

Transition Policy 0-5

Policy

Southern Oregon Head Start (SOHS) 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 another placement, and from HS to public school. Transition planning will consider each child and family's individual needs and support parents as their child's primary teacher. EHS and HS staff will be well-trained in supporting healthy transitions and expectations regarding communication between home, programs and public schools.

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

SOHS recruits' 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 an appropriate placement. Children with an IFSP have specialized needs that must be understood by all staff to ensure 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.

Head Start Performance Standards:

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

Approach:

Transition Best Practice and Activities

Southern Oregon Head Start will:

- Recognize families as the child's forever teacher in all interactions, especially at the Initial Home Visit and Conferences.
- Inform families about strategies to support healthy transitions, including a

conversation during the enrollment process, 6 months prior to the child turning 3, when a slot becomes available, end of year transition meeting with parents to support next year's placement.

- Support the development and individual needs of each child by partnering with families to decide the most appropriate transition plan and placement for each child.
 - Placements will be dependent on space availability. If a slot is not available, the child will transfer as soon as one becomes available.
- Follow-up on the transition process during home visits and/or other interactions with the family.
- Establish a Transition Goal at the Transition Conference (Spring Checkpoint at the latest).
- Incorporating a goodbye or “wish you well” activity in the original classroom.
- 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.
- Support children on an IFSP by following “Initial and Subsequent Transitions of Children on an IFSP” guidance.
- Focus on supporting the child and family and encouraging partnerships among the family and all programs involved when a child is enrolled in SOCFC and another program.
 - Discuss with the family how the transition between programs is going.
 - Provide transitional objects or routines as needed.
 - Share information, including but not limited to, curriculum ideas and strategies, Guidance Plans and/or IFSPs as needed (ROI required).

Families will if possible:

- Volunteer in the classroom to support their child’s secure transition.
- Partner with staff to establish a Transition Goal (Spring Checkpoint at the latest)
- Share photographs, portfolios, screening, assessment data and any other information about a previous setting the child has been in, including childcare or preschool.
- Participate in orientation prior to the child attending class. This will include information about supporting healthy transitions.
- 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 for transitions between Head Start programs and/or to another preschool program.

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.

Transitions by Age & Timelines:

Home or Childcare into EHS

- Teaching teams will conduct an Initial Home Visit for each child entering services. An “Individual Care Schedule” will be completed for children entering center-based services that will inform and support each child’s routine and care needs including sleeping, feeding and toileting (See [Individual Care Schedule](#) and [Daily Care Log for EHS Procedure](#) and [Initial Home Visit 0-5 Procedure](#)).
 - A site orientation is required.
- For pre-natal mothers: Once the baby is born, the Home Visitor will notify Enrollment and Health to enroll the baby into 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 Supervisor and their Family Service Supervisor to discuss a Modified Services- Family Need plan. (See [Health Support for Pregnant Mothers and Newborns](#) and [0-5 Attendance Policy and Procedure](#) for any addition follow-ups)

EHS to EHS (IYT to OT)

- To support the development and individual needs of each child, a child of 24 months of age will transition out of their IYT classroom into an OT classroom, if space is available. If space is unavailable, they will remain on the waitlist and transition as soon as a slot becomes available.
- Transition process begins at 23 months (about 2 years of age) \

Transition Procedure for Infants to Toddler classrooms:

1. Staff will inform families that at 2 years old (24 months) their child will transition to an Older Toddler Classroom, discuss site locations and next steps
2. Family Advocate will submit a change slip to enrollment, so they do not fill the opening with a newly enrolled child (indicating the transition from one center/classroom to another on the form)
3. Once the child is selected, enrollment will email center staff to indicate that a spot is available. Receiving Site Manager will email enrollment with start date.
 - a. If the child is on an IFSP, Behavioral/Disabilities Supervisor will inform

EI/ECSE staff, letting them know of the start date and share new contact information between parties that are a part of the new IFSP team.

4. The AA will transfer the child in SmartTeach once assessment documentation has been added by the previous teacher. Enrollment will update Shine/Playground to reflect the changes in the classroom.
5. Receiving Family Advocate will schedule a Staffing with both EHS teachers, Site Manager(s) and Family Advocate prior to the child starting.
6. Review Individual Care Schedule, IFSP goals and services (See initial and subsequent transitions of children on an IFSP below), and any other important information.

***Site orientation is required** if the transitioning child is attending a new site.

Mid-Year EHS to HS (or another placement)

- To support the development and individual needs of each child, a child of 36 months (about 3 years) in age will transition out of their EHS classroom into a Head Start classroom, if space is available. If space is unavailable, they will remain on the waitlist and transition as soon as one becomes available.
- To support successful transitions for children and their families, the transition process begins at 30 months (about 2 and a half years), 6 months before a child turns 3 years old with the Family Transition Guide handout.
- Transitioning children from EHS to HS will happen as close to their 3rd birthday as possible.
- Children on an IFSP who are approaching 3 years old will be transitioning from EI services to ECSE services. The Behavioral/Disabilities Supervisor will consult with EI/ECSE staff and the EHS teacher to prepare for the child's upcoming ECSE IFSP meeting. The child's transition out of Early Head Start into their next placement will be determined by the IFSP team during the meeting. When the IFSP team has determined that a transition into a Head Start classroom is not appropriate at the time of the child turning three, a plan will developed for the child to remain in Early Head Start for up to three months before the team reevaluates placement. Dis/MH SAA will be responsible for ensuring meeting invites go out to SOHS staff in collaboration with the EI/ECSE agencies.

Transition Procedure:

1. When a child turns 30 months (about 2 and a half years old), the EHS Teacher and Family Advocate will collaborate to provide and Discuss the Family Transition Guide with parent/guardian.
2. Update SHINE:
 - a. Teacher will Update "Other" Education Screening Alarm in SHINE:

- i. Screening date- the date you meet with the family
 - ii. No expiration date
 - iii. No attachments
 - iv. Results status-Passed
 - v. Text box: Reviewed the Family Transition Guide delivered.
- b. Family Advocate will create a “Head Start Transition” case note with information regarding discussion.
- c. Family Advocate will create a “Transition from EHS to HS” goal if needed.
3. At 35-months of age, Family Advocate will submit a change slip to enrollment, so they do not fill the opening with a newly enrolled child (indicating the transition from one program to another on the form). If a child is on an IFSP the Family Advocate must first confirm with the Behavioral/Disabilities Supervisor that the IFSP team has determined Head Start as the appropriate placement and if part day or duration was indicated.
 - a. FA will Ensure the child’s electronic file (SHINE) is up to date and complete (e.g., ROI Forms are current, Ecard and contact information are up to date).
4. When ERSEA receives the child change form, they will:
 - a. During the weekly consultation, discuss child transition approval with the Behavioral/Disabilities Supervisor.
 - b. Contact the parent to re-verify income. The child will be placed on a HS5. waitlist. (When a spot becomes available continue with moving through the procedure at step 5)
5. Once the child is selected, enrollment will email center staff (including current EHS FA, SM and Teacher, and transitioning HS FA, AA, and SM) to indicate that a spot is available and provide family contact information to the receiving HS center staff.
 - a. HS FA will contact parents to schedule HS center visit/ tour and staff introduction. (EHS Teacher, or FA will attend when possible).
6. Receiving Site Manager will email enrollment with start date.
 - a. If the child is on an IFSP, Behavioral/Disabilities Supervisor inform EI/ECSE staff, letting them know of the start date and share new contact information between parties that are a part of the new IFSP team.
7. Family Advocate will complete EHS to HS Transition Book and share with families
8. Receiving Family Advocate will schedule a Staffing with both teachers (EHS & HS), Site Manager(s) and Family Advocate prior to child’s start date.

- a. Receiving FA will add a follow up case note in Shine to the already created Head Start Transition case note. Note who was present and what was discussed. Utilize the “Child & Family Staffing Procedure” for details on information that should be shared by both Family Advocate and Education staff.
9. Receiving HS teacher will print the existing Initial Home Visit form from the current program year. They will review and update the form with the guardian and document visit in Shine in accordance with the Initial Home Visit procedure. (See [Initial Home Visit Procedure](#)).
 - a. A new ASQ-SE, ASQ 3 and Articulation screening is required.
 - b. **Site orientation is required** if the transitioning child is attending a new site.
10. The receiving Site Manager will review all paperwork in child file and assign the child’s first day in class.
 - a. A check off list and Shine pre-enrollment must be completed prior to a child starting
11. The AA will transfer the child to SmartTeach once assessment documentation has been added by the previous teacher.

Extenuating Family Circumstances: If an EHS family has been identified, by a Family Advocate, as needing additional support for a successful transition, a consultation to implement strategies and goals may be called.

- The Family Advocate will complete a Consult Request Form.
- The request will be reviewed to see if a consultation is needed for the next steps.
- If a consultation is needed, the Family Service Supervisor will set up a meeting with the Education Department, Family Service Department, Site Manager and Teacher(s), Family Advocate, and any other individuals needed to discuss barriers, goals and next steps.
 - FA will case note the consultation with who attended, what was discussed, and if the plan was approved with timeline as a follow up note to the already created Head Start Transition note.
 - If approved, the FA will create a transition goal in SHINE, or update previously created transition goal:
 - Support for children>Child transitions>Transition from EHS to HS
- Family Service Supervisor will inform Enrollment if special accommodation has been approved for any EHS transitioning child. Any approved deadlines will be communicated with enrollment to ensure the spot is not filled by a newly enrolled child.

EHS Transitioning to HS in Fall or Another Placement of Next Program Year:

- Transition Goals will be established at the Spring Conference.
- Enrollment will meet with parents in Spring to re-verify income.
- During the Spring Conference, transitions to HS or other placements will be discussed.
- Transition Reports will take place of the Family Conference Form for 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.
 - Prior to the start date of the new school year, and ongoing as needed, receiving SM will schedule transition meetings with HS Teacher/Family Advocate and EHS teacher/Family Advocate to staff on the transitioning child (e.g. transition report, additional info or concerns about child and family that warrants more detailed follow up).
- Family 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.
- The Behavioral/Disabilities Supervisor will convene with the ECSE Program Coordinators annually in April to discuss and strategize for children who are set to transition out of EHS at the conclusion of the program year. See initial and subsequent transitions of children on an IFSP below for additional information.

Transfers Between Programs and/or Centers/Classroom (HS to HS, EHS to EHS, etc.)

- Staff will provide the child's portfolio (HS only), and any other student record information requested by the family to share with the receiving center staff.
- Following the "Initial and Subsequent Transitions of Children on an IFSP" guidance.
- During the 5-week classroom adjustment period see the ERSEA Child Change Request and Transfer Procedure for further guidance

Transfer Procedure:

1. Family Advocate will submit a change slip to enrollment, so they do not fill the opening with a newly enrolled child (indicating the transition from one program to another on the form)
2. When ERSEA receives the Child Change form, they will submit the transfer request.

3. Once the child is selected, enrollment will email center staff to indicate that a spot is available. Receiving Site Manager will email enrollment with start date.
Enrollment will:
 - a. Notify Teacher and FA of transitioning child's previous Teacher.
 - b. provide family contact information to the FA, Teacher and Site Manager. The FA will contact parents to schedule HS center visit/ tour and staff introduction.
 - c. If the child is on an IFSP, Behavioral/Disabilities Supervisor will inform EI/ECSE staff, letting them know of the start date and share new contact information between parties that are a part of the new IFSP team.
4. Receiving Family Advocate will schedule a Staffing with both teachers and Family Advocate prior to the child's start date.
5. The receiving teacher will review and update the current Initial Home Visit form in Shine with the family (a new Initial Home Visit form is not needed). This visit must be documented in Shine in accordance with the Initial Home Visit procedure.
 - a. Site orientation is required if the transitioning child is attending a new site.
6. The receiving Site Manager will review all paperwork in child file and assign the child's first day in class.
 - a. A check off list and Shine pre-enrollment must be completed prior to a child starting.
7. The AA will transfer the child in SmartTeach once assessment documentation has been added by the previous teacher.

Head Start to Public School:

- Transition Reports will take place of the Report Card 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.
 - The transition reports will also contain the elementary school the child will be attending, individualized information regarding school readiness and other pertinent information to support the child's transition.
- Staff will provide the family with two copies of the transition report and the child's portfolio – the extra copy to be provided the child's new kindergarten teacher – and their child's Certificate of Immunization form (CIS) to assist them in kindergarten enrollment.
- Representatives from the 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.

- When possible, Kindergarten classroom field trips will include children and their families who are transitioning to kindergarten.
- 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).
- 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 to give information regarding the child's strengths and progress of their IFSP goals.
- 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 parents. If the school does not wish to schedule a meeting, the concerns are addressed in the Transition Report Form, which goes 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 an ROI from the parent so that the child's EI/ECSE records can be shared with SOHS staff. These records will support staff with intentional and meaningful planning and 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 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.