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

Policy and Procedure

- *Created 03/02*
- *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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14b. Transition from 0-3 Program to Head Start/ECEAP Policy & Procedure

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

Children and families will have a smooth transition and continuity of services when they transition children into Head Start/ECEAP from Infant/Toddler Programs.

Procedure

Transition from 0-3 programs to Head Start/ECEAP:

1. EHS Survey DISA 3b will be completed with the EHS staff and parents.
2. EHS Family Transition Conference form DISA 3b4 will be completed with EHS staff and parents.
3. For students with a developmental concern a meeting is held with the resident school district, Progress Center (services 0-3 with disabilities), Head Start, EHS staff and parents to discuss children with disabilities entering the Head Start/ECEAP Program.
4. Parents are informed and prepared as to how services for their child will be met in the Head Start/ECEAP Program and how they can be a part of the educational process.
5. Staff is informed, before children begin class, of a child's disability and any special preparations, if any, which may be required. Families will be supported with this transition process by the EHS staff.

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://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) .
 - A. Enrollment Date
 - B. Orientation Date
 - C. Developmental Screenings

14b2. 2 ½ Year Transition from Early Head Start Procedure

- *Created 7/10*
- *Reviewed 7/24*

Procedure

- Early Head Start staff will schedule a home visit or conference to discuss the upcoming transition with the parent/guardian before or at the child's 2 ½ year mark. Email Disability Specialist when this process has been started with the family.
- Together they will explore possible options or most appropriate placement for the child at their 3rd birthday.
- At this meeting, staff and the family will fill out a Family Transition Form (DISA 3b3) by 30 months of age to document the transition process. This document will be updated regularly throughout the process.
- Each activity or update will be documented in the transition event that staff will create in ChildPlus. Refer to the ChildPlus Guide.
- If the family is wanting to transition to a Head Start/ECEAP classroom, then an email will be sent to ERSEA Supervisor and an eligibility application will be completed by the family.
- ERSEA Supervisor will verify income for the family of the transitioning child. If eligible, the child will be placed on the waitlist for an available opening or enrolled in the program.
- If ineligible, then EHS staff will support the family in looking for other options and ERSEA Supervisor will send a letter with preschool community resources.
- If a child or family has a need that may require extended services in EHS or a significant concern, staff will present children and families at CAST/Child Coordination to seek approval for extension or to plan for the significant concern.
- When the transition is complete, the Family Transition Plan will be placed in the orange folder and a copy sent to the Disability Specialist.

Transitioning into Head Start or ECEAP

When a child is placed into a Head Start/ECEAP class:

- An intake will be scheduled.
- Prior to each child's first day of class, the Head Start teacher or ECEAP Family Advocate will schedule a meeting with the EHS staff to discuss transitioning student's developmental progress, needs, review SMART Goals, and Transition Plan. This includes children who were previously enrolled in EHS.
- ESH will continue to utilize the EHS Transition Conference Form and ChildPlus to document the transition process.
- The Head Start/ECEAP staff will schedule and implement a welcome visit and follow the preschool procedures.

- If an IEP is in process, the EHS staff will schedule a meeting with the Disability Specialist to share information and make a plan for next steps.
- Document and monitor all transition meetings and activities in the Education tab of ChildPlus.

Other Placements

When another placement is deemed appropriate (parent conference or other circumstances):

- EHS staff will provide information about other educational settings available to them that may meet the needs of the child and family.

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14b3. EHS 2 ½ Year Family Transition Plan

- *Created 07/10*
 - *Reviewed 07/24*
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- [14b3. EHS 2 ½ Year Family Transition Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b3_EHS_2_Half_Year_Family_Transition_Plan.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b3_EHS_2_Half_Year_Family_Transition_Plan.pdf)

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14b4. 2 ½ Year Early Head Start Transition Checklist

- *Created 07/10*
- *Reviewed 07/24*

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- [14b4. 2 ½ Year Early Head Start Transition Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b4_2_Half_Year_EHS_Transition_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b4_2_Half_Year_EHS_Transition_Checklist.pdf)

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14b5. EHS Transition Checklist to Head Start/ ECEAP "Orange File"

- Created 7/18
- Reviewed 7/21

File Transition Plan Steps and Timeline

- I. To help ensure children and families will have a smooth transition into the HS/ ECEAP 3-5 program or appropriate placement from EHS 0-3, the following steps will be taken with their files.
- II. The completed EHS 0-3 Family Transition Conference Form DISA 3b3 and the EHS 0-3 Family Transition Survey Form DISA 3b4, will be placed in an orange folder when closing out or returning a site file from EHS 0-3 to the program coordinator(s).
- III. Place the below items in the orange folder in anticipation that the child will be transitioning to the 3-5 HS/ECEAP program. The Program Coordinator(s) will place the orange folder in the HS/ECEAP 3-5 file when the child is accepted into the HS/ECEAP 3-5 program.
- IV. Items to be placed in the orange folder:
 - Current Photograph of Child and Family
 - EHS 0-3 Family Transition Conference (DISA 3b3)
 - EHS 0-3 EHS Transition Survey (DISA 3b4)
 - Legal Documents
 - Certificate of Exemption
 - Most Recent Well Child Exam Record (Including Growth Chart attached to it.)
 - Most Recent Dental Exam Record (Including Dental Treatment Record if appropriate.)
 - Specialist assessment and/or Records
 - Individual Care Plans
 - Family/Child Support Plan and Updates
 - TS Gold Development and Learning Report (print prior to child withdraw/ages out/drops) and most recent PAT Milestones
 - Mental Health/Social-Emotional Observation/Assessment/Sensory Symptoms Checklists
 - Family Partnership Agreement
 - IEP
 - Most Recent ASQ-3 and ASQ-SE2
- V. The staff in the HS/ECEAP 3-5 program will review the orange folder's contents to support the child and family transitioning into the HS/ECEAP 3-5 program. This includes facilitation of an existing care plan and transition meeting of program staff.

14c. Kindergarten Transition Plan

Should this be a fillable PDF (printable) or a Jotform (webform only)?

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14e. Transition Survey for Elementary Schools

- *Reviewed 08/02*
- [14e. Transition Survey Head Start / Elementary School \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14e_Transition_Survey_For_Elementary_Schools.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14e_Transition_Survey_For_Elementary_Schools.pdf)

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14g. Transition from Pregnancy to Early Head Start Procedure

- *Created 8/10*
- *Reviewed 7/21*

Procedure

Early Head Start staff will work with and support each enrolled pregnant woman and other relevant family members, such as the father/partner, in identifying family needs and preparing for a smooth transition for the family when the baby is born. Planning for the transition to the appropriate child development Program Option should begin at the time the pregnant woman is enrolled in the EHS program. This planning process will begin during pregnancy and may become part of an initial Family Partnership Agreement.

Following delivery, there is a period of time during which the mother is recovering from childbirth and the newborn is adjusting to the early weeks of life. A program must schedule the newborn visit within two weeks after the infant's birth, with each mother and baby, to offer support and identify family needs. This visit offers the opportunity to assess such things as success with nursing, sleeping and feeding issues, and mother's emotional state, as well as the family's resources and social support for coping with challenges. Enrollment in Early Head Start will begin when the child is at least 4 weeks old depending on the individual needs of the child and family. Documentation of these steps will be documented on [EDUC 14h. EHS Newborn Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/14-transitions/h-EHS-newborn-checklist\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/14-transitions/h-EHS-newborn-checklist) . A birth announcement will be routed utilizing the EDUC 14i. EHS New Baby Announcement~.

14h. EHS Newborn Checklist

- *Created 08/10*
 - *Reviewed 07/21*
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- [14h. EHS Newborn Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14h_EHS_Newborn_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14h_EHS_Newborn_Checklist.pdf)

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14i. EHS New Baby Announcement

- *Created 08/10*
- *Reviewed 07/21*

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- [14i. EHS New Baby Announcement \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14i_EHS_New_Baby_Announcement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14i_EHS_New_Baby_Announcement.pdf)

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