

## NEIGHBORIMPACT HEAD START & EARLY HEAD START

### Policy & Procedure

<b>Section: Family &amp; Community Partnerships</b>	<b>PC Approval Date: 2/10/03</b>
<b>Title: Transition Services</b>	<b>Updated:</b>
<b>Policy #: HS-79</b>	<b>NI Board Approval: 9/12/19</b>
<b>Forms Required:</b> In-Program Linkage, EHS Linkage or Kindergarten Linkage	
<b>Performance Standards:</b> (1304.41(c)(ii), 1304.41(c)(3)(1-4), 1304.41(c)(3),1304.21, 1304.4 EHS – 1302.70(a)(1)(2)(c)(d), 1302.72(a)(b)(c)	<b>Page 1 of 8</b>

**Policy:** Transition services are provided when children change placements within Head Start or Early Head Start, go to another preschool placement or on to kindergarten. The transition process is implemented by the Teacher Advocate, Head Start Advocate or Early Head Start Home Visitor to ensure a smooth transition of information between current and future placements. Parent involvement is sought throughout the process with the understanding that they are the primary advocates for their children.

**Purpose:** Transition services ensure that children and families have appropriate information and support whenever there is a change in their child's placement. Transition occurs when a child begins Early Head Start or Head Start, changes placement while in the program school year or goes to another preschool placement or to kindergarten. Transition planning, which is a reflective, relationship-based process that promotes the child and family's success in their next setting.

#### **Procedure:**

#### **I. IN-PROGRAM TRANSITION**

- 1) Children may transition from Early Head Start to Head Start any time after their 3<sup>rd</sup> birthday, based on availability of space in the Head Start program, and the child's developmental readiness to transition based on both parent and staff assessment. If appropriate, children may remain in Early Head Start after their 3<sup>rd</sup> birthday until their transition into Head Start at the beginning of the new program year.

EHS Transition Process. Follow the steps on the Early Head Start Linkage Checklist found in the P: drive under forms (EHS Linkage Checklist).

1. Send email to ERSEA group to advise the transition plan has started at 30 months
2. Schedule eligibility appointment with ERSEA specialist
3. Child eligible for Head Start Program
4. Child on waitlist for Head Start Program
5. Enrollment visit completed by Advocate/EHS Home visitor at 35 months
6. Placed into HS classroom by ERSEA specialist
7. Teacher Advocate/Early Head Start Home visitor contacts family to schedule a home visit and orientation

11) If a child transfers from one Head Start classroom to another Head Start classroom without a delay of service, it is considered a direct transfer. The Teacher Advocate will notify the Head Start Advocate and the drop/transfer procedure would begin.

- a) Head Start Advocate:

- i) Email a drop/transfer slip to ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) team.
- b) Record Keeping and Reporting Support
  - i) Record Keeping and Reporting Support emails the Head Start Advocate, Current Teacher Advocate and New Teacher Advocate of availability of space and transportation at requested classroom.
  - ii) Record Keeping and Reporting Support contacts the family, and completes the transportation questionnaire and consults with Transportation CAC regarding availability of transportation. Once transportation is established Record Keeping and Reporting faxes and emails the transportation questionnaire and start date for child to the new teacher and bus driver.
- c) Current Teacher Advocate:
  - i) Complete a Program Linkage form with the parent.
  - ii) Finalize all paperwork (posting all observations in Teaching Strategies GOLD, completing any preliminary assessments in GOLD, and work samples collected for documentation in the parent engagement portfolio.
  - iii) Remove the Child Health Action Plan from the red notebook in the classroom and place it in front of the child's file.
  - iv) Remove and shred the entire child's emergency contact information from the bus notebook, field trip notebook, and fanny pack.
  - v) Call new teacher advocate and schedule a transition meeting to create a plan for the child and transfer the file. If there are special circumstances such as medical needs, Early Childhood Special Education (ECSE), behavior needs contact must be made with the appropriate Content Area Coordinator(s) (CAC) to ensure that appropriate supports can be put in place. This meeting can occur over the phone, if necessary, when time constraints do not allow you to meet in person and the child starts class. Document the meeting and plan in the child's file.
  - vi) Send the child file to the new Teacher Advocate.
- d) New Teacher Advocate:
  - i) Upon receipt of the child's file- Thoroughly review the file and ensure that plans are in place to accommodate any special needs.
  - ii) Coordinate with the bus driver for transportation if necessary.
  - iii) Contact family- Welcome child and family to the classroom, give prearranged start date, provide an opportunity for classroom orientation, and verify that emergency contact information is current. Notify Record Keeping and Reporting of start date and provide Record Keeping and Reporting with current emergency contact information if there were any changes

## 2. IN-PROGRAM TRANSITION (No classroom space available)

- a) If a child moves out of current classroom's boundaries and the family wishes to transfer from one Head Start classroom to another Head Start classroom where there is not an immediate opening, the program may choose to over enroll the family. If this is not an option the family is provided with two choices :
- b) Self-transport child to same site until there is an opening at new site, or
- c) Drop child from program and place child on waiting list at desired center with the understanding that the program will serve highest need children first.
- d) Head Start Advocate:
  - i) Email the drop/transfer slip to the ERSEA team on the last day of child's attendance.
- e) Record Keeping and Reporting Support:
  - i) Record Keeping and Reporting places child on the waiting list and notifies the child's family to let them know they are on the waiting list until a spot becomes available.
- c) Current Teacher Advocate:

- i) Complete Program Linkage form with the parent.
  - ii) Finalize all paperwork (posting all observations in Teaching Strategies GOLD, completing any preliminary assessments in GOLD, and work samples collected for documentation in the parent engagement portfolio.
  - iii) Ensure that all medications are sent home with the family.
  - iv) Remove and shred the entire child's emergency contact information from the bus notebook, field trip notebook, and fanny pack.
  - v) Remove the Child Health Action Plan from the red notebook in the classroom and place it in front of the child's file.
  - vi) Transfer file and all finalized paperwork to main office to Record Keeping and Reporting.
- d) Record Keeping and Reporting:
- i) Record Keeping and Reporting calls the family, confirms interest in transfer and address and daycare information. If necessary completes the transportation questionnaire and, then consults with Transportation CAC regarding availability.
  - ii) Once transportation is established, Record Keeping and Reporting faxes the transportation questionnaire to the new bus driver and emails the Head Start Advocate, and New Teacher Advocate and cc Site lead with child information for available slot.
  - iii) Record Keeping and Reporting places the child's file/portfolio is placed in site box.
- e) New Teacher Advocate:
- i) Teacher Advocate and Site lead arrange to get the child's file to the classroom.
  - ii) Thoroughly review the child file and ensure that special accommodations are met for the child.
  - iii) Coordinate with bus driver around transportation
  - iv) If there are special circumstances such as medical needs, ECSE, behavior/ social emotional needs notify the appropriate CAC of transfer so appropriate supports can be put in place.
  - v) Contact the past Teacher Advocate and set up a transition meeting. This meeting can occur over the phone, if necessary, when time constraints do not allow you to meet in person and the child starts class. Document the meeting and plan in the child's file.
  - vi) Contact the family and Inform family of the start date.
  - vii) Send an email to Record Keeping and Support with the child's confirmed start date.

### **In program health transition**

For any child who will be returning to Head Start for the next school year and has a current Individual Child Classroom Health Plan:

- 1.) On home visit, inform the parent that a new Individual Child Classroom Health Plan will need to be updated with their medical provider.
  - a. This is to include advising the parent that if a child has medication, that will be needed at school, a school set of medication will need to be in place with any additional paperwork, before the child can attend the first day of school.
  - b. Encourage the parent to schedule a well-child exam when working with the medical provider to update the Individual Child Classroom Health Plan, if necessary.

## **II. KINDERGARTEN TRANSITION**

### **1) Initial Preparation for Transitions**

- a) Head Start Advocate:
  - i) Contact FAN Advocates or appropriate school staff in community. (March/April)
    - 1) Introduce self on behalf of center.

- 2) Gather school registration information
- ii) In collaborations with the Associate Director/Site lead, schedule school district representatives such as, FAN, Kindergarten teachers, principals, or parent group representatives to attend at a Parent Center Committee Meeting. (April/May)
- iii) Collect information for End of Year Transition Home Visit for Teacher Advocates (April/May)
  - 1) Create kindergarten registration master packet for each teacher advocate.
  - 2) Collect library information and card applications.
  - 3) Collect Parks and Recreation books and scholarship applications.
  - 4) Free Summer Lunch Program if available
- b) Teacher Advocate:
  - i) In collaboration with the Associate Director contact Kindergarten teachers in community. Dependent upon which community you are in will depend on how this scheduling will occur.(April/May)
    - 1) Introduce self and let teacher know that you are available to offer help if needed for any children that may be transitioning into their classroom.
    - 2) Ask a kindergarten teacher to come visit the classroom to talk about going to Elementary school, and their upcoming experiences.
    - 3) Arrange field trips to community Kindergarten classrooms.
    - 4) The Associate Director will support with scheduling Teacher Visits and Field trips to individualize to each community as needed.
    - 5) If the teacher has significant social emotional concerns, the teacher contacts the school counselor or principal of the Elementary School help ensure a smooth transition. This is done only when there is a signed release of information for the school district.
  - ii) Prepare for End of Year Transition Home Visit. (April/May)
    - 1) Complete child's assessment, and observations.
    - 2) Create a "School readiness" packet for child and parents. This should take into consideration the child's developmental level and goals and should contain multiple Family Literacy activities, Handwriting script sample, ideas for educational activities, , and materials for goal specific projects.
    - 3) Prepare to answer any questions that parent has about kindergarten readiness or summer activities.

### **Transition Services for Children with Disabilities**

Children who will be transition from Head Start to public school please follow these steps along with the steps in the transition to kindergarten policy and procedure above.

- 1.) At the second parent conference review the *"Transition to Kindergarten: A Parent's Guide"* with parent. If they have questions or concerns about upcoming transition process, refer parent to the Disabilities Coordinator. Have parent sign the ECSE/Kindergarten transition permission to test form. Place in file with other permissions.
- 2.) The child's Teacher Advocate must attend the Transition Meeting with parent, Kindergarten teacher and Service Coordinator. Teacher Advocates are mandated to attend Transition Meetings as, other than the parent, they have the most current knowledge of the child's present level of development. If Teacher Advocate is unable to attend contact the Site lead and Disabilities Coordinator arrange for a stand in person to attend, the replacement must have knowledge of the child's development. At the Transition Meeting the Teacher Advocate shares documented data of the child's growth and development during the Head Start year (bring work samples, observations and current TSG report). The Transition Meeting will be initiated by ECSE. (April/May) Document meeting in Child Plus.

- 3.) ECSE coordinates Transition Meetings with the public schools then e-mails schedule of meetings to the Disabilities Coordinator. Disabilities Coordinator e-mails time and location of meetings to Teacher Advocates and Head Start Advocates, if you have questions regarding a Transition Meeting contact the Disabilities Coordinator.
- 4.) Teacher Advocate contacts the family two days prior to the Transition Meeting to remind the family about the importance of the scheduled appointment. If family needs to reschedule, the Teacher Advocate assists them in contacting Early Childhood Special Education.
- 5.) Continue with transition plan for all children, above.

### **Deschutes County Kindergarten Health Transition**

Children who will be transferring from Head Start to a kindergarten with-in the Bend-LaPine School District please follow these steps:

- 1.) On home visit inform the parent, that for the safety of their child, the parent transition letter (provided in your home visit packet) should be filled out with copies of their child's Individual Child Classroom Health Plan, Medication Permission form, Asthma Record form, and the Health Appraisal form. These forms should be shared with the school nurse, secretary of the school, and the classroom teacher upon registration for kindergarten.
- 2.) **Review Authorization to release form:** be sure that parent has signed off for their school district. If not, obtain authorization on home visit and then follow these steps:
  - a. Make copy of Individual Child Classroom Health Plan, Asthma Record Form, Medication Permission Form, and/or Medical Statement for Food Substitutions form; include copy of Authorization to Release Form.
  - b. Staple forms together and send to Health and Nutrition Services Coordinator who will then give the packets to the School Nurse Supervisor.

**NOTE: Individual child Health Action Plans will need all signatures filled out on the second page before forwarding packets to the Health and Nutrition Services Coordinator.**

### **Crook County Kindergarten Health Transition**

Children who will be transferring from Head Start to a kindergarten with-in the Crook County School District please follow these steps:

- 1.) On home visit inform the parent, that for the safety of their child, the parent transition letter (provided in your home visit packet) should be filled out with copies of their child's Individual Child Classroom Health Plan, Medication Permission form, Asthma Record form, and the Health Appraisal form. These forms should be shared with the school nurse, secretary of the school, and the classroom teacher upon registration for kindergarten.
- 3.) **Review Authorization to release form:** be sure that parent has signed off for their school district. If not, obtain authorization on home visit and then follow these steps:
  - a. Make copy of Individual Child Classroom Health Plan, Asthma Record Form, Medication Permission Form, and/or Medical Statement for Food Substitutions form; include copy of Authorization to Release Form.
  - b. Staple forms together and send to the Health and Nutrition Services Coordinator who will then give the packets to the School Nurse Supervisor.
- 4.) **FOR ALL CHILDREN (with an Authorization to Release):**
  - a. Print Child Plus report #3030-Participant Health Summary
  - b. Paperclip individual child information together and send to the Health and Nutrition Services Coordinator for transition to the school nurse in Crook County.

## **2) Transition Home Visits:**

- a) Head Start Advocate:
  - i) Follow up on individual family needs for their case load:
    - 1) Exit family on Comprehensive Assessment
    - 2) Exit family on energy goal
    - 3) Head Start Advocates will enroll and write an energy goal with at least 25% of returning high need families and have monthly contact through the summer to update energy goals. (April – May)
- b) Teacher Advocate: April-May
  - i) End of Year Transition Home Visit (April/May)
    - 1) Complete final TSG Assessment. Print Individual Child report for family to see progress over the 3 checkpoint periods.
    - 2) Fill out Kindergarten Linkage form with parent. Retain a photocopy for our records and put the original form in the front of the child’s file. Inform parent of transition procedure and their role as their child’s primary teacher.
    - 3) Share remaining work samples and classroom projects with parent to put in parent engagement portfolio. Advise parent to share parent engagement notebook with next year’s kindergarten teacher to demonstrate their child’s developmental abilities. Review the individual child report with parent and explain the importance of sharing their child’s progress with their child’s kindergarten teacher.
    - 4) Complete checklist in Teacher Advocate notebooks for Transition Home Visit.
    - 5) Give summer packet of “school readiness” activities.
    - 6) Guide parent on registering their child for next year.
    - 7) Recruit younger siblings for Head Start—offer applications and help to fill out.
  - ii) If Child is ECSE Eligible
    - 1) Attend transition meeting with parent, Kindergarten teacher, and Service Coordinator. This meeting will be initiated by ECSE. (April/May)
    - 2) Follow same transition plan as above.

### 3) Closing out the Head Start School Year

- a) Teacher Advocate:
  - i) Place all **Transition Logs** in a master file. (June)
  - ii) Place **Kindergarten Linkage forms** in a master file. (June)
- b) Site lead:
  - i) Transfer **Transition Logs** and **Kindergarten Linkage** forms to main office to be turned into the Education/Training CAC. (June)
- c) Associate Director:
  - i) Partner with each school district to distribute **Kindergarten Linkage** forms to appropriate schools. (June) (Parents have a copy of this and are encouraged to share this with their kindergarten teacher when they register for school, along with their portfolio.)
  - ii) Continue to develop strong partnerships with each district.

### 4) Summer Contact with returning Head Start Families:

- a) Head Start Advocates will contact returning high need families monthly through the summer to help with any crisis and follow-up on energy goals.
- b) Returning families will be notified by mail with information regarding start date and who to contact if there are changes to their address.

### 5) Beginning of the Kindergarten School Year

- a) Head Start Advocate:
  - i) Contact all transitioning families. (August/September)
  - ii) Document on **Transition Log.**

- iii) If there is a need for Teacher Advocate support; notify the Teacher Advocate
- iv) Turn in transition logs to Education/Disabilities Specialist to complete the transition process.
- b) Education CAC:
  - i) The Associate Director and Head Start Advocates will be the main contact for all transitioning students.
- c) If family's Head Start Advocate is no longer with the program, the Family Partnership Specialist and the Education Specialist will be responsible for developing a plan completing the transition process.

### **Family Transition Plan: Transition Activities**

- 1). EHS staff will discuss improvements made by the child (health and developmental levels) as well as the family's progress while in Early Head Start.
- 2). Review what services and supports the family wants for their child after the Early Head Start program.
- 3). If family is interested in a site visit for HS or private agencies. EHS staff will plan with family advocate or community partners to arrange visits.
- 4). Other transition ideas to ensure children and parents have opportunities to build confidence in transitioning to their new environment.

#### Some Options:

- Staggered or modify a child's schedule.
  - Home Visitor attend first day, if possible.
  - Home Visitor check in with child in the classroom during the first week or two.
  - In addition, any other ideas that the family or EHS/HS staff decide are listed on the linkage form under the Transition Plan Activities.
- 5). It should be noted that the child does not automatically qualify for preschool Head Start program. The family's income must be re-determined before enrollment into Head Start.
  - 6). EHS staff will keep a copy of the Transition Linkage Checklist in the EHS working file until child has transferred to new placement.

### **Transition Summary Form**

- 1). Will have child's name, date of birth and ChildPlus ID number with the parent's name and EHS home visitor assigned to family.
- 2). Collaborating agencies will be identified and listed on the form.
- 3.) Child development, health conditions, allergies or any other conditions.
- 4). Date of current ASQ and if the child passed, failed or monitoring.
- 5). Date of current ASQ: SE Pass Fail Monitor
- 6). TS Gold Report attached to show child's developmental growth
- 7). Identify if child has a current IFSP or Behavior Plan
- 8). List child strengths and interest, challenges in group-settings and strategies that work.