

## TRANSITION POLICY

### PURPOSE:

Umatilla-Morrow Head Start seeks to implement a developmentally appropriate approach to transitioning children and supporting families across UMCHS programs and throughout the community that conforms to Head Start Program Performance Standards 1302.70-1302.72. UMCHS will assist children and families in successfully transitioning from an infant/toddler program to a preschool program or from a preschool program to a Kindergarten setting. As a result, UMCHS will establish common procedures that address the needs of children and families and considers their risks and needs throughout the transition process. UMCHS will also collaborate with other infant/toddler, preschool, and school district programs to establish processes that support children and families and meet the requirements of each program.

### PROCEDURE:

Family Engagement Director and Education Director will collaborate to:

- Establish a transition process and review at least annually
- Ensure staff are trained in the transition process
- Ensure a comprehensive child and family approach is developed
- Coordinate with all programs/agencies involved to ensure the most effective process
- Coordinate with the Senior Leadership Team when involving children/families with particularly high risks
- Ensure that children with disabilities have a transition plan that includes their health, education, family services, and disabilities needs and is shared with appropriate entities
- Participate in, or designate staff that will participate in transition meetings with ESD and school districts for children with disabilities
- Where appropriate, facilitate visits from Head Start transitioners to Kindergarten classrooms or Kindergarten and school district staff to Head Start classrooms
- Ensure information to parents regarding the transition process is disseminated at least six months prior to the child's transition and that the child's progress and strategies that parents can utilize to support their child as their child's first teacher and to advocate for the needs of their child are regularly communicated to parents
- Ensure children in Early Head Start have a transition plan implemented at least six months prior to their third birthday or within the first month of services for children newly enrolled after 30 month of age in compliance with Head Start Program Performance Standard 1302.70 that seeks to best meet the needs and eligibility of the child and family and helps them consider all options available within the community including Head Start, public pre-K programs, childcare providers, and any other options that may be unique to the community

- Ensure that transition activities are documented to the Child's File
- Ensure that relevant Interagency Agreements or Memorandums of Understanding with entities involved in the transition process (ESD, school district, e.g.) are in place and reviewed annually
- Ensure parents are encouraged to communicate with teachers and other relevant staff in order to support parents in their role as their child's advocate
- Ensure that family engagement is an integral part of the transition process
- Ensure that relevant records and requested data are transferred from program to program/school district according to agency policy
- Coordinate, where possible, joint training and professional development between staff in Head Start and Early Head Start programs as well as community Pre-K program providers and Kindergarten staff
- Ensure that parents are informed of their Child's progress and informed of expectations of the program/Kindergarten that the child is transitioning to

#### EARLY HEAD START TRANSITIONERS:

- Children will have a transition plan implemented that takes into account the child's strengths and needs
- Children will be transitioned out of Early Head Start by their third birthday in most circumstances to a Head Start program or another program considered appropriate by the parent, teacher, and other involved staff
- Staff will recommend to the Family Engagement Director and Education Director an appropriate placement for a child according to the transition plan. In some cases the child may be allowed to remain in Early Head Start after their third birthday for up to two additional months based on the child's needs and approved by the Senior Leadership Team. In such cases, the Family Engagement Director and/or the Education Director will communicate with appropriate staff to communicate regularly with the family and ensure a supportive transition process for the child and family

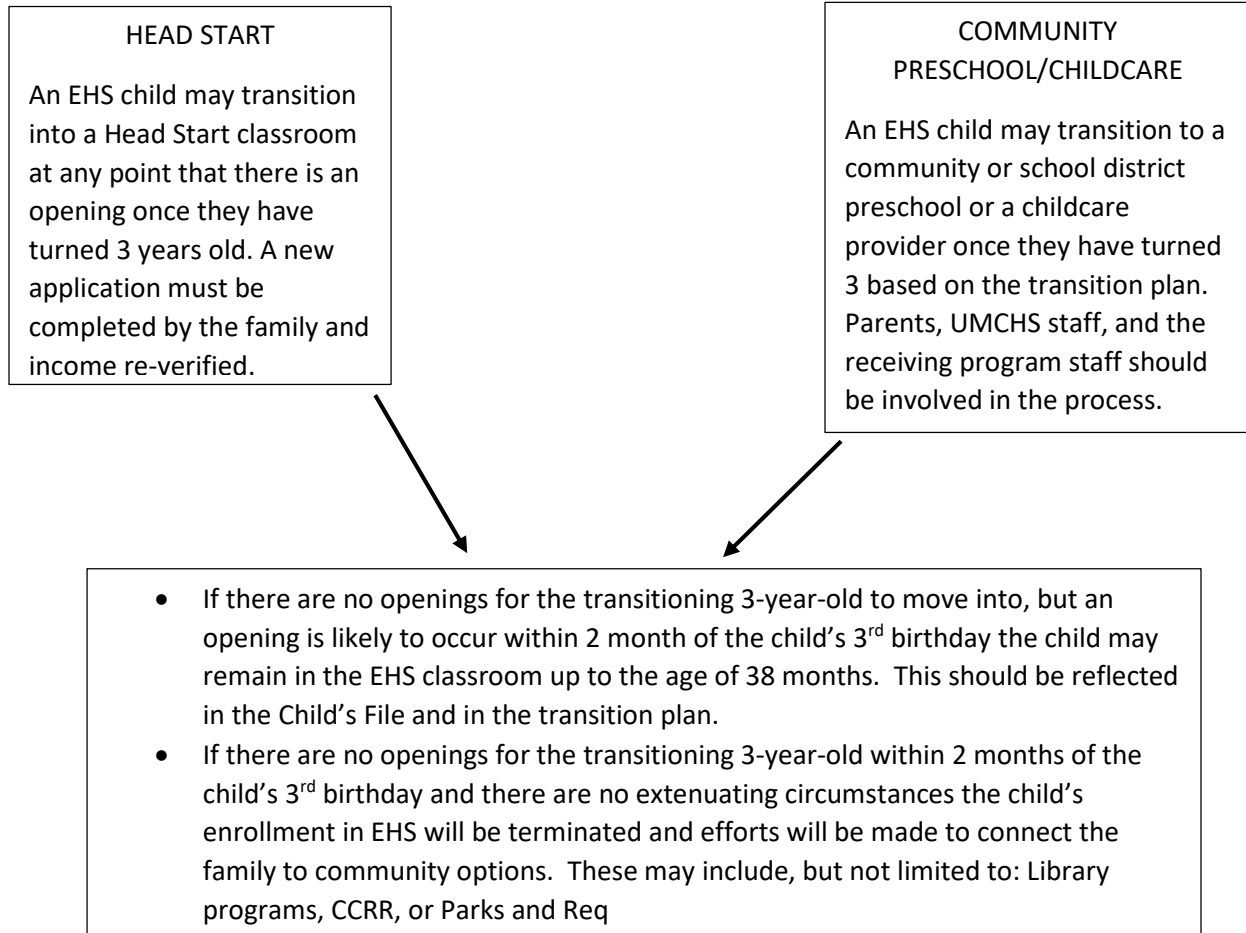
#### HEAD START TRANSITIONERS:

- Children will not be allowed to remain in Head Start if they are age-eligible to transition to Kindergarten
- Staff will work with parents and the local school district to determine if there is availability of a summer school program and if this option is appropriate for the child. Staff will provide parents with information on such programs offered by the school district or other service providers in the community when appropriate
- Staff will incorporate into the classroom environment materials and learning experiences that help support Kindergarten readiness and Developmentally Appropriate Practices in conjunction with parent input and Kindergarten expectations

## EARLY HEAD START TRANSITION PROCESS

A transition plan must be initiated at least 6 months prior to their 3<sup>rd</sup> birthday or within one month of enrollment

Once a child turns 3:



### Extenuating Circumstances:

If the family has extenuating circumstances during the transition period so that transitioning a child at 3 years old would be detrimental to the family, the child may remain in the EHS classroom until the age of 38 months (e.g. homelessness, medical conditions, diagnosed disability, family circumstances, etc.) In such cases the classroom staff should communicate this information to the Education Manager and the Education Director and Family Engagement Director for a decision to be made by the Senior Leadership Team.

Reviewed/Revised 8/1/17

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