

14b1. Transition within Head Start/ ECEAP Policy and Procedure

- Created 12/00
- Reviewed 7/18
- Approved by Policy Council November 25, 2002

Policy

The purpose of the transition plan is to facilitate smooth and successful changes in program, model, and classroom placement to ensure continuity is maintained.

Procedure

When a child leaves a classroom/caseload, the FA/Teacher/EHS staff at the site will:

1. Review the file for completeness, including all screening and assessment materials.
2. Place a completed Change of Status Form on the front of the file and turn in the file to the Program Coordinator within 24 hours.
3. Program Coordinator gives the file to the new FA/Teacher/EHS staff. The Program Coordinator will email the Teacher, Family Advocate, EHS staff, Supervisor, Health Specialist, Disabilities/Health Assistant, Mental Health Consultant, Assistant Director and Disabilities Specialist of changes.
4. When a child changes placement, the FA/Teacher/EHS staff at the site will:
 - A. Review the file for completeness.
 - a. If file incomplete, FA/Teacher/EHS staff will contact previous FA/Teacher/EHS staff for needed documentation.
 - b. If file is complete, Teacher/EHS staff will plan appropriately for child's needs.
 - B. Review the special needs section of the site file.
 - a. If the child has an existing IEP/IFSP and is remaining within the same school district:
 - The Disabilities Specialist will contact the special education staff and/or Early Intervention Center at the LEA to inform them of the change and ensure prompt continuation of services.
 - The Teacher/EHS staff will utilize the IEP/IFSP for individualization in the lesson planning process.
 - b. If the child has an existing IEP and has changed school district:

- The Disabilities Specialist will contact the new school district special education department to inform them of the student's special needs status and facilitate the continuation of services for the child.
 - The FA will have the parent sign a new Release of Information form for the new school district.
 - The Teacher will utilize the IEP for individualization in the lesson planning process.
- c. If the child does not have any existing special needs/ concerns the Teacher will:
- Review the existing academic information and contact the previous classroom teacher if any questions arise.
 - Utilize the existing academic information to individualize for the child in the lesson planning process.
5. FA/Teacher will place all pertinent information on the [Classroom Family Tracking Form \(EDUC 7c2a\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2a-active-supervision-name-to-face-attendance-tracking-form) ([lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2a-active-supervision-name-to-face-attendance-tracking-form](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2a-active-supervision-name-to-face-attendance-tracking-form)) .
- A. Enrollment Date
 - B. Orientation Date
 - C. Developmental Screenings