**MISSISSIPPI COUNTY, ARKANSAS, E.O.C.**

**EARLY CHILDHOOD EDUCATION DEPARTMENT**

1304.40 (h); 1304.41 (c) (1); 1304.41 (c) (1) (i-iv); 1304.41 (c) (2); 1304.41 (c) (3); Act 642A (a) (5)

**COMMUNITY PARTNERSHIPS AND TRANSITION**

**POLICY:**

The program establishes and maintains these procedures to support successful transition for enrolled children and families that provide for coordination with other agencies as well as outreach to encourage communication between Early Head Start, Head Start, school principals, and others involved in supporting children and families through transitions, including joint transition meetings.

**PROCEDURE:**

**1.0 Community Partnerships and Transition**

* 1. With parental consent, program Family Services Advocate coordinate with the LEA, schools and other agencies to ensure that children’s relevant records, including IEPs and IFSPs, are transferred to the school or next placement.
1. Program Mental Health staff and Disabilities staff share the developmentally appropriate expectations for children’s learning and development with the school or other programs as the child transitions.

1.2 Program Management and staff help families understand how parent engagement relates to their child’s academic success and teaches them strategies for maintaining parent engagement as their child moves from EHS to HS or elementary school or next placement.

1.3 Family Service Workers Advocate, Home - Based Teacher/Home Visitors, and Classroom Teachers work with parents who speak a language other than English to achieve effective transitions.

1.4 The program encourages parents and elementary school Teachers to discuss the educational, developmental, and other needs of each child.

1.5 Program Family Services Advocate initiate transition meetings involving Head Start Teachers, Early Head Start Teachers, parents, and kindergarten or school Teachers or representatives from the next placement.

1.6 The Teacher/Center Coordinator organize and participate in joint transition-related training for staff and school or other child development staff.

1.7 To ensure the most appropriate placement and services following participation in Early Head Start, transition planning is undertaken for each child and family at least six months prior to the child’s third birthday.

1. The process takes into account:
	* 1. The child’s IFSP
		2. health status and developmental levels
		3. progress made by the child and family while in Early Head Start
		4. current and changing family circumstances
		5. the availability of Head Start and other child development or child care services in the community.
2. As appropriate, a child may transition into Head Start or another placement.

1.8 Program Family Services Advocates document transition planning, including timing, and the transition activities, and keep these records in the child files.