

Head Start
Operations Manual

Transitions

ACTION PLAN AREA: Transition Service Plan

PROGRAM YEAR: 2009-2010

COMMUNITY ACTION PARTNERSHIPS
OF
NORTH ALABAMA

HEAD START

Transition SERVICES PLAN

PREPARED BY Rena Terry

2009-2010

POLICY COUNCIL APPROVED: March 12, 2009
DATE

ACTION PLAN AREA: Transition Service Plan

PROGRAM YEAR: 2009-2010

Performance Standard: Assist parents in becoming their child’s advocate as they transition into Early Head Start and Head Start.
1304.40(h)(1)

Objective	Strategy	Staff	Resources	Time Frame
Involve the parent/guardian in their child’s transition into Early Head Start and Head Start program	1. Encourage parents and child to tour the site prior to attendance. 2. Encourage parents to visit and volunteer in classrooms. 3. Respond professionally to parental concerns and/or observations about their child’s adjustment into the program. 4. Discuss adjustment of newly enrolled children to monitor transition. 5. Solicit information about the child’s past experiences with groups of young children. 6. Parents whose primary language is other than English will be supported by Bi-lingual FSM and staff.	1. – 5. Teacher, Teacher Assistant, Caregivers, FSM, ATL	1. Enrollment Paperwork	1. Enrollment 2. Ongoing

Performance Standard: Assist parents in becoming their child’s advocate as they transition into Early Head Start and Head Start.
1304.40(h)(1)

Objective	Strategy	Staff	Resources	Time Frame
Empower the family to be an advocate for their child as he/she transitions into program.	1. Provide each family with brochures and other printed materials offering information about the program and its philosophy. 2. Parents will share	1-2 Teacher Assistant Teacher Caregivers FSM ATL Translator	1. Parent Handbook 2. Enrollment paperwork	1. At enrollment

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	information regarding their child during enrollment process.			
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Performance Standard: Staff must work to prepare parents to become their children's advocate through transition periods. **1304.40(h)(1),(2)**

Objective	Strategy	Staff	Resources	Time Frame
Empower the family to be an advocate for their child as he/she transitions out of program.	1. Facilitate Home Visits and Parent Conferences to discuss child's progress, importance of being involved in school activities and upcoming transition. 2. Maintain dialogue allowing parents to make decisions about child's education discussing their progress using appropriate education terms. 3. Facilitate Early Head Start Family Transitioning Conference and Agreement to discuss child's upcoming transition.	1. Teacher, Teacher Assist. 2. Teacher, Teacher Assistant 3. Caregivers	1. Progress and Planning Report 2. On-going 3. Transition Conference and Agreement Form	1. On-going 2. On-going 3. At child's 29 month

Performance Standard: Staff must work to prepare parents to become their children's advocate through transition periods. **1304.40(h)(1),(2)**

Objective	Strategy	Staff	Resources	Time Frame
Empower the family to be an advocate for their child as he/she transitions out of program.	1. Provide and review transition preschool packets with parents containing developmental information and work samples of their child so they can share at child's next placement. 2. Provide if needed to parents information on	1. Teacher Teacher Assistant 2. Resource Specialist Teacher Teacher Assistant Caregivers FSM	1. Transition Packet 2. Choosing Child Care in Alabama and Licensed Child Care Centers by County	1. End of April – May 2. On-going as needed

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	choosing quality child care and licensed child care centers in their county.			
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Performance Standard: Transfer of children’s relevant records are transferred to school or next placement. **1304.41(4)(c)(1)(i)**

Objective	Strategy	Staff	Resources	Time Frame
Work with parents to ensure the transfer of relevant records between Head Start and child’s next placement.	1. Compile after meeting with parents Head Start Transition Packet containing developmental records and work samples. 2. Discuss folder contents and its intent. Parents will sign Transition Roster acknowledging receipt of packet and transfer to child’s next placement.	1. Teacher 2. Teacher Assistant	1. Transition Packet 2. Transition Packet and Roster	1. February 2. April - May

Performance Standard: Promote continued involvement of Head Start parents upon transition to school. **1304.41(4)(c)(i)(ii)(iii)(iv)**

Objective	Strategy	Staff	Resources	Time Frame
Prepare parents for their continuing role in the education of their child as they transition into the public school setting. Promote continued parental involvement and offer opportunity for Head Start parents to become familiar with LEA staff and school facilities	1. Parents receive a Calendar including Transition to Kindergarten containing developmentally appropriate activities designed to continue the development of skills through the summer months. 2. Parents are informed about and encouraged to attend Kindergarten Registration. 3. Transition to Kindergarten Parent Meeting is planned to bring	1. Resource Specialist Teacher Teacher Assistant 2. Teacher Teacher Assistant FSM 3. – 4. FSM	1. United Way Calendar 2. Kindergarten registration information 3. Information about school policies and/or Kindergarten Pre-Registration forms from school system is distributed and reviewed with parents.	1. August 2. March and April 3. February 4. March - April

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<p>Empower parents with information about their child's public school district.</p>	<p>transition information to parents' attention and importance of staying involved in child's education as they move into public school. 4. LEA staff is invited to attend the meeting and speak to parents sharing information regarding school and their rights and responsibilities concerning the education of their child in the school setting.</p>			
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Performance Standard: Promote continued involvement of Head Start parents upon transition to school. **1304.41(4)(c)(i)(ii)(iii)(iv)**

Objective	Strategy	Staff	Resources	Time Frame
<p>Involve the parent and family in the child's transition <u>to</u> kindergarten.</p> <p>Empower the parent to be an advocate for their child as he/she transitions <u>out of</u> Head Start.</p> <p>Maintain support and encouragement for former Head Start parents throughout the transition to kindergarten.</p>	<p>1. Parent takes responsibility for the transfer of developmental records. 2. Parent is invited to attend all Transition to Kindergarten activities, i.e. parent meeting, kindergarten pre-registration. 3. Maintain dialogue to allow parents to become comfortable making decisions about their child's education and discussing their progress using appropriate educational terms. 4. Provide parents with information about the school system their child is</p>	<p>1. Teacher Teacher Assistant 2. Family Service Manager Teacher Teacher Assistant 3. Teacher Teacher Assistant 4. Family Service Manager 5. Staff</p>	<p>1. Transition packet 2. Information provided by LEAs to Family Service Managers distributed at Parent Meetings. 3. On-going Home Visits and Parent Conferences 4. Information given to FSM by school system</p>	<p>1. End of participation 2. March – May 3. On-going 4. Transition Parent Meeting as scheduled in late winter -early spring of year (March-May) 5. As requested</p>

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	<p>entering so the parent can make an informed decision about their child's education. 5. Staff is available to attend parent/teacher conferences with former Head Start parents upon request from the parent or LEA staff member.</p>			
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Performance Standard: Continued Involvement between staff, parents and LEA staff during transition periods. **1304.40(h)(3)(i)(ii)**

Objective	Strategy	Staff	Resources	Time Frame
<p>Promote continued parental involvement and offer an opportunity for Head Start parents to become familiar with the LEA staff and school facilities.</p> <p>Initiate meetings between LEA, staff and Head Start parents.</p>	<p>1. LEA staff is invited to attend and speak at Transition-to-Kindergarten Parent Meetings. 2. LEA provides information regarding Kindergarten Registration to FSM to share at meeting with parents and is invited to attend meetings held with parents' to share information with parents'.</p>	<p>1. Teacher Teacher Assistant 2.. Family Service Manager</p>		<p>1-2. February, March, April and May</p>

Objective	Strategy	Staff	Resources	Time Frame
<p>Support Head Start parents and former ones including English as a second language as they meet with LEA staff to discuss their child's development and educational options.</p>	<p>1. Staff is available to attend kindergarten registration along with parent/teacher conferences with former Head Start parents upon request from the parent or LEA staff member.</p>	<p>1. Teacher Teacher Assistant Family Service Manager</p>		<p>1. As needed or requested</p>

Subject: EHS Transitioning Process
Section: Transitioning Services
Program: EHS and Preschool Head Start

Regulation Reference:
45 CFR 1304.41(C)(1)(ii),(2)

Child Transitioning Process and Folder Content

The Transitioning Process begins at (29) twenty-nine months. The Transitioning Process involves the child, parent/family, Caregiver, Preschool Teacher and Family Service Manager.

The information included in the Early Head Start Transition Folder is intended to be shared with the appropriate personnel as a child transitions into Head Start or another placement. The documents provided are intended to facilitate the transition process and shall be placed in the child's permanent file.

Transitioning Process

Primary Caregiver Responsibilities:

- ❖ (29) twenty-nine months- Caregiver will begin gathering documents for transition. (See Transitioning Folder Contents Form)
- ❖ (29) twenty-nine months- Transitioning Parent Conference (Send signed consent form to Central Office) Staff will share information regarding beginning the transition process to preschool. Also, staff will share information on other available licensed child care centers in area if a slot is not available for the child along with a checklist for choosing a quality child care center after the child completes their 36th month in EHS.
- ❖ (29) twenty-nine months- Caregiver will begin talking to the child about transitioning.
- ❖ (30) thirty months- Child will visit the Head Start classroom at least two (2) days per week for approximately 30 minutes each visit. An Early Head Start Caregiver and/or parent or Family Service Manager will accompany the child or a group of children to the Head Start Preschool classroom in the beginning of process. Ratio must always be maintained in both classrooms (Early and Preschool) at all times. At the point when EHS Caregiver, Preschool Teacher, Family Service Manager and parent decides child has adjusted to preschool teachers, new environment, and is actively involved in new classroom activities the child may be left in care of preschool staff. Also, opportunity will be provided for family and child to visit Special Education Preschool classroom and or therapist classroom if child is diagnosed with a disability.

- ❖ (36) thirty-six months- Complete all needed forms and place in Transitioning Folder. (See P&P Transitioning Process,)
- ❖ After the Selection Committee has approved and notified staff that the child has been accepted in a Head Start classroom, the Caregiver will complete a Change of Status Form. Record the last day of transitioning child (36 months) and sign and file pink copy in archived file. Place the white and yellow copies in Transition Folder.
- ❖ When the child turns thirty-six (36) months and a vacancy is available in the Preschool Head Start Program, he/she will be transitioned into the program. If a vacancy is not available, the child will be placed on the wait-list. Primary Caregiver will archive remaining transitioning child's information.

Preschool Head Start Teacher's Responsibilities:

- ❖ First Day the transitioned child sits in the assigned Preschool classroom- Inform appropriate Data Entry Person of child's first day
- ❖ First Day- Record child's first day of attendance on transitioned Change of Status form, sign form, retain yellow copy for child's center file and forward white copy to Data Entry.

*Early Head Start staff and Preschool staff will share needed information with each other about child's development throughout Transition Process.

Required Transition Folder Contents

ERSEA

Child Intake Form with required information
 Parent Conference at twenty-nine (29) months of age
 New Income Verification
 Change of Status with updated information
 Individual Transportation Authorization and Plan for Children

Disabilities

IFSP (Individual Family Service Plan); **If applicable**

Education

Creative Curriculum Profile for Infants and Toddlers
 EHS Transition Conference Form

Health

Enrollment Health Paperwork (See H.S. P&P)
 Nutritional Status/ Nutritional Up-date
 Blue Slip (current)

Subject: LEA Staff/Parent/School Interaction
Section: Transition Services
Program: Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.41 (c) (1) (iii),(iv)

POLICY:

Head Start staff will initiate meetings between parents and kindergarten teachers. Head Start staff will be available to meet with former Head Start parents and kindergarten teacher to discuss developmental progress of individual children.

PROCEDURE:

LEA Staff/Parent Interaction

- LEA staff will be encouraged to attend the Transition to Kindergarten - Parent Meeting to speak to the Head Start parents about their rights and responsibilities in the public school. [See 1304.40 (h) (3) (i) & (ii)]

Former Parent Assistance

- Every effort will be made to fulfill a former Head Start parent's request for assistance in a parent/teacher meeting.

Subject: Transition Packet
Section: Transition Services
Program: Preschool Head Start

Regulation Reference:

1304.40 (4) (2)(h)(1),(2),(3)(iii)

Policy:

Parents/guardians will provide input into information they would like to be included in their child's transition packet to be shared at the child's next placement. This information is intended to offer a developmental overview of the child. These documents are intended to facilitate the transition process.

Procedure:

- During the 2nd Home Visit classroom staff will share information available to be placed in child's transition packet with the parent/guardian. Staff will explain to parents the importance of this information and it being shared with their child's next placement.
- Classroom staff will use the Transition Roster to document the information each parent/guardian would like to be included in the Transition Packet.
- Classroom staff will complete a Transition Report this is a brief readiness checklist, staff will complete on each child. This report will be included in each child's packet.
- The information each parent/guardian would like to be included will be gathered, the Transition Packet Cover Letter and items will be given to each child's parent as they transition out of Head Start at the 2nd parent conference or prior to kindergarten registration which ever is first.
- The parent will sign the Transition Roster that they have been given their child's packet and will transport the information to the child's next school or placement.
- A copy of the Transition Roster and a copy of two child's Transition Packet will be sent to the Central Office. A copy of each child's information will be kept in the child's file.

**Subject: Transition from Head Start - End of Participation
Conference**

Section: Transition Services

Program: Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.40 (h) (1), 45 CFR 1304.40 (h) (2)

POLICY:

Head Start staff will work to empower the parent/guardian to be an advocate for their child when he/she transitions out of Head Start. As the child nears the end of his/her participation in the Head Start program, the Head Start staff will facilitate this transition by meeting with the parent/guardian. Through ongoing dialogue with Head Start parents/guardians (sharing information, engaging discussions and answering questions), Head Start staff will help empower the parent/guardian to feel more comfortable about participating in discussions and making decisions about their child's education.

PROCEDURE:

- During the spring 2nd Home Visit, each parent/guardian will give input concerning what documents they would like included in their child's Transition Packet. The classroom staff will compile the items and present it to the parent/guardian at the 2nd Parent Conference.
- The documents and work samples compiled in the packet are reviewed with the parent/guardian to ensure the information and its intent is understood. This will empower the parent/guardian with knowledge that will allow him/her to discuss a child's progress with future caregivers and educators.

If Head Start staff is aware a child is leaving Head Start to enroll in another child care setting, staff members will make every effort to facilitate that transition by providing the family with information addressing how to choose quality child care and licensed child care centers within the county.

Subject: Transition from Head Start - To Kindergarten
Section: Transition Services
Program: Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.40 (h) (1); (h) (3) (i) & (ii),
45 CFR 1304.41 (c) (1) (iii)

POLICY:

Head Start staff will work to involve the parent/guardian in their child's transition from Head Start to kindergarten. Every effort will be made to facilitate a smooth transition. In every instance, the Head Start staff will work to empower the parent to be an advocate for their Head Start child.

PROCEDURE:

Transition from Head Start (to kindergarten):

- Head Start staff will assist parents in becoming an advocate for their child as they transition out of Head Start by empowering parents with knowledge of the school system they will enter. This will be facilitated through discussion and distribution of brochures and other printed materials provided by the Local Education Agency (LEA) during the Transition to Kindergarten Parent Meeting.
- Throughout the year and specifically during the Home Visits and Parent Conferences, the Head Start staff shares with parents developmental insight about their Head Start child. This allows the parent/guardian to feel more competent about discussing their child's level of development, strengths with future professional teaching staff.
- Head Start parent/guardian will be invited to attend the Transition to Kindergarten - Parent meeting to learn about their rights and responsibilities in the public school.
- Head Start will provide summer activity calendars in the appropriate language for the parents to continue working with their child during the summer months.
- The Head Start staff will maintain support and encouragement for former Head Start parent/ guardians throughout the transition to kindergarten. This includes being available to discuss the developmental progress of individual children at meetings with parents and kindergarten teachers.

Subject: Transition from Head Start - Transfer of Records
Section: Transition Services
Program: Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.41 (c) (1) (i)

POLICY:

Head Start staff will work together with parents/guardians to ensure the transfer of relevant records between placements. The parent will play an active role by accepting responsibility for delivering copies of records to the appropriate personnel in the next school or placement.

PROCEDURE:

Transfer of Records

- Once a parent/guardian notifies Head Start staff that the family will no longer participate in the program, Head Start staff obtains parental input concerning what items they would like to transfer to their next placement. The Head Start staff will then compile a Transition Packet containing copies of the chosen documents from the child's Head Start file and portfolio work samples.
- The parent/guardian will receive these documents from the Head Start staff and share this information at their child's next placement.

Subject: Transition into Early and Preschool Head Start
Section: Transition Services
Program: Early and Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.40 (3)(2), (h) (1); 1304.41(c)(1),

POLICY:

Early Head Start and Head Start staff will work to involve the parent/guardian in their child's transition into Early Head Start or Head Start. Every effort will be made to facilitate a smooth transition into Early Head Start or Head Start from the home, or other child care setting. In every instance, staff will work to empower the parent to be an advocate for their child.

PROCEDURE:

Transition into Early Head Start or Head Start:

- Early Head Start and Head Start staff will assist the Early Head Start or Head Start parent/guardian in becoming an advocate for their child by providing each family with knowledge of the program and its philosophy. This will be facilitated through discussion and distribution of a parent handbook, brochures and other printed materials at enrollment.
- Parents and children will be encouraged to visit the Early Head Start or Head Start site prior to child's first day of attendance.
- Parents will be encouraged to visit and/or volunteer in the Early Head Start or Head Start classroom to observe and participate in group activities whenever possible.
- Early Head Start and Head Start staff will respond professionally to any parent/guardian's concerns and/or observations about their child and his/her adjustment to the Early Head Start or Head Start classroom and staff.
- Early Head Start and Head Start staff will offer support and encouragement to parents and children as they work through their transition into Early Head Start or Head Start. Staff will talk frequently with parent/guardian of newly enrolled children to monitor transition.
- Early Head Start and Head Start Staff will provide parent trainings on various topics in relation to child development, parenting and parent's interests.
- Early Head Start and Head Start staff will encourage parents to share helpful information about the child's current situation and past experiences with groups of children.

**Subject: Transition to Kindergarten - Kindergarten
Transition Training**
Section: Transition Services
Program: Preschool Head Start

REGULATION REFERENCE:

45 CFR 1304.40(h)(1)(3)(ii), 1304.41 (c)(1)(i),(ii),(iii)

POLICY:

Family Service Managers will work with parents to promote continued parental involvement in their child's education by providing Kindergarten Pre-Registration packets to each child preparing to transition into kindergarten and reviewing this information at the Transition Parent Meeting. The Kindergarten Pre-Registration Packet will contain LEA specific information to help parents prepare for kindergarten pre-registration. LEA staff will be invited to speak at these meetings.

PROCEDURE:

Kindergarten Pre-Registration Packet

- Family Service Managers will contact appropriate school personnel with each of the LEAs served by Head Start to request kindergarten pre-registration dates, documents required for registration and any other pertinent information. LEAs will be invited to speak at the Transition training/meeting for parents.
- The information gathered will be compiled into packets representing each LEA and reviewed at the Transitioning Parent Meeting.
- The packets will be distributed to the parent/guardian of each child transitioning out of Head Start into kindergarten. This information will be shared and reviewed with parents during a parent meeting prior to kindergarten registration.
- Family Service Managers will keep Area Team Leaders informed as to meeting dates and information being shared with parents. A copy of meeting and information shared will be kept at the center level.

Head Start staff will encourage parents to read the information, gather the documents required for registration, and fill in the sample forms prior to attending kindergarten pre-registration. This will give the parent an opportunity to read the application forms at his/her own pace, solicit assistance with paperwork if needed and locate missing documents. Providing this information prior to the pre-registration date allows the parent to gain confidence and helps ensure his/her success with the registration process.

Subject: Transitioning Folder Process
Section: Transition Services
Program: Early Head Start

Regulation Reference:

45 CFR 1304.21 (b)(i), 1304.20 (d)(i-iv)

Policy:

CAPNA will provide a smooth transition process for Early Head Start children and families into Preschool Head Start. All children transitioning from Early Head Start **will** have a transitioning folder completed.

Procedure:

1. The following information must be forwarded to assigned Preschool Head Start teacher if transition is completed in the same program year.

I. **Health:**

- a. Health History
- b. Blue Slip
- c. Informed Consent/Medical Emergency
- d. Screening/Release Consent
- e. Nutritional Status
- f. Application for Free and Reduced Meals (Over-Income)

II. **ERSEA:**

- a. Original Client Intake Form
- b. Individual Transportation Authorization
And Plan for Children

III. **Licensing:**

- a. Child Pre-Admission Form

IV. **Education:**

- a. EHS Creative Curriculum Profile
- b. EHS Transition Conference Form

V. **Data Entry:**

- a. Change of Status

2. At 29 months the Primary Caregiver of the transitioning child is responsible for completing the following information and sending to the Central Office.
 - a. Head Start Client In-Take Form
 - b. Income Verification
 - c. Current Blue Slip
 - d. Selection Criteria Grid

3. The receiving Preschool Head Start classroom will be responsible for completing the following enrollment forms on a transitioning child.
 - a. Record of Access
 - b. Parent Observation
 - c. Parent Report Form
 - d. Growth Graph Information

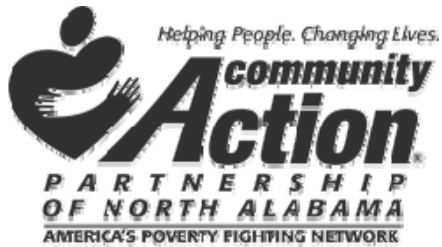
4. After the Selection Committee has approved child to transition, the Early Head Start caregiver is responsible for completing a Change of Status.

5. The EHS Caregiver will record last day of transitioning child on change of status and place a copy with child's archived file. The EHS Transitioning Folder Checklist will be attached to the file being sent to Head Start as a guide that all forms necessary have been included in the folder.

6. The original change of status and a copy will be placed on top of the transitioning paperwork being forwarded to the assigned Preschool Head Start classroom.

7. The Primary Caregiver is responsible for archiving the remaining transitioning child's information away from enrolled children files.

8. The first day a transitioning child sits in the assigned Preschool Head Start classroom, the following should occur:
 - a. Call appropriate Data Entry person of child's first day in classroom.
 - b. Record child's first day of attendance on transition change of status.
 - c. Retain a copy for child's center file
 - d. Forward original to Data Entry staff.



Head Start EHS Transitioning Folder Checklist

Child's Name: _____

Classroom ID #: _____

EHS

Health

- Health History
- Blue Slip
- Informed Consent/ Medical Emergency
- Screening/Release Consent
- Nutritional Status
- Application for Free and Reduced Price Meals (over-income only)

ERSEA

- Original Child Intake Form

FAMILY SERVICES

- Individual Transportation Authorization and Plan

Licensing

- Child Preadmission Record

Education

- EHS Creative Curriculum Profile
- EHS Transition Conference Form

Data Entry

- Attendance/Daily Health Record (Page 2)

Head Start

Completed on transition date

- Call Data Entry
- Attendance/Daily Health Record (Page 2)- Record first day of attendance
- Retain copy for child's file
- Forward copy to Data entry

Completed after transition

- Record of access
- Parent Observation
- Growth Graph Chart
- Permission for Developmental Screening & Assessment



Head Start Transition Roster

Center-Classroom ID# _____

Staff Name _____

<i>Complete at 2nd HV</i>							<i>Complete at 2nd PC</i>			<i>Complete when packet is distributed</i>	
<i>Enter the name of each of your primary children Child's Name</i>	<i>School Child Will Attend 10-11 School Year If child is not age-eligible for kindergarten, write Head Start.</i>	<i>Check each item included in Transition "GO" Packet</i>					<i>Y or N</i>	<i>Signature indicates parent/guardian will transport transition folder to the appropriate agency. Parent/Guardian Signature</i>	<i>Date</i>	<i>Staff Initials</i>	<i>Date</i>
		<i>**Transition Report</i>	<i>IEP (Individual Education Plan)</i>	<i>Portfolio Writing Sample</i>	<i>Alphabet Portfolio Page</i>	<i>Health Summary</i>					
1.		P									
2.		P									
3.		P									
4.		P									
5.		P									
6.		P									
7.		P									
8.		P									
9.		P									
10.		P									
11.		P									
12.		P									

** P Provided in all child packets Original- Classroom Copy- Central Office (after packets are distributed)



Early Head Start

Family Transitioning Conference and Agreement

Date: ___/___/___

Child's name: _____

Center-Classroom ID#: _____

Child's current age: _____ (months)

Potty trained: YES NO

Transition Plan

Transition services are provided for your child/family according to the Head Start Performance Standards section 1304.41 part C. (2,3).

In accordance with the Head Start Performance Standards and upon recommendation of the Early Head Start staff along with parental consent, recommends that your child begin transitioning into Preschool Head Start program at (30) month (6 months prior to 36 months).

Beginning Transitioning Date: ___/___/___ **Completed** Transitioning Date: ___/___/___

Procedure:

1. At 29 months, the teacher will begin preparing your child for transition.
2. The child will visit the Head Start Preschool classroom a minimum of two (2) days a week for approximately thirty (30) minutes each day.
3. Parents are encouraged to take part in the transition process.
4. If the child is not comfortable with the visits, appropriate adaptations will be made and the family will be informed.
5. The child's Primary Caregiver, or you the parent/ guardian will accompany the child to the Head Start Preschool classroom each day.

Transition Agreement

I (name) _____ (parent/guardian) Date ___/___/___, understand the steps that will be taken in preparing my child for a smooth transition into Preschool Head Start. My signature and today's date indicates my agreement with the transition plan. I understand if at anytime I have questions, I can talk with the Early Head Start Caregivers of my child.

Parent/Guardian Signature: _____ Date: ___/___/___

Caregivers Signature: _____ Date: ___/___/___



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Partnership of
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.....

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.....

Head Start/
Early Head Start

National Senior
Service Corps-
Foster Grandparents/
Senior Companion
Programs

Low Income Home
Energy Assistance
Program

Alabama Business
Charitable Trust Fund

Operation Warm

Project Share

United Way -
211 Information
& Referral

Meals on Wheels

Housing Development

Comprehensive Housing
Counseling

Federal Emergency Food
& Shelter Program

Weatherization

VITA / EITC
Tax Preparation

Individual Development
Account Program
.....

Head Start Transition Packet

Child's Name _____

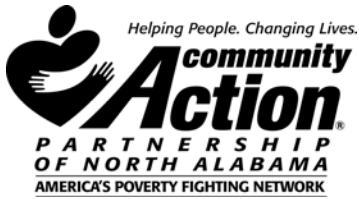
Packet Destination _____

Head Start Center _____

Head Start Teacher _____

Head Start Phone Number (_____)_____

The attached information is intended to offer a developmental overview of the child listed above. The information included in the Head Start Transition Packet is intended to be shared with appropriate personnel in the child's next school or placement. The documents provide insight into the child's level of development, demonstrate skill levels, document progress and offer work samples. The documents provided are intended to facilitate the transition process and may be placed in the child's permanent file.



Partnership Head Start Transition Report

Date: _____ Classroom Name _____

Child's Name: _____ DOB: _____

Name(s) Of Parent/Guardian _____

Next Placement : _____

READINESS SKILLS--BRIEF CHECKLIST:

CONCEPT DEVELOPMENT:

- Demonstrates curiosity, persistence and exploratory behaviors? _____ Yes _____ Not Yet
- Matches and/or sort items by colors and shapes? _____ Yes _____ Not Yet
- Recognizes and/or names basic shapes? _____ Yes _____ Not Yet
- Recognizes and/or names eight basic colors? _____ Yes _____ Not Yet
- Understand concepts? (In-out, on-off, front-back, over-under, etc.) _____ Yes _____ Not Yet

LANGUAGE & COMMUNICATION:

- Child can verbalize his/her first and last name _____ Yes _____ Not Yet
- Follows 1-step directions _____ Yes _____ Not Yet
- Follows 2-3 step directions _____ Yes _____ Not Yet
- Maintains a two-way conversation _____ Yes _____ Not Yet
- Uses 5-6 words in a sentence _____ Yes _____ Not Yet
- Uses language to express needs and wants _____ Yes _____ Not Yet
- Uses understandable speech _____ Yes _____ Not Yet
- If not, has child been evaluated for Speech/Language services? _____ Yes _____ No
- If not, is child on an IEP for Speech/Language services? _____ Yes _____ No

FINE MOTOR SKILLS:

- | | | | | | |
|---|-----------|---------------|----------------------------|-----------|---------------|
| Builds with blocks | _____ Yes | _____ Not Yet | Copies simple shapes | _____ Yes | _____ Not Yet |
| Handles scissors well | _____ Yes | _____ Not Yet | Uses correct scissors grip | _____ Yes | _____ Not Yet |
| Cuts on a line | _____ Yes | _____ Not Yet | Cuts simple shapes | _____ Yes | _____ Not Yet |
| Controls crayon well | _____ Yes | _____ Not Yet | Pastes/glues objects | _____ Yes | _____ Not Yet |
| Is able to manipulate paper and small objects | _____ Yes | _____ Not Yet | | | |
| Draws/colors beyond a simple scribble | _____ Yes | _____ Not Yet | | | |

GROSS MOTOR SKILLS:

- | | | | | | |
|-------------------------------------|-----------|---------------|-----------------------|-----------|---------------|
| Able to throw a ball independently | _____ Yes | _____ Not Yet | Hops on one foot | _____ Yes | _____ Not Yet |
| Able to catch a ball independently | _____ Yes | _____ Not Yet | Hops on two feet | _____ Yes | _____ Not Yet |
| Alternates feet walking down stairs | _____ Yes | _____ Not Yet | Jumps on two feet | _____ Yes | _____ Not Yet |
| Rolls a ball | _____ Yes | _____ Not Yet | Walks a straight line | _____ Yes | _____ Not Yet |

SOCIAL/EMOTIONAL/ADAPTIVE SKILLS & BEHAVIORS:

Able to participate in dramatic play activities (Play house, role playing, etc.).	_____Yes	_____Not Yet	
Able to work in small groups	_____Yes	_____Not Yet	
Asks for help when necessary	_____Yes	_____Not Yet	
Attempts to complete a teacher assigned task	_____Yes	_____Not Yet	
Brushes teeth with supervision	_____Yes	_____Not Yet	
Cooperates with others	_____Yes	_____Not Yet	
Focuses upon an activity for 10-15 minutes	_____Yes	_____Not Yet	
Plays appropriately with other children	_____Yes	_____Not Yet	
Shares with others	_____Yes	_____Not Yet	
Takes care of toilet needs independently	_____Yes	_____Not Yet	
Transitions from one activity to the next activity	_____Yes	_____Not Yet	
Usually complies with rules, limits and routines	_____Yes	_____Not Yet	
Usually interacts appropriately with adults	_____Yes	_____Not Yet	
Usually interacts appropriately with peers	_____Yes	_____Not Yet	
Usually maintains self-control	_____Yes	_____Not Yet	
Usually sits quietly while attending to a short story	_____Yes	_____Not yet	
Usually tries to use words to solve problems when he/she appears unhappy, angry or frustrated	_____Yes	_____Not Yet	
Knows full name	_____Yes	_____Not Yet	_____Partially
Knows home address	_____Yes	_____Not Yet	_____Partially
Knows home phone number	_____Yes	_____Not Yet	_____Partially
Knows parents' names	_____Yes	_____Not Yet	_____Partially

OTHER:

Child can recognize _____/26 uppercase letters of the English Alphabet.

Child can recognize _____/26 lowercase letters of the English Alphabet.

Child can rote count from _____ to _____.

If you have any questions or concerns, or if you require further information, please do not hesitate to contact your local Head Start Center, or our Central Office at the following:

**Community Action Partnership of North Alabama
1909 Central Parkway SW
Decatur, AL 35601
(256) 355-7843 ext. 178**