packet will be given to the parent at the Spring Parent/DST Conference. The packet includes the following information:
 - Pertinent dates for kindergarten registration/Round Ups.
 - Information that will assist the parent in registering their child for kindergarten.
 - Copy of Birth Certificate will be provided by DST, if available
 - Examples of skills a 5-year old may have
 - Information on how to transfer a child from one school to another within the community.
 19. The Disabilities Specialist will contact designated school district personnel in April for the purpose of establishing a transition meeting time between school district personnel and Head Start/ECEAP staff. The transition meeting will include but is not limited to the following: Area Manager, Lead Teacher, Child/Family Development Specialist, Disabilities Specialist, principal of incoming school, kindergarten teachers, special education specialists/Director.
 20. The Area Manager is responsible for scheduling substitutes as needed to enable Teachers to attend Transition meetings.
 21. DST's will complete a Transition Summary for each child in their classroom prior to the transition meeting.
 22. Each child receiving Special Education Services will also have a transition IEP meeting at the end of the program year for transitioning into kindergarten.
 23. School districts will be given demographic information (names and addresses) of children that will be attending school in their attendance area the following year.
 24. The DST will give a Summer Packet of ideas to parents at the closing ceremonies.
 25. A Transition Meeting Survey will be given to each elementary school at the transition meeting to get feedback on ways to improve the meeting.

26. If the need arises, Head Start/ECEAP staff can be available for staffings with school district staff on a case by case basis should a request be received by the school district pertaining to a child who has transitioned into kindergarten.
27. Head Start sends complete updated records to school district upon request.
28. The Transition process is reviewed with school districts, parents, and staff each year.

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