



485 Woodstock St
Crystal Lake, IL 60012
815-459-7299
moosemail485@gmail.com

PROGRESSIVE TRANSITION PLAN AND POLICY

PURPOSE

The purpose of this plan is to ensure a smooth and successful transition for children from Purple Moose Enrichment Preschool to another program that would be better suited for their development and growth.

"Behavior Support Plan" means a written, planned, culturally and linguistically appropriate schedule of action agreed upon by the program staff, parents/guardians, and qualified professional resources assigned to assist a child, a family, caregivers, teachers, and directors on how to reflect on and modify the program, classroom, and learning environment practices as well as addressing serious/repeated patterns of challenging behavior.

Toddlers and preschool age children who, after documented attempts have been made to meet the child's individual needs, demonstrate an inability to benefit from the type of care offered by the facility, or whose presence is detrimental to the group, shall be transitioned to a different program.

The following behavior support plan must be fully implemented before initiating the program transition plan:

- Communication with families: Families will be kept informed about the transition process. This will be done through regular emails, parent teacher conferences, and individual meetings.
- Staff will have a written record of what situations they observe in the classroom that led them to request/recommend the transition of child.
- Collaboration with local school districts and special services: preschool staff will collaborate with all appropriate local services to develop a transition plan for each child this plan will include information about the child's strengths and needs, as well as goals for transition.
- Support for families: Families will be provided with support during the transition process. This support may include information about services available in the community, help with finding needed services, and emotional support.

Parents can use the following are resources to find support for their child during the transition to kindergarten:

- Local school district: The school district can provide information about support programs, as well as help with finding programs appropriately suitable for the child. Information can be provided and resourced as needed for each family.
- Early childhood education programs: Early childhood education programs can provide support for children and families during the transition. The support may include information about school districts, help with preparing for the transition, and emotional support.
- Parent support groups: parent support groups can provide a forum for parents to share information and support each other during the transition.

EVALUATION

The effectiveness of the transition plan will be evaluated on an ongoing basis. This will be done by collecting feedback from families and staff. The plan will be revisited as needed to ensure that it meets the needs of children and families.

CONCLUSION

The transition from preschool to a more supportive program is an important time for children and families. This plan will help ensure a smooth and successful transition for all children.



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PROGRESSIVE TRANSITION PLAN AND POLICY SIGNATURE PAGE

Child's Name: _____

Parent/Legal Guardian Printed Names: _____

Parent/Legal Guardian Signatures: _____

Date: _____