

- Area:** Child Development
- Subject:** CD12 – Parent Participation and Transition
- 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, Head Start and from Head Start to public school.

Procedure:

Transitioning from Infant Toddler Program to a Preschool Program

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

- a. A case conferencing meeting will be held once a month with the site supervisor, teaching staff, Family Service Worker, and Nurse and/or Health Aide to discuss appropriate placement of the child on their third birthday. This process takes into account the child's health status, developmental level, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community.
- b. The site supervisor will continuously review the class roster to become aware of upcoming birth dates. The site supervisor will communicate with the Head Start program to ensure there is an opening for the child. If there is not an opening the child will be prioritized on a waiting list and the parents will be given other resources for their child.
- c. If there is an opening, the child's teacher will develop a transition plan with the parents. This will include the teacher taking the child periodically to visit the Head Start program six months prior to the child's third birthday.

Transitioning from Head Start to Public Schools

1. Children will have opportunities to adjust and adapt to new settings. **Teaching staff will:**
 - a. Have children visit new setting such as a toddler classroom, preschool classroom, kindergarten classroom, school library, cafeteria, and/or playground.
 - b. Visit and show children the toddler, preschool or kindergarten classroom before the transition.
 - c. Visit cafeteria and have lunch practice.
 - d. Visit school library and story time.
 - e. Have children go to a kindergarten room to see various important areas such as bathroom, playground, nurse's office, etc.
 - f. Invite kindergarten teacher to come to the Head Start Classroom to tell and share about kindergarten and activities.
 - g. Read Stories to children about new situations.
 - h. Provide a brief demonstration by school crossing guards for Head Start children.
2. Staff will provide parents education opportunities on their role and the expectations of the new setting.
 - a. Teaching staff will invite elementary staff (principals, teachers, PTA., etc.)

- b. Elementary staff will inform parents of expectations and responsibilities (i.e. policies, procedures, attendance, lunch, uniforms, fundraising, open house, parent conferences, volunteering opportunities, and school committees.)
 - c. Teachers and Family Service Workers will encourage parents to visit new setting.
 - d. Teachers or Family Service Workers will provide parents with school and parent handbook in advance of their child's transition.
 - e. Teachers will share transition information through newsletters and parent conferences.
 - f. Family Service Workers will provide parent training on parent rights and responsibilities, decision making, Early Childhood Curriculum and records needed (i.e. immunizations) for the next setting.
 - g. Family Service Workers will provide training, brochures, and information to parents on the transition process to schools and the importance of their roles and responsibilities in their primary language.
 - h. Family Service Workers will provide assistance for parents with communication and visiting the schools.
 - i. Teachers and Family Service Workers will encourage parents to visit the school site, set up an appointment to visit teachers and encourage the parent and child to visit new classroom before starting.
 - j. Teachers and Family Service Workers will collect information on school policies and procedures and share it with families.
 - k. Teachers and Family Service Workers will inform parents about kindergarten registration.
 - l. Teaching staff will read stories to children about new situation or kindergarten.
3. Staff will establish positive relationships with elementary schools so the schools will be knowledgeable and understand and value the Head Start program.
 - a. Grantee will conduct joint trainings with Head Start and elementary schools on records transferring policy and procedures.
 - b. Child Development Supervisor (Direct Operated) will use approved plan to assist and guide Head Start and school staff on transition.
 - c. Teachers will share procedures with elementary staff on transferring of records.
 - d. Head Start and school staff will meet and establish procedures and forms for transferring records.
 - e. Nurse, FSW, and Instructional Aide will initial transition documentation as appropriate.
 - f. Teachers and Family Service Workers will review with parent's relevant records and information about their child. A consent form to transfer child's file will be signed by the parent and placed in the child's file.
 - g. Transferring of records will be documented and monitored using a file sticker. The file sticker will be added to the file stating that the records were transferred.
 - h. Relevant records including education and health records are transferred to the new setting in which the child will enroll. Teachers or Family Service Workers will ensure that all forms are transferred, including child's checklist.
 - i. A transition meeting will be held for children with special needs and/or concerns.

- j. Teachers and Family Service Workers will send Head Start brochures and newsletters to principal and school staff about the Head Start program.
 - k. Teaching Staff will invite elementary school principal and staff to special events and open houses.
 - l. Teachers or Family Service Worker may attend school board meetings.
 - m. Teaching staff will initiate meetings between parents and kindergarten teachers to discuss development progress and abilities of individual children.
 - n. Teaching staff will make every attempt to have at least two joint Head Start/Kindergarten meetings (Fall and Spring) to share information about the programs and curriculum.
 - o. Teaching staff will invite kindergarten teachers to classroom and trainings.
 - p. Teaching staff will ask elementary school staff what kind of information they need from us.
 - q. Teaching staff may plan to hold a transition information meeting where elementary teachers can see children's portfolios and ask questions about students entering their class.
4. Head Start staff will be knowledgeable and understand the importance of transition for the children.
 - a. Child Development Supervisor (Direct Operated) will conduct training on transition plan, forms and procedures for delegate and grantee staff.
 - b. Child Development Supervisor (Direct Operated) will survey staff to determine needs for support and training.

Supervised by: Child Development Supervisor

Performed by: Head Start Teaching Staff, Family Service Worker, Child Development Supervisor

Forms needed: Early Childhood Individual Transition Assessment, Head Start Transition Plan

Frequency: Ongoing