



## **Transition Policy and Procedure 0-5**

### **POLICY / APPROACH:**

SOCFC will ensure every child and family experiences a smooth transition entering Early Head Start (EHS) and Head Start (HS), between EHS and HS, between EHS or HS to other placement, and from HS to public school. Transition planning will take into account each child and family's individual needs and support parents in their role as their child's primary teacher. EHS and HS staff will be well-trained in supporting healthy transitions and expectation regarding communication between home, programs and public school.

The Southern Oregon Head Start (SOHS) application process provides an opportunity for families to share disability or mental health services their child may be receiving or any related concerns in these areas that they may have. The Enrollment department collaborates with the Disability and Mental Health department to ensure thorough information is gathered in order to best support each child and family's individual needs as they transition into our programs.

SOHS recruit children with disabilities and works closely with the local Early Intervention and Early Childhood Special Education (EI/ECSE) agencies to support families in the application process and with the transitioning of children on an Individualized Family Service Plan (IFSP) when the IFSP team has determined one of our programs as placement. Children with an IFSP have specialized needs that must be understood by all staff in order to ensure that they have an inclusive and high quality individualized educational experience.

SOHS will ensure a smooth and healthy transition with a trauma informed care approach for children entering our program who are receiving mental health services.

POLICY COUNCIL APPROVAL:

BOARD APPROVAL:

**HEAD START PERFORMANCE STANDARD:**

1302.70(a-e) Transitions from Early Head Start

1302.71(a-e) Transitions from Head Start to Kindergarten

1302.72(a-c) Transitions between programs

1302.61(c)(2) Additional Services for children with an IFSP or IEP

**PROCEDURE:**

For all transitions, staff will recognize families as the child's forever teacher. This can happen in all interactions, especially at the Initial Home Visit and Conferences.

Families will be encouraged to volunteer in the classroom to support their child's secure transition.

Child and Family Transitions: Home or Childcare into EHS

1. An educational "Individual Care Schedule" will be completed at the Initial Home Visit for each child entering center-based services. This will inform and support each child's routine care needs including sleeping, feeding and toileting (see Individual Care Schedule Policy).
2. At the Initial Home Visit, parents will be informed about strategies to support healthy transitions.
3. Specialists and Family Advocates will follow-up on the transition process during home visits and/or other interactions with the family.
4. For supporting children on an IFSP see "Initial and Subsequent Transitions of Children on an IFSP".
5. For pre-natal mothers: once the baby is born the baby will automatically be enrolled in the home-based program. Services are then transferred from mother to baby and are expected to continue in accordance with the pre agreed upon schedule of visits. If a mother asks for some time alone to recover from birth/bond with the baby without any visitors, the home visitor will reach out to the Education Manager and their PFCE Supervisor to discuss an extended absence or special service plan. (See Health Support for Pregnant Mothers and Newborns and Attendance Policy and Procedure for any addition follow ups)

Transitioning from EHS Infant Young Toddler Classroom to an Older Toddler Classroom:

To support the development and individual needs of each child; a child of 24 months in age will transition out of their IYT classroom into an OT classroom, if space is available, with similar services. Teachers are responsible for communicating with their Site Manager when a child turns 23 months to begin working on the steps listed below.

1. The Teacher will inform families of this change and agree on a start date and center, if a center change is needed. The Disabilities and Mental Health department will inform EI/ECSE staff, letting them know of the start date and will share new contact information between parties that are part of the new IFSP team.
2. At 23 months, the Site Manager will submit a change slip to enrollment, so they do not fill the opening with a newly enrolled child.
3. The AA will transfer the child in MTS and SHINE to reflect the change of classroom.
4. The Teacher(s), Specialist and FA will hold a Staffing to ensure a smooth transition which will include a review of the child's Individual Care Schedule and IFSP goals and services.
5. For supporting children on an IFSP see "Initial and Subsequent Transitions of Children on an IFSP".

\*If a slot is not available, the child will transfer as soon as one becomes available.

Transitioning out of Early Head Start to Head Start/another placement:

Early Head Start teaching teams and Family Advocates will join with families to decide the most appropriate transition plan and placement for each child approaching the age of three.

We carefully follow the HS performance standard by:

1. Examining HS readiness for each child who approaches 3 years old, and
2. Following the intention of transitioning children from EHS to HS as closely after their 3rd birthday as possible.
3. For children on an IFSP the child's IFSP Service Coordinator in collaboration with the SOHS Disabilities and Mental Health Manager will coordinate any necessary meetings with members of the IFSP team to support the child's transition. These meetings include, but are not limited to, consultation with SOHS staff including the child's current classroom team as well as the new team, and IFSP meetings to finalize determination of the child's most appropriate placement and update goals and services which may include transportation if applicable. For supporting children on an IFSP see, "Initial and Subsequent Transitions of Children on an IFSP".

4.

Tasks & Activities	Due Date	Staff Responsible	Applicable Tools
<ul style="list-style-type: none"><li>o Ensure child's electronic file (SHINE) is up to date and complete (e.g., ROI Forms are current).</li><li>o Ensure all contact information is up to date in SHINE and on the Emergency Contact Card.</li></ul>	By age 29 months	Specialist/ FA will be responsible	-ROIs -SHINE -Emergency Contact Card

<ul style="list-style-type: none"> <li>○ Handout/Discuss EHS Family Transition Guide with parent.</li> <li>○ Update “Other” Education Screening Alarm in SHINE:             <ol style="list-style-type: none"> <li>1. Screening date- the date you meet with the family</li> <li>2. No expiration date</li> <li>3. No attachments</li> <li>4. Results status-Passed</li> <li>5. Text box: Reviewed the EHS Family Transition Guide, and Transition Consultation will be scheduled.</li> </ol> </li> </ul> <p>Next Steps: Schedule Transition Consultation</p>	<p>By age 30 months</p> <p>(“Other” Education Screening Alarm)</p>	<p>Specialist/EHS Teacher will be responsible</p>	<p>-SHINE</p> <p>-EHS Family Transition Guide</p>
<ul style="list-style-type: none"> <li>○ Hold a Transition Consultation Staffing and Planning meeting with education teaching team, FA, Education Coach, Site Manager, Dis/Mental Health and/or Behavior Specialist and if applicable the IFSP coordinator about age eligible child’s Head Start readiness/SRGs *touch base with IFSP coordinator if unable to attend.</li> <li>○ Areas to Consider/Discuss:             <ol style="list-style-type: none"> <li>1. child development</li> <li>2. progress made by family and child</li> <li>3. disabilities</li> <li>4. medical needs</li> <li>5. family circumstances</li> <li>6. time of year</li> </ol> <ul style="list-style-type: none"> <li>○ Document staffing meeting date and notes on Family Transition Conference Form</li> </ul> </li> </ul> <p>Next Steps: Schedule Family Mid-Year Transition Conference (in conjunction with a Checkpoint Conference nearest to child being 33-34 months)</p> <p>Extend an invitation to any key community partners the family would like to have attend (e.g., EI/ECSE Specialist, DHS).</p>	<p>Prior to scheduled Family Transition Conference.</p> <p><b>Before</b> the child turns 36 months in conjunction with a Checkpoint Conference nearest to child being 33-34 months)</p>	<p>Specialist/EHS Teacher is responsible for scheduling the Consultation.</p>	<p>-ASQs</p> <p>-MTS Child Profile</p> <p>-IFSP</p> <p>-Medical Plans</p> <p>-Guidance Plan</p> <p>-Family Transition Conference Form</p>

Tasks & Activities	Due Date	Staff Responsible	Applicable Tools
<p>Hold Family Mid-Year Transition Conference:</p> <ul style="list-style-type: none"> <li>Discuss child's developmental progress and needs, including IFSP goals and supplemental services if applicable.</li> <li>For child transitioning within the agency discuss child's Head Start options for next service setting (Center and Program Options).</li> <li>For children on an IFSP the child's next placement will be determined by the IFSP team during the EI to ECSE services transition meeting.</li> <li>Review the transition process with family. Specialist/FA will discuss the process to re-verify income with Enrollment.</li> <li>Fill out bottom half of the Family Transition Conference Form and set target dates for each step *If best placement is to remain at EHS, adjust target dates to fit a transition at the end of the program year and follow end of year transition procedure.</li> <li>Begin Transition book with parent.</li> <li>Create an individualized transition goal with the family and document in SHINE (family goals). One step of the goal will include a plan for the parent to visit the HS center for a tour and meet center staff.</li> <li>Give parent/guardian copy of the Transition Conference Form.</li> </ul> <p>Update SHINE:</p> <ul style="list-style-type: none"> <li>Create a new Case Note in the Family Tab: Head Start Transition</li> </ul>	By age 33-34 months	<p>Specialist/EHS Teacher is responsible for the Family Transition Conference Form</p> <p>AA will upload a copy of the Transition Report into SHINE upon completion.</p> <p>Specialist/ FA is responsible to enter individualized transition goal in the family tab in SHINE, and update progress</p> <p>Specialist/ FA will create Transition book with parent.</p> <p>Specialist/ FA will create and update Head Start Transition meeting case note in SHINE.</p>	<p>-Family Transition Conference Form</p> <p>-Photos and materials for beginning Transition Book</p> <p>-SHINE</p>

<p>Meeting. Please include the follow;</p> <p>Details from the transition form (shred afterwards), including: who attended, decision made (transition or stay at EHS), and what was discussed.</p> <ul style="list-style-type: none"> <li>○ If best placement is to stay at EHS ensure the Educational Summary Section in SHINE says Transition Due to Age at End of Year- Yes. Follow End of Year transition procedure.</li> <li>○ If best placement is to transition to HS or other program complete a Transition Report form, upload in into SHINE in the Education Summary section where it says attach "Transition Plan". *Display Name will be entered "EHS to HS Transition" and save.</li> </ul> <p>Next Steps: Schedule a Transition Staffing meeting with new HS teacher and FA, once a placement has been identified</p>			
<p>IF TRANSITIONING TO HS:</p> <ul style="list-style-type: none"> <li>○ Submit Child Change Slip (indicating the transition from EHS to HS) to enrollment (ERSEA).</li> </ul>	<p>2 weeks prior to age 35 months</p>	<p>Site Manager</p>	<p>Child Change Slip</p>
<p>ERSEA will verify child transition approval with EHS Education Manager and the Disabilities and Mental Health Manager when appropriate.</p> <p>ERSEA will contact parent to re-verify income. The child will be placed on an age eligible HS waitlist.</p>	<p>By age 35 months</p>	<p>Enrollment (ERSEA)</p>	<p>Proof of income</p>

<p>ERSEA will notify HS Teacher and HS FA of transitioning child's previous EHS Specialist/Teacher. HS Teacher to connect with EHS Specialist/Teacher and FA prior to child's start date and set up a staffing.</p> <p>ERSEA provides family contact information to HS FA, Teacher and Site Manager. HS FA will contact parent to schedule HS center visit/ tour and staff introduction. (EHS Specialist, Teacher, or FA will attend when possible).</p>	<p>When slot becomes available in HS classroom</p>	<p>HS Teacher to contact EHS Specialist/Teacher and FA to schedule a staffing</p> <p>ERSEA will give parent contact info to HS FA, Teacher, and Site Manager</p> <p>HS FA will schedule a visit with the parent after staffing with EHS</p>	<p>SHINE</p>
<p>Transitioning to HS in Fall or Other Placement of Next Program Year:</p> <ul style="list-style-type: none"> <li>○ If remaining at EHS, determine timelines for remaining in EHS past third birthday and develop individualized lesson plans as noted above.</li> <li>○ Transition plans and timelines may be updated throughout program year if child and family demonstrate need and want of transition to HS classroom.</li> <li>○ Transition Goals should be established at Transition Conference (Spring Checkpoint at the latest). One step of the goal will include a plan for the parent to visit the HS center for a tour and meet center staff.</li> <li>○ Transition Books will be started after the Conference.</li> <li>○ Enrollment will meet with parents in Spring to re-verify income.</li> <li>○ During the spring Conference Transitions to HS or other placements will be discussed.</li> </ul>	<p>After Transition Conference determination or for children turning 3 during summer months</p>	<p>Specialist/EHS Teacher is responsible for the Family Transition Conference</p> <p>AA will upload a copy of the Family Transition Report into SHINE upon completion</p> <p>Specialist/ FA is responsible to enter individualized transition goal in SHINE, and update progress</p> <p>Specialist/ FA will create Transition book with parent</p> <p>Advocate/Teacher/Specialist will discuss transition at spring conference.</p>	

<ul style="list-style-type: none"> <li>For children on an IFSP the child's transition out of Early Head Start into their next placement will be determined by the IFSP team.</li> </ul>			
<b>Transition Report:</b> <ul style="list-style-type: none"> <li>Child Transition Reports completed &amp; reviewed</li> <li>Attach a Transition Report in SHINE</li> <li>Parent has opportunity to review</li> </ul>	One week prior to child's last day	EHS classroom teaching team, Site Manager or AA when needed	Child Transition Report
<b>Update SHINE:</b> <ul style="list-style-type: none"> <li>ensure child profile is up to date and complete (e.g., update photo, 3 yr. Well Child Exam, family goals)</li> <li>Child Transition Report sent to new preschool program</li> </ul>	On child's last day at EHS	Specialist/FA will be responsible for updating SHINE	-Child File -SHINE -Child Transition Report
EHS Specialist/Teacher will follow up with HS teacher or alternative placement teacher as needed (e.g. additional info or concerns about child and family that warrants more detailed follow up).	Prior to start date of new school, and ongoing as needed	Specialist/ EHS Teacher, and HS Teacher are both responsible	

**Child and Family Transitions: Home, Childcare or Pre-School into Head Start:**

- Staff will encourage families to share photographs, portfolios, screening, assessment data and any other information about a previous setting the child has been in, including childcare or preschool.
- Staff may request that the family sign an ROI if the family thinks the previous teacher has some valuable information to share about the child in the previous setting.
- All families will participate in orientation prior to the child attending class. This will include information about supporting healthy transitions.
- For supporting children on an IFSP see "Initial and Subsequent Transitions of Children on an IFSP".

**Child and Family Transitions Between Programs: From HS to another HS Center, EHS to another EHS Center, or Pre-School Program:**

- Families will receive the child's portfolio, copies of conference forms to share with the new teacher and any other student record information that the family requests - in writing.

2. Families whose children are transferring to another Head Start center will be notified that all information is transferred to the staff at the new center.
3. When possible, a transition booklet will be created to help the child and family with the transition.
4. Staff will support the child as they say goodbye to their class.
5. The receiving EHS/HS Teacher will call/meet with the previous EHS/HS teacher, to staff the child (preferably before the child attends class, and before the new Teacher meets with the parents). If the child is on an IFSP, staffing will include a review of the child's IFSP goals and services. The Disabilities and Mental Health department will inform EI/ECSE staff, letting them know of the start date and will share new contact information between parties that are part of the new IFSP team.
6. Staff will facilitate visits to the new center when possible.
7. For supporting children on an IFSP see "Initial and Subsequent Transitions of Children on an IFSP".

#### Child Concurrently Enrolled in Southern Oregon Head Start and Another Program:

When a child is enrolled in SOCFC and another program, our focus will be on supporting the child and family and encouraging partnerships among the family and all programs involved.

Head Start staff will:

1. Discuss with the family how the transition between programs is going.
2. Provide transitional objects or routines as needed
3. Share information, including but not limited to, curriculum ideas and strategies, Guidance Plans and/or IFSPs as needed (ROI required).

#### Child and Family Transitions: Head Start to Public School

Our school readiness goals as well as individualization for each child will be considered.

1. Transition Reports will take place of the Family Conference Form for Spring/Summer conferences and be developed in partnership with families and will summarize the child's development in each of the following areas: Social/Emotional, Cognitive, Physical, Language, Literacy, and Mathematics, as well as considerations for Dual Language Learners and children on IFSPs.
2. The Transition Reports will also contain the following: The Elementary School the child will be attending and information regarding school readiness. Family comments, observations and specific steps for home activities to do over the summer to continue to prepare the child for kindergarten and strengthen the family-child relationship.
3. The teacher will leave two copies of the Transition Report with the family along with the Child's Portfolio. The second copy of the Transition Report is for the family to take when they meet with their child's kindergarten teacher.

4. Transition Report will become a part of the Student Education Record. A copy of the Transition Report and a summary form of the child's developmental screening will be forwarded to the appropriate kindergarten.
5. Area Assistants will give parents their child's Certificate of Immunization form (CIS) at the end of the HS program year to assist them in kindergarten enrollment.

Transition Activities:

1. Representatives from schools the children may attend are invited to speak each spring at parent meetings. It is important to represent all the schools' children will attend. If a staff representative cannot attend, that school's information will be shared.
2. When possible, Kindergarten classroom field trips will include; children and their families who are transitioning to kindergarten. Best attempts will be made to visit all schools' children will attend. These visits will be scheduled by Site Managers and public-school Principals. Children who will return to Head Start will not participate, and will have planned activities at the center to participate in.
3. Family Advocates will publicize Kindergarten Launch and encourage families to attend. When needed, a Family Advocate may attend Kinder Launch with the family to connect them with school personnel (e.g. social worker, homeless liaison).
4. Family Advocates will encourage families to develop a transition to kindergarten goals their child's pre-kindergarten year.
5. Advocates will educate families about 'summer slide' and ensure that parents are aware of activities and resources such as reading programs and free lunch programs available in the community.
6. Student education records will be forwarded to the child's next placement.
7. Transition goals from Early Childhood Special Education (ECSE) plans are addressed on the child's IFSP. These plans are determined by the child's IFSP team. Head Start staff will assist as indicated on the child's IFSP.
8. Children on IFSPs have scheduled transition to public school meetings that generally take place in the Spring, as scheduled by each school district. The child's HS teacher attends these transition meetings in order to give information regarding the child's strengths and progress of their IFSP goals.
9. Families of children who are not on IFSPs but who need extra support and planning upon entering their next placement will meet with HS staff to sign an ROI to allow the sharing of information with the child's next school placement. Families will be encouraged to have a meeting with the school and Head Start staff as support. The Site Manager will arrange the meeting with the school and parent. If the school does not wish to schedule a meeting the concerns are addressed in the Transition Report Form which goes on to the public school.

Initial and subsequent transitions of children on an IFSP:

1. For a child on an IFSP, SOHS staff will work together with parents and EI/ECSE staff to best support the child's goals and overall development and to implement any individualized supports (adaptations and/or accommodations) to enhance the child's active participation throughout the daily routine.
2. The Disabilities and Mental Health department will obtain from the parent an ROI so that the child's EI/ECSE records can be shared with SOHS staff. These records will support staff with intentional and meaningful planning as well as the collaboration with the parent and EI/ECSE staff around the child's IFSP services.
3. SOHS staff will meet prior to the child's start date with the IFSP Coordinator as well as other pertinent EI/ECSE staff to receive any needed consultation regarding the child's IFSP services, including but not limited to, Specialized Instruction, goal tracking and Supplemental Services. These initial consultations will take place when a classroom transitions to a new teacher or specialist during the same program year as well as when the child transitions to a different program within the agency.
4. SOHS staff will work together with other SOHS program staff and with EI/ECSE staff around the child's next transition.
  - a. **All 0-5** - a child transitions to a new classroom within SOHS the staffing that takes place between the previous teacher and the new will include the discussion of the child's progress as it specifically relates to the child's IFSP goals as well as the effective strategies supporting the child's meaningful participation among peers in the daily routine.
  - b. **Infant Young Toddler**- For children in an Infant Young Toddler program SOHS staff will communicate with the IFSP Coordinator regarding transition planning to the Older Toddler program.
  - c. **Older Toddler**-Children who are 2 years of age SOHS staff will collaborate with the IFSP team around the child's transition from EI services to ECSE services as well as the transition from our Early Head Start program to the child's next placement determined by the IFSP team. SOHS staff will attend the applicable IFSP meetings. **SOHS Disabilities and Mental Health Manager will schedule a meeting to take place in April with the ECSE Coordinator to review the IFSP children in EHS who are receiving ECSE services to discuss next fall placement options.**
  - d. **Preschool**- Children on IFSPs have scheduled transition to public school meetings that generally take place in the Spring, as scheduled by each school district. The child's HS teacher attends these transition meetings in order to give information regarding the child's strengths and progress of their IFSP goals.
5. During the initial home visit, the child's IFSP will be reviewed with the parent where their input will be gathered on how to best support the child's individual goals and needs and to answer any questions regarding the child's IFSP services. When applicable, depending on the child's age, the discussion will begin during this visit regarding the planning around the child's next transition that will be determined by the

child's IFSP team. See Most Appropriate Placement for a child on an IFSP Policy and Procedure for more information.

6. The Disabilities and Mental Health department works together with the IFSP coordinator and other SOHS staff to determine what special education materials may be needed to better support a child's goals and individual care, receiving such items from EI/ECSE or purchasing items as needed.