

Transition Between Programs Protocol	
Category:	Regulations: § 1302.72 Transitions Between Programs
Purpose:	To ensure children have a smooth transition within the program or other early education programs: EHS Home Base/EHS Center Base, EHS Home Base/Head Start, EHS Home Base to Migrant Seasonal Head Start, EHS Center Base to Head Start, Head Start to Migrant Seasonal Head Start, Classroom to Classroom-HS to HS, MSHS to MSHS, and EHS Center base to EHS Center base.
Activity & Steps:	
EHS Home Base to EHS Center Base	
Transitions Process	<p>The staff will create a transition plan when a child transitions from EHS Home Base to EHS Center Base upon parents request and classroom slot availability. Classroom staff and Management will communicate to coordinate the transition plan.</p> <ol style="list-style-type: none"> a. 3 weeks prior to the desired start date, the Home Visitor and the EHS classroom teaching staff will come together to create a Child Development #5 Transition Plan. b. 2 weeks prior to the desired start date, the Home Visitor will inform parents that a slot is available for their child in the EHS classroom and will share the Development #5 Transition Plan with the parents and ask/add any input from the parent(s). If the parents choose NOT to participate in the transition plan, the EHS classroom teacher will join the Home Visitor in their last home visit (In person/virtually) and introduce her/himself to the child and the family. c. Parents, Home Visitor and classroom staff will complete the steps from the Transition Plan one week before the child’s desired start date. The corresponding staff (HV or Teaching staff) will write notes after every completed step under the plan’s outcome comment box. d. Once the family has completed the transition, Home Visitor will file the Child Development #5 Transition Plan in the child's file and turn it into the new EHS classroom FA. e. ASQ & ASQ:SE screenings are to be completed again <u>ONLY</u> if the new ASQ & ASQ:SE age group is different from the screenings previously completed while in the Home

	<p>Base program. If the child is still within the same age group of the corresponding ASQ & ASQ:SE screening at the time of transition, then the ASQ & ASQ:SE do not need to be completed again.</p> <p>f. If there are 4 weeks or less left of the current EHS Center Base program year, children from the Home Base program will not transfer until the next CB program year.</p>
	<p>EHS Home Base to Head Start</p>
<p>Transition Process</p>	<p>The staff will create a transition plan when a child transitions from EHS Home Base to Head Start upon child's age eligibility, ERSEA eligibility, and communication/coordination between both center management teams.</p> <ol style="list-style-type: none"> a. 4 weeks prior to the desired start date in HS, the HS center management and EHS program management will inform their corresponding staff about the child's new placement (center, classroom, and teacher). b. 3 weeks prior to the desired start date in HS, the Home Visitor and the HS classroom teaching staff will come together with management teams coordination to create a Child Development #5 Transition Plan. c. 2 weeks prior to the desired start date in HS, the Home Visitor will inform parents about the child's new placement (center, classroom, and teacher), HV will share the Development #5 Transition Plan with the parents, and will ask/add any input from the parent(s). If the parents choose NOT to participate in a transition plan, the new HS classroom teacher will join the Home Visitor in their last home visit (In person/virtually) and introduce her/himself to the child and the family. d. Parents, Home Visitor and classroom staff will complete the steps from the Transition Plan one week before the child's desired start date. The corresponding staff (HV or HS Teaching staff) will write notes after every completed step under the plan's outcome comment box. e. Once the family has completed the transition, the Home Visitor and new HS FA will file a copy of the Child Development #5 Transition Plan in their corresponding child's file. f. If a transition is expected to take place within the 1st week of the upcoming new HS program school year, both center management teams will coordinate with their corresponding staff to come together, create, share with family, and implement a

	<p>Child Development #5 Transition Plan 4 weeks before the current HS school year ends or during the 2 preservice weeks of the new HS school year.</p>
	<p align="center">EHS Home Base to Migrant Seasonal Head Start</p>
	<p>The staff will create a transition plan when a child transitions from EHS Home Base to Migrant Seasonal Head Start upon child’s age eligibility, ERSEA eligibility, and communication between both center management teams.</p> <ul style="list-style-type: none"> g. 4 weeks prior to the desired start date in MSHS, the MSHS center management and EHS program management will inform their corresponding staff about the child’s new placement (center, classroom, and teacher). h. 3 weeks prior to the desired start date in MSHS, the Home Visitor and the MSHS classroom teaching staff will come together with management teams coordination to create a Child Development #5 Transition Plan. i. 2 weeks prior to the desired start date in MSHS, the Home Visitor will inform parents about the child’s new placement (center, classroom, and teacher), will share the Development #5 Transition Plan with the parents, and will ask/add any input from them. If the parents choose NOT to participate in a transition plan, the new MSHS classroom teacher will join the Home Visitor in their last home visit (In person/virtually) and introduce her/himself to the child and the family. j. Parents, Home Visitor and classroom staff will complete the steps from the Transition Plan one week before the child’s desired start date. The corresponding staff (HV or MSHSTeaching staff) will write notes after every completed step under the plan’s outcome comment box. k. Once the family has completed the transition, the Home Visitor and new MSHS FA will file a copy of the Child Development #5 Transition Plan in their corresponding child's file. l. If a transition is expected to take place within the 1st week of the new MSHS program school year ,both center management teams will coordinate with their corresponding staff to come together, create, share with family, and implement a Child Development #5 Transition Plan during the 2 preservice weeks of the new MSHS school year.

	EHS Center Base to Head Start
	<p>The staff will create a transition plan when a child transitions from EHS Center Base to Head Start upon child's age and ERSEA eligibility. Classroom staff and Management will communicate to coordinate the transition plan.</p> <ol style="list-style-type: none"> a. 5 weeks prior to the desired start date in HS, center management will inform the corresponding staff about the child's new placement (classroom and teacher) b. 4 weeks prior to the desired start date in HS, the current EHS and the new HS classroom staff will come together with management coordination to create a Child Development #5 Transition Plan. The current EHS FA will inform parents of their child's new placement (classroom and teacher) and will schedule a meeting between parents and both classroom staff. c. 3 weeks prior to the desired start date in HS, during the meeting; the new classroom staff will introduce themselves to the child and family. The Development #5 The Transition Plan will be shared with the parents and they will be asked for their input, teachers will add parent's input to the plan. d. 2 weeks prior to the desired start date in HS, both classroom staff will complete the steps indicated in the Transition Plan. The corresponding staff will write notes after every completed step under the plan's outcome comment box. e. Once the child has completed the transition, EHS classroom FA and new HS FA will file a copy of the Child Development #5 Transition Plan in their corresponding child's files. f. If a transition is expected to take place within the 1st week of the upcoming new HS program school year, center management will coordinate with the corresponding staff to come together, create, share with family, and implement a Child Development #5 Transition Plan 4 weeks before the current HS school year ends or during the 2 preservice weeks of the new HS school year.
	Head Start to Migrant Seasonal Head Start
Transition Process	The staff will create a transition plan when a child transitions from Head Start to Migrant Seasonal Head Start upon child's MSHS ERSEA eligibility, and communication between both center management teams.

	<ul style="list-style-type: none"> a. 5 weeks prior to the desired start date in MSHS, center management teams will inform their corresponding staff about the child’s new placement (center, classroom, and teacher) b. 4 weeks prior to the desired start date in MSHS, the current HS and the new MSHS classroom staff will come together with management teams coordination to create a Child Development #5 Transition Plan. The current HS FA will inform parents of their child’s new placement (center, classroom, and teacher) and will schedule a meeting between parents and both classroom staff. c. 3 weeks prior to the desired start date in MSHS, during the meeting; the new classroom staff will introduce themselves to the child and family. The Development #5 The Transition Plan will be shared with the parents and they will be asked for their input, teachers will add parent’s input to the plan. d. 2 weeks prior to the desired start date in MSHS, both classroom staff will complete the steps indicated in the Transition Plan. The corresponding staff will write notes after every completed step under the plan’s outcome comment box. e. Once the child has completed the transition, the current HS classroom FA and new MSHS FA will file a copy of the Child Development #5 Transition Plan in their corresponding child's files.
Transition Process	Classroom to Classroom-(Infant to Toddler, Toddler to Preschool, or Preschool to Pre-K in MSHS)(Infant to Toddler in EHS CB)(Preschool to Preschool in Head start)

	<p>The staff will create a transition plan when a child transitions from a classroom to classroom within the same program upon child's age eligibility and classroom slot availability. Classroom staff and Management will communicate to coordinate the transition plan.</p> <ol style="list-style-type: none"> a. 5 weeks prior to the desired start date in the new classroom, center management will inform the corresponding staff about the child's new placement (classroom and teacher) b. 4 weeks prior to the desired start date in the new classroom, the current and the new classroom staff will come together with management coordination to create a Child Development #5 Transition Plan. The FA will inform parents of their child's new placement (classroom and teacher) and will schedule a meeting between parents and both classroom staff. c. 3 weeks prior to the desired start date in the new classroom, during the meeting; the new classroom staff will introduce themselves to the child and family. The Development #5 The Transition Plan will be shared with the parents and they will be asked for their input, teachers will add parent's input to the plan. d. 2 weeks prior to the desired start date in the new classroom, both classroom staff will complete the steps indicated in the Transition Plan. The corresponding staff will write notes after every completed step under the plan's outcome comment box. e. Once the child has completed the transition, the FA will file a copy of the Child Development #5 Transition Plan in the child's files. f. ASQ & ASQ:SE screenings are to be completed again <u>ONLY</u> if the new ASQ & ASQ:SE age group is different from the screenings previously completed while in the previous classroom. If the child is still within the same age group of the corresponding ASQ & ASQ:SE screening at the time of transition, then the ASQ & ASQ:SE do not need to be completed again. g. If there are 4 weeks left of the current program year, children will not transition until the next program year, except for a transition between Preschool to Preschool in Head start.
<p>Children/Families moving out of our service area</p>	<p>Family Advocates will assist families that move out of our service area to connect them to another Head Start Program, Early Head Start Program, Migrant Seasonal Head Start Program, and/or other Early Childhood program. The child's current teacher will assist the families by providing the family with the most current progress reports and observations of the child to share with the new agency.</p>

<p>Transition to other early learning programs</p>	<p>The staff will prepare parents throughout the program year in a variety of ways to help parents exercise their rights and responsibilities concerning their child's education and placement.</p> <ul style="list-style-type: none"> a. The staff will encourage parents, as their child's primary advocate, to be involved in their child's Head Start experience and to advocate for their child throughout their experience in early learning settings. b. The staff will work with parents to ensure that children are on an up-to-date schedule for all screenings and medical requirements. c. The staff will continually update parents on their child's development progress and will talk with them about ways the teacher and parents can support the child's continual growth and preparation for public school (at school and home). d. The staff will work with parents to establish a specific transition plan for any children with an individual Education Program (IEP) who will be transitioning (See Special Services Protocol Form). e. The staff will provide parents with a variety of resources that can support them in connecting with the community and school districts. f. All resources and support that the current program provides to families through transitions will be documented under the communication log in Child Plus.
<p>Collaborating with other Early Learning Programs</p>	<p>When possible, the program will collaborate with the local early education programs in planning events to help support children and families through the transition.</p> <ul style="list-style-type: none"> a. The ESD 105 staff or EPIC Staff at the Seedling Centers will work together with the local early learning programs and with parents to discuss the transfer of records or data collection of children. b. When possible a Multi-disciplinary Meeting will occur with families of children who have special needs, health concerns, or other additional individual needs and will have the support from the center staff and the content specialist in helping with the transitions for their child by scheduling meetings, providing copies of forms, or updating the current status, etc.
<p>Steps to Consider for Transitions During a Pandemic</p>	<p>During classroom visits and activities, transition plans will be adjusted.</p> <ul style="list-style-type: none"> a. Adjustments to classroom visits will include limited time in the classroom in order to maintain staff and children safe and healthy.

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| | <ul style="list-style-type: none">b. Classroom activities will be implemented according to safety practices.c. Stay within 6 feet away from others.d. No more than 15 minutes in the classroom |
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