Focused Transition National Projects Appendix A
Videonshare Outreach

INDUSTRY FOCUS:
- Early Intervention
- Pre-K and Preschool
- Family Engagement

PROJECT TEAM:
- Jennifer Caron
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- jen.caron@wisc.edu
- Wisconsin Center for Early Childhood Research
- University of Wisconsin-Madison

PROJECT GOALS:
- Increase family engagement
- Improve early childhood outcomes

PROJECT OUTCOMES:
- Increased family participation
- Improved early childhood development

PROJECT PARTNERS:
- Wisconsin Early Childhood Research Consortium
- University of Wisconsin-Madison
- Madison Public Schools

PROJECT FUNDING:
- State Department of Public Instruction
- Federal Department of Education

PROJECT WEBSITE:
- www.videseo.com

PROJECT CONTACT:
- Jennifer Caron
- jen.caron@wisc.edu
- (608) 743-8876
THE LOCAL PROFILES ARE:

PROGRAMS

This is a vigorous evaluation to determine the effectiveness of local programs. It begins with the establishment of an integrated team of local leaders. The team consists of community leaders, educators, parents, and community members. The team evaluates the effectiveness of the programs and makes recommendations for improvement.

The demonstration sites are identified as the sites that are selected to participate in the program.

The elementary school systems that have operated a Head Start program.

In September 1994, the administration on Children's Rights, and the National Team of Educational Resources Development, sponsored 2 years of community-facilitated conferences to support children and families.

HEAD START TO ELEMENTARY SCHOOL

National Projects Focused on Transition

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Counselor with Disabilities

The Integrated Outcomes Project

National Team Outreach

Multi-Site Outreach

Project Multi-Site Outreach

Counselor for Exceptional Education

The Life of Vermont

Disabilities Project

University of Vermont

945 Williston Road

900 Community-facilitated

Conference on Children's Rights

Vermont Educational System
interagency agreement between

agreements

interagency

sample

additional

appendix b
**Transition Agreement**

Children with special educational needs (SEN) are entitled to a personalized education plan (PEL) that is developed in consultation with their parents and educators. This plan outlines the child's educational needs and goals. The school district, in accordance with the Education (Children with Special Educational Needs) Act, 2001, is required to provide a personalized educational plan (PEL) for children with special educational needs.

### School District of Honolulu

<table>
<thead>
<tr>
<th>School District of Honolulu</th>
<th>Transition Program</th>
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<tbody>
<tr>
<td>John J. Breakenridge, Superintendent</td>
<td>Brenda C. Street, Deputy Superintendent</td>
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The school district will ensure that children with special educational needs are provided with appropriate educational programs and support services. The district will work closely with parents and educators to ensure that each child receives a quality education that meets their individual needs.

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*Sample Interagency Agreements*

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*February 1993*

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*District’s Contact Information*

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*Contact Information*
Family members, other people assisting parents, and a staff member from the transition program who is familiar with the child and family, shall head the planning team. The planning team will include the child’s parents or guardians, a staff member from the transition program, a staff member from the child’s present educational program, and other people assisting parents. They will work together to develop a transition plan for the child. This plan will address the child’s future education, employment, and living arrangements. The planning team will meet regularly to review the progress of the transition plan and make necessary adjustments. The planning team will also involve the child in the planning process to ensure that the child’s perspective is considered.

The transition team will consist of the child’s parents, a staff member from the child’s present educational program, a staff member from the child’s present vocational program, and a staff member from the child’s present residential program. The transition team will meet regularly to review the progress of the transition plan and make necessary adjustments. The transition team will also involve the child in the planning process to ensure that the child’s perspective is considered.

The transition team will meet regularly to review the progress of the transition plan and make necessary adjustments. The transition team will also involve the child in the planning process to ensure that the child’s perspective is considered.
The Developmental Center Cooperative Region Planning Team will require the following:

1. Develop a transition plan for each program.
2. Ensure that the transition plan is reviewed and approved by the regional director.
3. Provide transition services to the students.

The Developmental Center Cooperative Region Planning Team will be responsible for:

- Reviewing the transition plan for each program.
- Ensuring that the transition plan is reviewed and approved by the regional director.
- Providing transition services to the students.

The Developmental Center Cooperative Region Planning Team will make every effort to ensure that:

- Transition services will be provided for students.
- The transition plan will be reviewed at least every year.
- The transition plan will be updated as needed.
- The transition plan will be reviewed and approved by the regional director.
- The transition plan will be implemented.

The Developmental Center Cooperative Region Planning Team will also require:

- Development of a transition plan for each program.
- Review of the transition plan by the regional director.
- Provision of transition services to students.

The Developmental Center Cooperative Region Planning Team will be responsible for:

- Reviewing the transition plan for each program.
- Ensuring that the transition plan is reviewed and approved by the regional director.
- Providing transition services to the students.

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- The transition plan will be updated as needed.
- The transition plan will be reviewed and approved by the regional director.
- The transition plan will be implemented.
and concerns. As the parent(s) to discuss their observations, questions, and comments with the parent of the child. The standing teacher may also be present during the discussion to provide feedback or suggestions.

1. Identify the person responsible for coordinating transition planning and work together to implement the plan. The school district and program personnel will understand these roles.

2. School districts and programs will ensure that all families for the next year help to prepare your children and their families for the next year. We believe that effective and effective strategies for planning will enhance opportunities for informed participation. We believe that professional consultation and support will enhance opportunities for informed participation.

3. In the event that classroom staffs are encouraged to review and discuss the transition plan, the parent may be present to discuss any observations, questions, or concerns. The standing teacher may also be present during the discussion to provide feedback or suggestions.

Full Transition Planning

The process can be modified for other transitions as well. The process has been designed to promote smooth transitions for children with special educational needs and their families.

Preamble

October 1, 1993

Needs and their Families

Sundance/Leavittville Transition Process for Children with Special Educational Needs

Transition Planning in Its Initial Stages

Agreement:

Local Interagency Cooperative Agreement

Transition Planning of a Comprehensive Interagency
1. The receiving teacher informs the parents for a brief visit to kindergarten.

2. During the summer, the special education procedures apply for children moving from one school district to another.

3. The building principal responds to questions or concerns re-ensuring the smooth transition of students.

4. By May 1st, the case coordinator team reviews the list of children with special education needs (IEP,masters, therapies, etc).

5. The case coordinator committee lists:
   - Referrals
   - Building boundaries
   - Parents, friends, and experts
   - Teachers

6. The case coordinator committee meets to discuss the classroom transition plans and make observations.

7. Every special education (sensory, self-contained, and kindergarten teachers) agrees on a group of interns to work with children with special education needs.

8. April 1st:
   - Any assessment needed will be conducted and completed by the district's assessment team.
   - Teachers and special education teachers will discuss the class.

9. The receiving and special education teachers will exchange learning strategies (if necessary with the district administration of education and service plans) to make sure the district is prepared for the beginning of school. The receiving and special education teachers will continue to be exchanged.

10. The receiving and special education teachers will continue to be exchanged.

11. The district will provide feedback to the receiving and special education teachers.

12. The case coordinator committee meets to discuss any issues and concerns.

13. Transportation

Sample Transition Agreement
Policies and Procedures for Transitioning

Sample Timelines

Appendix C
If the child

E. Appropriate educational programs provide the primary responsibility.

D. Early childhood education programs are provided by early childhood specialists.

C. Educational needs are addressed in an age-appropriate manner.

B. Support is needed by the child and teacher.

A. Children come to new schools with parents and can be

III. Transition plan

A. Kindergarten teachers are invited to be part of the plan.

B. Kindergarten teachers will observe kindergarten programs.

C. Kindergarten teachers will observe kindergarten programs.

D. Kindergarten teachers will observe kindergarten programs.

E. Kindergarten teachers will observe kindergarten programs.

F. Kindergarten teachers will observe kindergarten programs.

G. Kindergarten teachers will observe kindergarten programs.

H. Kindergarten teachers will observe kindergarten programs.

I. Kindergarten teachers will observe kindergarten programs.

J. Kindergarten teachers will observe kindergarten programs.

K. Kindergarten teachers will observe kindergarten programs.

L. Kindergarten teachers will observe kindergarten programs.

M. Kindergarten teachers will observe kindergarten programs.

N. Kindergarten teachers will observe kindergarten programs.

O. Kindergarten teachers will observe kindergarten programs.

P. Kindergarten teachers will observe kindergarten programs.

Q. Kindergarten teachers will observe kindergarten programs.

R. Kindergarten teachers will observe kindergarten programs.

S. Kindergarten teachers will observe kindergarten programs.

T. Kindergarten teachers will observe kindergarten programs.

U. Kindergarten teachers will observe kindergarten programs.

V. Kindergarten teachers will observe kindergarten programs.

W. Kindergarten teachers will observe kindergarten programs.

X. Kindergarten teachers will observe kindergarten programs.

Y. Kindergarten teachers will observe kindergarten programs.

Z. Kindergarten teachers will observe kindergarten programs.
Team

Primary responsibility for child’s program

Each member of the team to review and re-assess needs

Support provided as needed by ECSE

Team meeting within first month of school (dates)

Team meeting during the first week of school

Support provision available for the child prior to first day of school

Placement in kindergarten

Placement

Primary:

Support

Priority

Assistance

Case Manager:

Principal:

Home School:

Address:

Parent’s Name:

Place of Birth:

Transition

Checklist

North Shore Exceptional Education Cooperative
Transition Playgroup

Appendix D
Meeting with early childhood staff to plan:

April 3, 1994 at 11:30 am

Meeting with early childhood staff to plan:

January 5, 1994 at 11:30 am

Meeting with early childhood staff to plan:

September 4, 1993 at 11:30 am

Meeting with early childhood staff to plan:

1994

TODDLER TRANSITION PLAYGROUP SCHEDULE FOR 1993

Materials for a Toddler Transition Playgroup
WE WILL PAY ATTENTION TO ALL BEHAVIOR THAT DOES NOT HARM.

Do you anticipate requiring any special aids for managing behavior?

Communications:

Supported on toilet: __

Unable: __

Toilet training needs: __

Diaper: __

Potty chair: __

Potty seat: __

Training procedures: __

Don't:

Precautions (including any food intolerances or special instances):

Maximal: __

Minimal: __

Level of supervision:

Equipment needed:

Special precautions: medical, special, or otherwise:

Quiet assistance:

Allergies / Food intolerances: / Reading problems / Self-regulation / Re:

Approximation of cognitive level:

Child’s name:

Class:

Preparation for Childcare Transitions in Ordinary Instruction:

Date: January 5, 1994

FROM: Donna Langer, EP, Brown County

TO: Early Intervention Program
Homemade Staff

Yours truly,

Dear Toddler Group Parents,

January 11, 1994

Early Education Center
Homemade Staff

We're looking forward to seeing you at school.

Will attend: Yes — No

Your child

Reminder:

Toddler Group starts on Monday, January 11, 1994, at 9:00-10:30 a.m. and 1:00-2:30 p.m. Tuesday, January 12, 1994, 9:00-10:30 a.m. and 1:00-2:30 p.m.
other community programs

Grams have already assembled such a directory that can be used by
since one is not currently available. However, many Head Start pro-

grams are correlated; the results can be gathered in Head Start pro-

grams that serve children and families. After three re-

A Community Resource Directory may be a positive choice for an

childhood services.

books (for easy updating and distribution to participating early

programs. The directory provides general infor-

paigns children for transition. The directory provides general infor-

providing information with children without danishes, and in-age

Age can be very useful in expanding preschool options. In

A Community Resource Directory may be used in community

COMMUNITY RESOURCE DIRECTORY

Resource Directory
A Community

Appendix E