

Transition Plan

Abbreviations used in service area plans

Board of Directors	Board
Policy Council	PC
Executive Director	Ex. Dir.
Program Director	Prog. Dir.
Fiscal Director	Fiscal
Human Resource/Fiscal Assistant	HR
Maintenance/Custodians	Custodian
Data Encoder/Program Assistant	Tech.
Executive Secretary/Receptionist	Secretary
Program Nutrition Specialist	Nutrition
Program Health and Safety Specialists	H & S
Program Behavioral/Mental Health Specialist	MH
Program Family and Community Partnership Specialists	FCP
Education Managers	Ed. Mgr.
Program Disabilities/Transition Specialist	Disabilities
Assistant Cook	Asst. Cook
Cook	Cook
HS Teachers	Teacher
HS Teacher Assistants	T. Asst.
HS Home Visitor and EHS Home Visitor	HV
Disabilities/Transition Coordinator	Dis. Coor.
Transportation Coordinator	Trans. Coor.
Mental Health Consultant	MHC
Management Team (Directors, Managers, All Specialists)	Management Team

Transition

Head Start

P.S. #	Performance Standard	Implementation	Responsible	Time Frame	Documentation
	Subpart B-Early Childhood Development and Health Services	Goals are developed for each child using information gathered from observations, screenings, assessments and medical/dental examinations. A child’s individual progress is monitored on an ongoing basis and goals are re-evaluated and adjusted as needed. The goals are written on the Individual Child Plan.			
1304.20(f) (2)(ii)	(ii) Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency designated by the State Part C plan to coordinate any needed evaluations, determine eligibility for Part C services, and coordinate the development of an IFSP for children determined to be eligible under the guidelines of that states program. Grantee and delegate agencies must support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled in their program.	<ol style="list-style-type: none"> 1. After a staffing showing the results of screening, observation and parent input, and a child is suspected of having a disability, an Early Head Start Referral will be written for the parent/guardian. The referral will denote a specialist or diagnostic team trained in the diagnosis of disabilities. 2. If a child is suspected of having a disability because of screening, teacher or home visitor observation, parent or medical concerns, a child is referred to the SPOC/LEA or appropriate specialist. 3. Delivery of services is coordinated with SPOC/LEA to accomplish objectives and outcomes for families whose children are eligible under Part C. <p>Head Start Pre-Birth through Five provides information and appropriate assistance to the family during the evaluation process. This includes providing information about the process itself and parent’s rights, arranging transportation if needed, attending the</p>	<u>Disabilities</u> Dis.Coor. ED Parent SPOC/LEA	Ongoing	IFSP Referral Form Staffing notes IEP/IFSP information Parent’s rights

		IFSP/IEP meeting, and responding to questions and concerns that parents may have before and after the meeting.			
1304.20(f) (2)(iii)	(iii) They participate in and support efforts for a smooth and effective transition for children who, at age three, will need to be considered for services for preschool age children with disabilities: and	Complete OCDC EHS Individual Transition plan 6 months prior to 3 rd birthday, which includes family information, application process, and activities to help the child make a smooth transition. This process includes talking with parents about what they would like as the next placement, giving parents information about options, arranging visits to sites being considered. New teachers meet with the Home Visitors to go over child's needs and strengths and sign the report.	<u>Disabilities</u> Dis. Coord. ED Parent	6 months prior to child's 3 rd birthday	Individual Transition Plan Child's file in Disabilities section Early Trans. Report
1304.20(f) (2)(iv)	(iv) They participate in the development and implementation of the individualized Education Program (IEP) for preschool age children with disabilities, consistent with the requirements of 45 CFR 1308.19.	Complete developmental, sensory and behavioral screenings within 45 days of entering the program. <ol style="list-style-type: none"> 1. Discuss screenings with children prior to actual event in order to minimize anxiety and fear. 2. Record all screenings and maintain confidentiality of all results. Document results on a Tracking Sheet. 3. Refer to appropriate professionals those students needing additional evaluation. 4. Share screening results with parents. Train parents on referral process if additional evaluation is necessary. <ol style="list-style-type: none"> a. Transition Specialist will explain to the child the evaluation process so they know what to expect. b. Transportation is provided for children needing evaluation. c. Transition Specialist and/or Transition Coordinators will 	<u>Disabilities</u> Dis. Coord. ED	Ongoing	Individual Transition Plan Brigance Screen Battelle Screen Tracking sheet of 45 day screens. Referral Form Parent Consent form Notes from Socialization on Transition.

		<p>accompany the child and stay with them until they feel comfortable.</p> <ol style="list-style-type: none"> 5. Those children who turn three before Sept. 1st will be given the option of going to the Center Base or Home Base. The children who miss the Sept. 1st deadline will then remain in Early Head Start until they turn three. At this time they have the opportunity to transition to the Home Base program if there is an opening or remain in Early Head Start until the following Sept. 6. Small group socializations will be offered to better prepare the children for transitioning into a different option. 7. Training on the Early Head Start, Home Base Head Start and Center Base Head Start programs will be provided for parents to ensure the best transition for each child and family. 			
<p>1304.21(a) (3)(ii)</p>	<p>(ii)Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.</p>	<ol style="list-style-type: none"> 1. A daily visual/written schedule is posted and followed routinely to give children a sense of order. 2. The daily schedule allows children time to transition and wait time in large groups is minimized. 3. Children are given notice in advance when possible when a change in the schedule needs to take place. 4. Transition activities are planned and purposeful, and are related to skill development. 5. Home Visitors discuss transitions with children during socialization. 	<p><u>Disabilities</u> Dis. Coord. ED</p>	<p>Fall Ongoing</p>	<p>Lesson Plans Individual Transition Plan Training sheet</p>

	Subpart C-Family and Community Partnerships				
1304.40(h) (1)-(4)	(h)Parent involvement in transition activities.	<p>Educating/preparing parents for transition and for their role in their child’s education.</p> <ol style="list-style-type: none"> 1. Provide transition book to Kindergarten/Preschool. 2. Encourage parents to visit child’s new school/playground. 3. Educational Resources for summer activities (i.e. Y camp, City Rec.) 4. Calendar for June, July and August with daily activities. 5. Immunization records, mental health, and assessment checklist are transferred to the school for Center Base children. 6. Copies of Immunizations, Birth Certificate are given to parents at their request before screenings or transitions. 	Disabilities Dis. Coord. Parent	Spring	Individual Transition Plan Transition Booklet Newsletter Inkind
	(1)Grantee and delegate agencies must assist parents in becoming their children’s advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title 1 of the Elementary and Secondary Education Act preschool program, or a child care setting.	<ol style="list-style-type: none"> 1. At enrollment give parents a list of activities they can do with their child to help them adjust to attending Head Start. 2. Develop newsletter with information on school activities, developmentally appropriate activities. 3. Invite parent participation at socializations and encourage input into their child’s curriculum. 4. On home visit discuss progress on IFSP for children served under part C. 5. Discuss upcoming transitions. 6. Encouraging children and parents to visit the new setting. 7. Developing a packet of transition information (Junior Kindergarten, 	Disabilities Dis. Coord. ED MH H &S	Fall Ongoing	Enrollment Checklist Newsletter Inkind IFSP/IEP Lesson Plan Transition information packet Child Plus

		Center Base, Combination Options, Orientation for schools) 8. Setting up meetings with new staff as needed to address parents' questions or concerns..			
	(2)Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start.	<ol style="list-style-type: none"> 1. At Parent meeting invite Center Base/Home Base teachers to talk about expectations and to answer parent questions before transition from the program. 2. Home Visitors and Disabilities/Transition Specialist involve parents in screenings and talk to parents about the development of their child at 2, 4, 6, 12, 24, 36 months of age. 3. Parent is encouraged to visit the classroom or center with their child. 4. Encourage parents to communicate with teachers and other school personnel so those parents can participate in decisions related to their children's education. 5. Parents and staff will have a home visit meeting to review child's progress while enrolled in Early Head Start or Head Start or toward the end of the child's participation in the program. 6. Providing copies of essential records to parents upon their request. 	<u>Disabilities</u> Dis. Coord. ED	Ongoing	Lesson Plan Individual Transition Plan Development Screening Inkind Monthly Report Parent Flyer
	(3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:				

	(i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and	Hold parent meetings to provide information for parents on public school, school readiness tips and activities and parent transitions. Informing parents of their rights and responsibilities in the education process.	<u>Disabilities</u> Dis. Coord. Curriculum Committee	Spring	Individual Transition Plan Inkind Monthly Report
	(ii) Assist parent to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.	<ol style="list-style-type: none"> 1. Encourage parents to attend kindergarten information nights in local school districts. 2. Encourage parents to visit schools where child will attend. 3. At IFSP meeting and home visits discuss transitions for each child and develop a plan as a part of IFSP. 4. Setting up meetings to facilitate communication with new staff (as requested). 	<u>Disabilities</u> Dis. Coord. ED	Spring	Individual Transition Plan Lesson Plan Transition Packet Newsletter IFSP
	(4) See 45 CFR 1304.41 (c) for additional standards related to children's transition to and from Early Head Start or Head Start.				
1304.40 (i) (3)	(3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.	Program staff must schedule home visits at times that are mutually convenient for the parents, primary caregivers, family advocate, home visitor, and staff.			
1304.41(c) (1)	(c) Transition Service (1) Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other childcare settings.				

	These procedures must include:				
1304.41(c) (1)(i)	(i)Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start.	<ol style="list-style-type: none"> 1. The child's permanent file will include a birth certificate, immunizations, mental health information, functional assessments, and IEP. At parents request this information can be transitioned to the child's next option. 2. Disabilities/Transition specialists and Transition Coordinators meet to transfer EHS/HB files to Center Base or a Center Base files to EHS/HB as needed. 3. Release forms are used to obtain information needed for the child. 	Disabilities Dis. Coord.	Ongoing	Child's File Individual Transition Plan Release Form
1304.41(c) (1)(ii)	(ii)Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teacher, social workers and health staff to facilitate continuity of programming.	<ol style="list-style-type: none"> 1. Head Start helps with the screenings in the School Districts. They are set up by the Disabilities/Transition specialists and/or coordinators. These screenings involve public school staff, registered nurses, teachers and home visitors. 2. Interagency agreements are in place and reviewed annually with School Districts. 	Disabilities LEA H & S Ed. Mgr.	Ongoing	Education Interagency agreements Child Find Flyers
1304.41(c) (1)(iii)	(iii)Initiating meetings involving Head Start teachers and parents and Kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.	At a parent meeting Head Start invites Kindergarten teachers to talk about expectations and to answer parent questions. Parents are invited to go on Kindergarten visits with the Head Start class, and ask Kindergarten Teachers questions.	Disabilities Dis. Coord. Parents	Spring	Newsletter Individual Transition Plan Monthly Report
1304.41(c) (1)(iv)	(iv)Initiating joint transition related training for Early Head Start or Head Start staff and school or other child development staff.	<ol style="list-style-type: none"> 1. Education staff is offered the opportunity to attend CDA training. 2. Disabilities/Transition Specialists train staff on Individual Transition Plans and activities. 3. As the need arises staff will contact 	Disabilities Dis. Coord. ED	Ongoing	Individual Transition Plan Education Monthly Report Special Enrollment Form

		<p>Disabilities/Transition Specialist for informal assistance or trainings for transition needs.</p> <p>4. Transition Specialists provide information for parents through Education staff on parent concerns.</p> <p>5. OCDC shares training information with the schools as in interagency agreement.</p>			
<p>1304.41(c) (2)</p>	<p>(2)To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child’s third birthday. The process must take into account: the child’s health status and developmental level, progress made by the child and family while in Early Head start, current and changing family circumstances and the availability of Head Start and other child development or child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start.</p>	<p>1. An Individual Transition Plan is completed yearly for all children enrolled in the Head Start Program. Plans are updated from enrollment to the end of the year. The plan is taken on Home Visits in March.</p> <p>2. Facilitate transitions from Early Head Start to Home Base, Early Head Start to Center base, Home Base to Center base, Classroom to Classroom, and Home Base/Center Base to Public Schools by conducting staffings with HB, CB, EHS and the public school as needed.</p>	<p>Disabilities Dis. Coord. Parent ED</p>	<p>Ongoing</p>	<p>Individual Transition Plan Education Monthly Report Special Enrollment Form</p>
<p>1304.41(c) (3)</p>	<p>(3)See 45 CFR 1304.40(h) for additional requirements related to parental participation in their child’s transition to and from early Head Start or Head Start.</p>				
	<p>Subpart B-Disabilities Services Plan</p>	<p>OCDC will work with parents and service providers of children with disabilities to</p>			

		<p>provide a smooth transition into the program. Specific needs of the child and family will be addressed by using the IEP/IFSP or Transition Plan. Head start will receive information and training specific to individual disabilities by LEA or service providers in order to better understand and provide services to individual children with disabilities. Transition into the next setting will be addressed at the IEP/IFSP meeting with the parents, service providers and Head start participating. This meeting will be held by their 3rd birthday. Service providers in the future setting will be invited to this meeting for the purpose of meeting parents and child.</p>			
<p>1308.4(g)</p>	<p>(g)The plan, when appropriate, must address strategies for the transition of children into Head Start from infant/toddler programs (0-3 years), as well as the transition from Head Start into the next placement. The plan must include preparation of staff and parents for the entry of children with severe disabilities into the Head Start program.</p>	<ol style="list-style-type: none"> 1. The individual Transition Plans for EHS, HB and CB as well as overall Transition plan address strategies for children transitioning from different options. 2. Help parents understand the value of early assistance and acquaint them with support groups. 3. Materials, special furniture, equipment, technology service or devices and renovating of space and facilities will be purchased if necessary. 4. Make ADA accommodations as need arises. 5. The staff of Head Start will assist parents in accessing resources when the staff becomes aware of their needs. 6. OCDC staff will inform parents of the resources from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) 	<p><u>Disabilities</u> Dis. Coord. LEA ED Ed. Mgr. Parents</p>	<p>Ongoing</p>	<p>Individual Transition Plan IFSP Child Plus log</p>

		<p>Program and the SPOC in their area and assist them with initial efforts to access such resources.</p> <ol style="list-style-type: none"> 7. Referring parents to mental health or other support agency. 8. Staff training as needed. 9. Input and participation in the development of IEP, so the teachers/home visitors and parents can individualize and plan Developmental Appropriate activities. 			
<p>1308.4(h)</p>	<p>(h)The grantee or delegate agency must arrange or provide special education and related services necessary to foster the maximum development of each child’s potential and to facilitate participation in the regular Head Start program unless the services are being provided by the LEA or other agency. The plan must specify the services to be provided directly by Head Start and those provided by other agencies. The grantee or delegate agency must arrange for, provide, or procure services which may include, but are not limited to special education and these related services:</p>	<p>OCDC has Interagency Agreements with LEA to provide services needed for children on IEP/IFSP. The services include audiology services, physical therapy, occupational therapy, speech or language services, psychological services, and transportation for children with disabilities and assistive technology. The LEA/SPOC arranges or provides special education and related services necessary to foster the maximum development of each child’s potential and participation in the regular classroom. The LEA/SPOC provides these services: Audiology services including identification of children with hearing loss and referral for medical or other professional attention, Physical therapy to facilitate gross motor development in activities such as walking or orthopedic problems, occupational therapy to improve, develop or restore fine motor functions, speech or language including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication, psychological such as evaluation of each child’s functioning and</p>	<p><u>Disabilities</u> Dis. Coord.</p>	<p>Ongoing</p>	<p>Disability Plan IFSP/IEP Interagency Agreements</p>

		<p>interpreting the results to staff and parents, transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site, and assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication.</p> <p>Head start will assist parents by providing information about the referral, evaluation process, and parental rights.</p> <p>When necessary, Head Start will provide transportation to evaluations and to IEP/IFSP meetings. Head Start staff will attend the IEP/IFSP meetings when possible and provide input about the child’s performance levels. If needed Head Start will provide transportation to specific therapy sessions.</p>			
	<p>(1)Audiology services including identification of children with hearing loss and referral for medical or other professional attention; provision of needed rehabilitative services such as speech and language therapy and auditory training.</p>	<p>The LEA/SPOC arranges or provides special education and related services necessary to foster the maximum development of each child’s potential and participation in the regular classroom. The LEA/SPOC provides these services: Audiology services including identification of children with hearing loss and referral for medical or other professional attention, Physical therapy to facilitate gross motor development in activities such as walking or orthopedic problems, occupational therapy to improve, develop or restore fine motor functions, speech or language including therapy and use of assistive devices necessary for a child to develop or improve receptive or expressive means of communication, psychological such as evaluation of each child’s functioning and interpreting the results</p>	<p><u>Disabilities</u> Dis. Coord.</p>	<p>Ongoing</p>	<p>Disability Plan Interagency Agreement</p>

		<p>to staff and parents, transportation for children with disabilities to and from the program and to special clinics or other service providers when the services cannot be provided on-site, and assistive technology services or devices necessary to enable a child to improve functions such as vision, mobility or communication.</p> <p>Head start will assist parents by providing information about the referral, evaluation process, and parental rights.</p> <p>When necessary, Head Start will provide transportation to evaluations and to IEP/IFSP meetings. Head Start staff will attend the IEP/IFSP meetings when possible and provide input about the child’s performance levels. If needed Head Start will provide transportation to specific therapy sessions.</p>			
1308.4(1)	(1) The disabilities service plan must include commitment to specific efforts to develop interagency agreements with the SPOC/LEAs and other agencies within the grantee’s service area. If no agreement can be reached, the grantee must document its efforts and inform the Regional Office. The agreements must address:	<p>This agreement for early childhood services is between Oahe Child Development Center, Inc. and the local Birth to Three Connections in South Dakota in the counties of Hughes, Hyde, and Sully and the Birth to Three Connections in the counties of Jones and Mellette. The term of the agreement shall be reviewed annually.</p>	<u>Disabilities</u> LEA	Ongoing	Interagency Agreements in Office file
	(1) Head Start participation in the public agency’s Child Find plan under Part B or Part C of IDEA;	<p>Head Start/Early Head Start staff is involved with Pierre’s Child Find which is held in October and January. The Disabilities Transition Specialist is responsible for helping scheduling Head Start/Early Head Start Child Find activities in outlying areas..</p>	<u>Disabilities</u> LEA		Interagency Agreement
	(2)Joint training of staff and parents;	<p>School District and O.C.D.C. will share resources and training/technical assistance</p>	<u>Disabilities</u> LEA		Interagency Agreement

		<p>services that may include shared personnel, cooperative resource libraries, facilities, equipment and exchange of in-kind services.</p>			
	<p>(3)Procedures for referral for evaluations, IEP/IFSP meetings and placement decisions;</p>	<p>O.C.D.C. will utilize the Brigance, Battelle, and Dial 3 Developmental Screenings to help identify children who potentially qualify for special services.</p> <p>O.C.D.C shall be designated an appropriate placement for identified children with disabilities who meet enrollment eligibility requirements for participation in the Head Start Program and for whom the Individual Education Plan (IEP) indicate a need for socialization in the least restrictive environment and association with children who do not have disabilities.</p> <p>O.C.D.C. will participate with the School District System in the development of the IEP documents for those children 3-5 with disabilities.</p> <p>O.C.D.C. will assist in implementing the IEP. O.C.D.C. staff will assist with Preschool and Kindergarten screenings.</p> <p>The local Service Coordinator will make appropriate referrals to the O.C.D.C. Disabilities Specialist.</p> <p>The Service Coordinator will notify Disabilities Specialist of any referrals, eligibility, or IEP meeting in writing. This should be done in a timely manner in order for Head Start staff to plan to attend meetings and send follow-up reminders to parents. Provide copies of the IEP, including evaluations summaries to O.C.D.C.</p> <p>With parental consent, pertinent family information will be shared between the Service</p>	<p><u>Disabilities</u> LEA</p>		<p>Interagency Agreement</p>

		<p>Coordinator and the Disabilities Specialist. Such information may include relocation of family, custody and child protection issues, emergent needs, etc.</p> <p>The Service Coordinator will provide consultation and further evaluations on O.C.D.C children 3-5 whose screening results show a suspected delay.</p> <p>The Service Coordinator will be responsible for the following: Intake form, Referral Form, Prior notice/Consent Forms, Release of Information form, Parental Rights and the IEP. The Service Coordinator will discuss parental rights with the parent(s). The Home Visitor will also be knowledgeable of the rights and will be able to answer any questions parent(s) may have.</p>			
	(4)Transition;	<p>School District and O.C.D.C. will cooperatively develop procedures to provide for a smooth and orderly transition of children both into and out of programs through visiting classrooms, lunchrooms, schools or other agreed upon activities by O.C.D.C. and School Districts. All information shared in this process shall conform to the confidentiality and due process requirements.</p>	<u>Disabilities</u> LEA		Interagency Agreement
	(5)Recourse sharing;	<p>School District and O.C.D.C. will share resources and training/technical assistance services that may include shared personnel, cooperative resource libraries, facilities, equipment and exchange of in-kind services.</p>	<u>Disabilities</u> LEA		Interagency Agreement
	(6)Head Start commitment to provide the number of children receiving services under IEPs to the LEA for the	<p>Child Count is sent to the LEA/SPOC for the December Child Count by email or sent in the mail to the Directors of Special</p>	<u>Disabilities</u> LEA		Interagency Agreement

	LEA Child Count report by December 1 annually, and	Education/Principal of Elementary School. Oahe Child Development Center's collaboration with local LEA/SPOC ensures this information is shared.			
	(7)Any other items agreed to by both parties. Grantees must make efforts to update the agreements annually.	It is the purpose of this Interagency Agreement to establish the responsibilities of the Oahe Child Development Center (O.C.D.C) and the School District for children 3-5 who have disabilities and to provide guidance for collaboration and cooperation between the Agencies. The Oahe Child Development Centers Disabilities Specialist and the School District Service Coordinator are responsible for implementing and monitoring the Interagency Agreement. The terms of this agreement shall be reviewed annually.	<u>Disabilities</u> LEA		Interagency Agreement
	Subpart G-Parent Involvement				
1308.21(a)(1)-(10)	Parent participation and transition of children into Head Start and from Head Start to Public school.				
	(a)In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:				
	(1)Support parents of children with disabilities entering from infant/toddler programs.	Plan smooth transition of children with disabilities into Head Start and from Head Start to the next placement, identify agencies/programs serving infants and toddlers and establish ongoing communication regarding procedure for transition of children with disabilities into Head Start, Develop joint written plans for transition with both infant/toddler programs (transition into Head Start) an LEA's (transition from Head Start, as	<u>Disabilities</u> Dis. Coord. ED LEA	Spring Ongoing	Child Plus Newsletter Transition Plan Parent Meetings Monthly Reports IEP/IFSP

		part of Interagency Agreements), establish procedures for exchange of information and transfer of agency records with parent consent, insure parents receive copies of relevant information from agency records, conduct trainings with parents and various agency staff to inform them about various program characteristics, expectations, staffing patterns and timeliness, arrange for mutual visits by staff to each other's facilities, arrange for parents and child to visit the next program placement prior to attendance, prepare program summaries which include child strengths, needs, suggest appropriate strategies and document child progress, periodically evaluate transition process and revise as needed.			
	(2)Provide information to parents on how to foster the development of their child with disabilities	Provide information about Parent Connection, AEYC, Local Collaborative Training, State Head Start, and Region VIII Training Specialist. Provisions may have to be made for training, tutors, aids, volunteers and parents. Individualize training as needs arise for staff or parents.	<u>Disabilities</u> H & S MH Ed. Staff H & S	Ongoing	Community Resource Book Child's File/log Training File Information sheet on Resources available to parents with a child with a disability Lesson plans
	(3)Provide opportunities for parents to observe large group, small group and individual activities described in their child's IEP.	Invite parents to the classroom to observe how the curriculum is Individualized to meet each child's needs. At the IEP/IFSP meeting parents are encouraged to visit the classroom. On the IFSP parents are encouraged to work with their child while the service provider is in their home.	<u>Disabilities</u> <u>Ed. Staff</u> Service provider parent	Ongoing	Newsletter Child's Plus Lesson plan IEP/IFSP
	(4)Provide follow-up assistance and	Send home activities derived from child's IEP	<u>Disabilities</u> Dis. Coord.	Ongoing	Child Plus log

	activities to reinforce program activities at home.	for parents to work on with their children. Encourage parents to be their child’s “first teacher.”			Inkind
	(5)Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.	Help parents understand the value of early assistance and acquaint them with support groups. Identify and arrange the necessary support to carry out training for parent and staff. Inform parents of resources available to them and help them access them through personal contact or partner pouch.	<u>Disabilities</u> H & S FCP MH SPOC/LEA	Ongoing	Community Resource Book Newsletter Child’s File/log Parent Meetings Parent Connection address for support groups
	(6)Inform parents of their rights under IDEA.	Help the parents to become advocates for their children by giving them their parent’s rights. Give address of parent connection, so they can get a book on what parents should know about Special Education.	<u>Disabilities</u> H & S <u>Directors</u> <u>SPOC/LEA</u> <u>MH</u>	Ongoing	Parent Library Support Systems Child plus Parent Connection address Interagency Agreements
	(7)Inform parents of resources which may be available to them from the Supplemental Security Income (SSI) Program, the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program and other sources and assist them with initial efforts to access such resources.	The staff of Head Start will assist parents in accessing resources when the staff becomes aware of their needs. Referring parents to mental Health or other support agency. Resource sharing. Inform parents of resources that may be available to them from the Supplemental Security Income (SSI) program, the Early and Periodic Screening Diagnosis and Treatment (EPSDT) program Family Support System and the SPOC/LEA in their area and assist them with initial efforts to access such resources.	<u>Disabilities</u> FCP H & S MH Ed. Staff	Ongoing	Monthly reports Child plus log Mental Health tracking Community Resource Book Parent Library Newsletter

	<p>(8)Identify needs (caused by the disability) of siblings and other family members.</p>	<p>Ensure that those doing Home Visits do not overlook possible disabilities among younger siblings and that they are referred for early evaluation and preventative action. Learning to observe signs that could indicate delays or problems. For example, hearing loss, visual problems, speech and language delays and emotional problems. Provide information to families in order to prevent disabilities among younger siblings. Refer parents to other parents with children with similar disabilities who can provide helpful peer support.</p>	<p><u>Disabilities</u> H & S Ed. Staff SPOC/LEA FCP</p>	<p>Ongoing</p>	<p>Screening Newsletter Child Plus Lesson Plan Parent Meetings Parent Library Early Signs of Autism Milestone chart</p>
	<p>(9)Provide information in order to prevent disabilities among younger siblings.</p>	<p>Head Start participation in Child Find. Head Start will provide information on developmental delays to parents. Cooperative screening with outlying counties. Both 0-3 and 3-5 programs will identify children with disabilities.</p>	<p><u>Disabilities</u> H & S <u>SPOC/LEA</u> <u>Directors</u></p>	<p>Ongoing</p>	<p>Child’s File/log Parent Information Newsletter Lesson Plans Interagency Agreements Parent Meetings</p>
	<p>(10)Build parent confidence, skill and knowledge in accessing resources and advocating to meet the special needs of their children.</p>	<p>Providing (through individual instruction or group classes) information and support on/in parenting. Joint training of staff and parents. Sharing all screening, assessment and diagnostic information obtained on children either at home visits or at Head Start. Follow up communication with parents is done through phone contacts, home visits and written documentation. Provide information from Parent Resource Library to support IEP/IFSP. Consultation will be initiated by the D/TS and H & S for medical needs related to the IEP/IFSP. Provide information about workshops and teleconferences that Parent</p>	<p><u>Disabilities</u> H & S MH Ed. Staff LEA</p>	<p>Ongoing</p>	<p>Community Resource Book Training File Newsletter Parent Meeting Child Plus log Contact Notes IEP/IFSP Parent Connection address</p>

		<p>Connection and South Dakota Special Education put on during the year.</p>			
<p>1308.21(b) &(c)</p>	<p>(b)Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.</p>	<ol style="list-style-type: none"> 1. Provide transition booklet to parents at orientation. 2. Encourage parents to be a part of their child’s education by active parent participation. 3. Education staff will help child in transitioning to public school by teaching eating skills, self-help skills, use of cubbies, and storage of personal things, peer relationships, verbal communication, sharing, social skills and preschool concepts through play. 4. Kindergarten children will receive a folder of transition items. <ol style="list-style-type: none"> a. a folder to help parents organize important papers b. the book telling what kindergarten will be like c. a blow-up toy to practice throwing and catching d. transition tips to help parent get child ready for kindergarten 5. Preschool children will receive toys to help them gain the skills they need for school. <ol style="list-style-type: none"> a. the bucket and shovel to help with find motor skills b. bubbles and blowing games, such as blowing feathers, cotton balls, plastic foam, chips, and blowing bubbles with a straw or wand help to develop muscles that the child needs to articulate words c. a blow-up toy to practice throwing and catching 	<p><u>Disabilities</u> Dis. Coord. ED</p>	<p>Ongoing</p>	<p>Lesson Plan Individual Transition Plan</p>

		<ul style="list-style-type: none"> d. A book to read to your child. Ask questions about the story, how many? What color? What's this? Child like to hear a story many time, let them read it to you e. alphabet or numbers to help your child learn beginning reading and math skills 6. Hold parent meeting to provide information for parents on public school activities with kindergarten teacher, PTSA, Past Parent Panel 7. Encourage parents to attend kindergarten information nights in local school districts. 8. Encourage parents to attend school orientations to discuss transition. 9. Encourage parents and child to visit schools where child will attend. 10. Arrange kindergarten visitations for children moving on and discuss what is the same and different from Head Start. 11. Send out thank you notes to classrooms visited. 			
	<p>(c)Head Start grantees, in cooperation with the child's parents, must notify the school of the child's planned enrollment prior to the date of enrollment.</p>	<p>Transition Specialists notify schools of children who will be going through Kindergarten/Preschool Screenings. Transition Plans will be filled out 6 months before their 3rd birthday and for all Head Start Children (3,4, &5 year old). On the Transition Plan parents give Head Start permission to send information to child's next placement. The eligible Kindergarten children's name and address are sent to the child's Elementary School. Hold parent meeting to provide information for parents on public school</p>	<p><u>Disabilities</u> ED</p>	<p>Ongoing</p>	<p>Lesson Plans Individual Transition Plan Age Eligible sheet</p>

		<p>activities with kindergarten teacher. Encourage parents to attend kindergarten information nights in local school districts. Encourage parents to attend school orientations to discuss transition. Encourage parents and child to visit schools where child will attend.</p> <p>Arrange kindergarten visitations for children moving on and discuss what is the same and different from Head Start. Send out thank you notes to classrooms visited. At enrollment, a transition booklet is given “Starting Your Child in Preschool”. Kindergarten children will receive a folder of transition items:</p> <ul style="list-style-type: none">a. A folder to help parents organize important papers.b. The book telling what Kindergarten will be like.			
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