

Area: Child Development

Subject: CD12 –Transitions

Reference: 1308.21 (a-c), 1304.40 (h)(1-4), 1304.41 (c)(1-3), 1304.52 (k)(3)(ii)

Policy: The program will support parent participation and transition of children into Early Head Start and Head Start, between Early/Head Start settings, and from Head Start to public school or other child care settings.

Procedure:

Staff will ensure the most appropriate placement and services during and following participation in Early Head Start/Migrant Head Start/ Regional Head Start programs.

Transitioning within Infant and Toddler classrooms

- a. At monthly case conferencing, center staff will review birth dates to plan for potential transitions and determine appropriate placements.
- b. Up to six months prior to the child's transition; staff will meet with the family to develop a transition plan which will be documented on the Child and Family Transition Plan.
- c. Staff will utilize the Transition Tool Kit to develop a plan with each family as needed transitions arise.
- d. For children with a disability and/or a medical condition requiring additional support, a Child Success Team meeting will be scheduled prior to the first day of attendance in the new classroom with both the current and receiving caregiver, parent and health staff to discuss strategies to support the child's developmental progress and or medical needs.
- e. Transition visits will be facilitated to introduce the child/parent to the new setting and to begin to establish a relationship between the receiving caregiver and child/parent. The current primary caregiver will ensure a minimum of two to three transition visits in which the caregiver and the parent (as available) will accompany the child to each of the visits to the new classroom/childcare setting. The number of transition visits may vary depending on individual child needs and parent input.
- f. The designated staff member will use COPA Procedure E- 06 *Enrollment* to transfer the child's electronic record.

Transitioning from Home Based to Center Based program option

- a. Home Visitor/Child Care Specialist notifies the receiving site's Family Service Worker of the family's need for center based services.
- b. Family Service Worker will enter a duplicate application for the child indicating center based program option using COPA Procedure E-02 *Application (Multiple Agency Listing)*. The Master Teacher will move the child's center based application to the eligible/accepted waitlist using COPA Procedure E-04 *Approve and/or Move Eligible/Ineligible Children from Waitlist*.
- c. Home Visitor/Child Care Specialist will develop a transition plan with the family and document it on the Child and Family Transition Plan.
- d. The plan will include, Child Success Team meeting date (for children with a

- disability/medical condition that requires additional support) and a schedule of transition visits that will include the parent and Home Visitor/Child Care Specialist taking the child to visit the classroom.
- e. For children with a disability and or a medical condition requiring additional support, a Child Success Team meeting will be scheduled prior to the first day of attendance in the new classroom with both the current Home Visitor/Child Care Specialist, receiving caregiver, parent and health staff to discuss strategies to support the child's developmental progress and medical needs.
 - f. Visitor/Child Care Specialist will facilitate transition visits to introduce the child/parent to the new setting and to begin to establish a relationship between the receiving caregiver and child/parent. The current Home Visitor/Child Care Specialist will ensure a minimum of two to three transition visits in which the Home Visitor/Child Care Specialist and the parent (as available) will accompany the child to each of the visits to the next classroom. The number of transition visits may vary depending on individual child needs and parent input.
 - g. The designated staff from the receiving site will transfer the child's electronic record using COPA Procedure E- 06 *Enrollment*.

Transitioning from Toddler to Preschool Programs

- a. At monthly case conferencing, center staff will review birth dates to plan for potential transitions and determine appropriate placements. This process will take into account the child's health status and developmental level to determine what further support/extra transition activities are needed, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community.
- b. Up to six months prior to the child's transition staff will meet with the family to develop a transition plan which will be documented on the Child and Family Transition Plan.
- c. The plan will include the appropriate staff completing the application for the RHS program using COPA Procedure E-02 *Application (Multiple Agency Listing)*, Child Success Team meeting date when applicable (for children with a disability/medical condition that requires additional support) and a schedule of transition visits that will include the parent and caregiver taking the child to visit the new classroom/site.
- d. 30-45 days before the child is age eligible for RHS, the RHS application will be completed and placed on the eligible accepted waiting list using COPA Procedure E-04 *Approve and/or Move Eligible Children from Waitlist* (Child will be given transfer points).
- e. Transition visits will be facilitated to introduce the child/parent to the new setting and to begin to establish a relationship between the receiving teacher and child/parent. The current primary caregiver will ensure a minimum of two to three transition visits in which the caregiver and the parent (as available) will accompany the child to each of the visits to the next classroom. The number of transition visits may vary depending on individual child needs and parent input.
- f. If the next setting is located at a different Head Start site, assigned staff will communicate with the receiving site to plan and determine if there is a vacancy for the child.

- g. If a Head Start vacancy does not become available and the child must be dropped from the EHS class due to licensing regulations, the family will be given other resources for their child's care and education prior to the child's last day of enrollment.
- h. For children with a disability or a medical condition requiring additional support, a Child Success Team meeting will be scheduled prior to the first day of attendance in the new setting with both the current and receiving caregiver/teacher and health staff to discuss strategies to support the child's developmental progress and or medical needs.
- i. The receiving site will send a Transfer of Child's Records form to the previous site to request the child/family file. Upon receiving the Transfer of Child's Records form from the receiving site, the Family Service Worker, caregiver and nurse will gather requested information and designate who will deliver the child/family file.
- j. The Master Teacher from the receiving site will transfer the child's electronic record on the first day of attendance using COPA Procedure E-06 *Enrollment*.

Transitioning of new enrollees (Center Based/FCCH):

- a. When a vacancy occurs at the site, the Master Teacher and Family Service Worker will determine next child to receive services from the COPA Eligible/Accepted List using COPA Procedure E-04 *Approve and/or Move Eligible/Ineligible Children from Waitlist*.
- b. FSW will notify the caregiver/teacher of the child to be enrolled prior to the child starting the program.
- c. Caregiver/teacher will contact the family to schedule an appointment to complete an orientation and develop a transition plan. For children with a disability or medical condition requiring additional support, a Child Success Team meeting must be held prior to the first day of attendance.
- d. The plan will be documented on the Child and Family Transition Plan form and will include: Child Success Team meeting date when applicable (for children with a disability/medical condition that requires additional support), a schedule of transition visits that will include the parent taking the child to visit the new classroom, how and when special education services will take place (for children with an IFSP/IEP) and any specific activities that support the child's transition into the site.
- e. On the first day of attendance, the designated staff will enroll the child's electronic record using COPA Procedure E-06 *Enrollment*.

Transitioning from Head Start to Transitional Kindergarten/Kindergarten

- a. Children will have opportunities to adjust and adapt to new settings.
- b. Educator will utilize the transition tool kit to develop strategies in order to plan for effective transitions. The transition plan will be documented on the Child and Family Transition Plan form.
- c. Staff will provide parents educational opportunities regarding their role and the expectations during the transition to kindergarten.
- d. Head Start staff will be knowledgeable about and understanding of the importance of transition for the children.
- e. Management staff will conduct training on transition plan, forms and procedures for delegate and grantee staff.
- f. Management staff will survey staff to determine needs for support and training.

Supervised by: Master Teacher or Designated Staff

Performed by: Head Start Teaching Staff, Family Service Worker

Forms needed: Ready for School Assessment, Child and Family Transition Plan, Child Success Team Request, Notification of Child Success Team, Results of Child Success Team , Orientation/Volunteer Checklist

COPA Procedures: E 02-Application (Multiple Agency Listing)
E 04- Approve and/or Move Eligible/Ineligible Children from Waitlist
E 06- Enrollment

Frequency: Ongoing