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INCA Head Start & Early Head Start

INCA HEAD START TRANSITION PLAN

Board of Directors Chairperson

Date

Policy Council Chairperson

Date

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Policy

Transition is an ongoing process to ensure that children and families will have appropriate information and support whenever there is a change in their child's placement. Transition activities may occur when children enter Head Start, change placements within Head Start, go to another preschool placement or on to kindergarten. Transition is a process that must be planned by the child's current Teacher, Area Supervisor, parent/guardian, and any other community agencies that are involved in the child and/or families life. Informational meetings, training, activities and visits may be incorporated into a yearlong plan and implemented, encouraging all appropriate parties to participate. (1304.41(c)(ii), 1304.41(c)(3)1-4)

Procedures will be followed to ensure a smooth transition of information between current and future placements. Parent involvement will be encouraged throughout the process, as they are the primary advocates for their children. Head Start staff will work together to compile all necessary information to assist in a smooth transition of records to the child's new placement. (1304.41(c)(3))

Transition General Objectives:

- Ongoing communication & cooperation between Head Start Staff and their counterparts in school and community programs.
- Educating and preparing parents for transition and for their continuing role in their child's education.
- Preparing children for and involving children in transition experiences.
- Supporting and encouraging program continuity through the uniform use of developmentally appropriate practices and curricula that sustain the involvement and support of families.

Procedure

Transition to Kindergarten

- A. Each 4 year old Teacher and Assistant Teacher, in conjunction with each Area Supervisor will develop a Transition Schedule for their classrooms, and post at sites for parents by the end of October. Send a copy to the Education Manager and Disabilities/Mental Health Manager. This plan will focus on Transition to Kindergarten and could include, but not be limited to, the following type of activities:
 1. Visits to public schools and Kindergarten classes: Each class should visit the public school in their county in the Spring (March-May).
 2. Parent Committee Meeting: (Transition focus for parent meeting will occur between January and April) Topics to include:

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- a. District timelines for school transfer requests, school visitations, etc
 - b. Parent role in the transition process
 - c. Documents needed to enroll a child into kindergarten
3. Joint activities with the public schools throughout the year:
- a. Visit the school library, cafeteria, kindergarten rooms, etc.
 - b. Get copies of the school newsletter and share information with parents about school events that include the public (carnivals, book fairs, etc.)
- B. The Teachers and Area Supervisors will log the child's school district on Child Plus and will keep this section updated through the year.
- C. Each Family Advocate will send a list of prospective in-coming students to each of their assigned school districts in April of each year.

Transitioning Children with Special Needs:

The Education Manager & Disabilities/Mental Health Manager will meet throughout the year with LEA's to discuss Transition activities for children with disabilities.

1. To develop transition plans for children with IEP/IFSP.
2. To encourage a cooperative exchange of information concerning child records and individual child transition planning meetings.
3. To review and update the transition process each fall.

Disabilities/Mental Health Manager, Education Manager, and Area Supervisors will be involved in meetings with Sooner Start in order to begin the transition process for children with special needs at least six months before the child's third birthday. A transition plan will be developed with the input of all parties involved in order to ensure a smooth transition to the Head Start program.

Transition Packets

1. Transition packets are the primary tool for sharing information about the child's growth and development. The transition packet will be provided for all children going on to kindergarten or another preschool placement. These will be completed prior to the spring Parent/Teacher conference or before the child leaves the program.

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2. Each transitioning family will receive a copy of their Health Summary from Child Plus, child's immunization record, birth certificate, and LAP-D Assessment report in their child's portfolio. Parents will be instructed to take the packet to the public school when pre-enrolling for Kindergarten.

Transition Within Head Start

When Teachers or Area Supervisors become aware of a family's need to transfer to a different Head Start site, the following will occur:

1. Determine if the family will continue to attend class at the current site until an opening becomes available in the desired location. Public School transfer procedures will have to be followed. Area Supervisors will assist parent in filling out transfer request forms for the Public Schools.
 - a. If the family needs to leave the current site until an opening becomes available the current Area Supervisor will withdraw the child in Child Plus and will transfer the child's file to the receiving Area Supervisor.
2. Children & families will have a smooth transition and continuity of services when they change sites within INCA Head Start.
 - a. When a child leaves a site, the teacher will review the child's record for completeness, including all screening & assessment materials. Any child abuse reports or other confidential information will also be placed in the file for transfer.
 - b. The teacher will send the file to the Area Supervisor.
 - c. The Area Supervisor will be responsible for taking the file to the new teacher if the child has moved to another center in that Area Supervisor's assigned area. If the child is moving to a center that is assigned to a different Area Supervisor, the sending Area Supervisor will take the file to the receiving Area Supervisor.
 - d. When the new teacher receives the file, they will review the file, remove child abuse reports or other confidential information to a separate file.
 - e. Receiving Area Supervisor will contact the family to arrange a time for a visit to the new classroom, set a start date, and any necessary pre-planning (consultation with speech/language pathologist or special services provider).

This complies with Head Start Performance Standards 45 CFR Section 1304.21; 1304.40(h1-4); 1308.19; 1308.21; 1304.20(f); 1304.41(c)