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**COMPONENT: DISABILITIES**

**SUBJECT: TRANSITION**

**PERFORMANCE OBJECTIVE:** To ensure that children are successfully transitioned into and out of Head Start.

**OPERATIONAL PROCEDURE:**

Head Start staff must support parents of children with disabilities entering from infant/toddler programs. Parents must be provided information on how to foster the development of their child with disabilities. Staff should provide opportunities for parents to observe large group, small group and individual activities described in their child’s IEP. Head Start should provide follow-up assistance and activities to reinforce program activities at home. Head Start should refer parents to other groups of parents whose children have similar disabilities and can provide helpful peer support. Head Start staff must inform parents of their rights under IDEA. Information can be given to parents on resources which may be available to them from the Supplemental Security Income (SSI) Program, EPSDT program and other resources and assist them with initial efforts to access such resources. Head Start can assist parents to identify needs caused by the disability of siblings and other family members. Head Start can also provide information in order to prevent disabilities among younger siblings. Head Start should build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.

Head Start must plan to assist parents in the transition of children from Head Start to public school or other placement. This is accomplished through parent meetings in the Spring within each center. Kindergarten teachers or other school professionals will be invited to speak to parents regarding their child’s transition into Kindergarten. These parent meetings will be scheduled and organized by the Family Service Manager.