

Big Sandy Area C.A.P., Inc. – HEAD START
Program Policies and Procedures

Transition from Head Start to Kindergarten

POLICY:

Activities will be planned that address the transition needs of children and families as they move from the Head Start program to public school.

This policy relates to Head Start Performance Standards 45 CFR Part 1302.60, 1302.61; 1302.62 and 1302.71.

PROCEDURE:

1. The delegate Head Start Director or designee is responsible for meeting with local school district personnel to discuss and develop a transition services agreement. The agreement will establish procedures for the following activities:
 - a. Obtain a current exchange of information form so that Head Start and the school district can exchange necessary information during the school year;
 - b. Providing the school district with demographic information Names and addresses of children that will be attending school the following year;
 - c. Scheduled school visits for children and families;
 - d. Provision of local school district informational materials to assist parents in becoming acquainted with school policies and procedures;
 - e. Disability services collaboration and implementation;
 - f. Transfer of records as required, with parental permission.
2. Parents are provided opportunity to receive training and information in order to enhance the continuity of children as they move from the Head Start program to public school. Training/information is provided by:

- . Transition topics addressed at parent meetings;
 - . Agency wide/site based training sessions;
 - . Written material (Transition Packet)
3. In collaboration with school personnel, staff plan and schedule time for children and families to visit their perspective elementary school. The visit includes opportunity to:
 - a. Meet kindergarten teacher/school personnel;
 - b. Visit the classroom, cafeteria, playground area, rest rooms and Family Resource Center;
 - c. Become familiar with the school bus loading/unloading procedures, zones, etc.
 4. **Family Advocate**/Home Visitor will provide families with written notification of scheduled visits and provide necessary support services to encourage their participation.
 5. The addition to scheduled visits, Head Start teachers plan and implement a variety of classroom activities to ease the transition of children exiting the program;
 - a. Dramatic and role-play new school situations and activities;
 - b. Art activities about the new environment;
 - c. Personal growth changes, both physical and developmental, are discussed and activities incorporated.
 - d. Summer transition packets t include both family and child activities.
 - e. Helpful Entry Level Skills checklist completed and forwarded with records.
 6. **Throughout the year, the designated Head Start delegate personnel collaborate with LEA personnel and the child's parents to ensure appropriate and timely steps are taken to support the transition to the new setting within the least restrictive environment. These collaborative**

efforts help parents advocate for and promote successful transitions to Kindergarten. These steps may include:

1. School district personnel may schedule visits to child's Head Start classroom;
 2. Meeting with school district personnel, child's teacher and parent(s) for IEP review/update.
 3. Have permission form signed by parent to allow observation and/or testing (only if necessary).
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7. Head Start sends complete, updated records to school district upon request.
 8. Transition process is reviewed with districts, parents and staff each year.