

American Indian and Alaskan Native Head Start Collaboration Office

Interagency Agreements





Mechorum Mechum Kihoe
Welcome



National American Indian/Native Alaska Collaboration Office

- ***Increase knowledge and understanding***-of how to better serve the needs of AIAN programs; share resources and maximize the service provision capacity of AIAN programs.
- ***Engage in partnership and outreach efforts***-to various agencies directly impacting AIAN children and their families.
- ***Promote relationships and partnerships***-between AIAN Programs at the local, state and federal agencies.
- ***Work with national and local tribal organizations***-to ensure their voices are represented in policy making and planning decisions.

National American Indian/Native Alaska Collaboration Office

- **Mediate local LEA issues**-ensuring all programs receive the full support of their Local Education Agency (LEA), leading to appropriate Individualized Education Programs (IEPs)
- **Colleges and Universities**-to provide support for teacher and staff degrees and certifications.
- **Tribal Leadership**-keeping a strong and supportive communication, while finding ways to better support their Early Childhood programs.
- **Language and Culture**-To seek full support to ensure these areas are supported and grow. Find ways to implement language in the classroom that can see continuous growth toward fluent speakers , while maintaining the integrity and traditions of the language that will have a lasting impact and growth in the community.





Two things to always remember when doing agreements!!!

When in doubt check with
your Attorney General's
Office

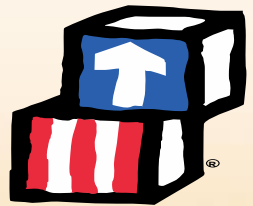
Always get it in writing!!!

Interagency Agreement

An interagency agreement is a document, generally between government agencies and departments, that defines cooperative work between them. The agreement defines the parties involved, the work performed and the transfer of technologies and funds

In an effort to address critical elements for success as you plan and implement operations within a system, there may be instances where memorandum of understandings are necessary. As you work to approach early childhood needs comprehensively in your community, an MOU can increase understanding of individual programs and how they work together, program to program. To assist with shifting to a comprehensive focus on the way you do business, the following information has been developed to help you to establish formal agreements, such as Memorandums of Understanding with programs such as Head Start, LEA's, etc.

Region XI





Defining Roles

Education agencies routinely support each other in the execution of their duties. An example of this is the State supporting a Tribal Program such as Head Start in the support of state run TTA services for Early Childhood. Because they are governed by different entities and have different funding sources, a written agreement is necessary to define the roles the two agencies play in their collaborative efforts. This document is known as an interagency agreement.

Agreement Topics

The agreement spells out the reason for the collaboration, the time period it is in effect, the agencies or departments involved, payment considerations and delegation of authority to carry out the agreement. It can be written as a cooperative agreement, or an agreement where one or more agencies do work for others.

Statement of Work

Like a contract, the agreement contains a section indicating the exact work to be accomplished. It also includes a cost estimate of the funds required to carry out the work.

Agreement Questions

1

What is the Resource for which this MOU is being created?

2

What Agencies are participating in the MOU?

3

Why is this MOU necessary?

4

What agreements are set forth by this MOU?



Purpose Section

Write a statement discussing what makes this MOU necessary

Explain how the agencies involved will use the MOU, when it will be used and how it will be used



Scope

- List the agencies and jurisdictions to be included in the agreement
- Describe their relationships
- Describe the beginning, middle and end users of the process if applicable



Definitions

- Describe the operational and technical terms associated with the process to avoid confusion and uncertainty
- Address any community-specific terms or acronyms
- Consider inclusion of definitions for each of these



Policy

- Define when the various resources come into play
- Define who has the ability to authorize resources
- Identify when the resource should be considered for use
- If there are any operating procedures or policies associated with the use of the resource, reference these



User Procedure

- Outline the obligation of this agreement
- Include training requirements, responsible parties for ensuring training, any financial obligations to consider and participant awareness concerns

Maintenance

- Designate a responsible party or parties to maintain system



Oversight

- Describe the structure or entity that oversees and enforces all the requirements of this MOU
- Identify the chair of this structure and how she/he is appointed
- Define the participation requirements in this group of agencies entering this MOU
- Identify the voting method within the structure if applicable
- Describe how the individual agencies establish oversight authority for these resources



Compliance Responsibility

- Name who is responsible for ensuring that the Standard Operating Procedures are followed and that personnel are trained appropriately
- Define how compliance will be carried out



Updates to the MOU

- Name who has the authority to update or modify this MOU
- Describe how this MOU could be updated or modified
- Define whether updates or modifications will require this MOU to have a new signature page verifying the understanding of changes by each participating agency



Sample Memorandum of Understanding (MOU) Template (Courtesy of the U.S. State Department)

MEMORANDUM OF UNDERSTANDING BETWEEN THE EXAMPLE AGENCY

AND

THE SAMPLE AGENCY FOR TECHNOLOGY AND STANDARDS OF THE MINISTRY OF
COMMERCE, INDUSTRY AND ENERGY OF _____County

FOR

COOPERATION RELATING TO STANDARDIZATION, CONFORMITY ASSESSMENT

The Example agency _____ and the Sample agency for Technology and
Standards for the ministry of commerce, industry and energy of _____County

Desiring to promote mutual interest through cooperation in the field of standardization,
conformity assessment and legal metrology on the basis of equality and mutual benefit;

Recognizing that such cooperation shall promote economic cooperation and support the friendly
relationships between two agencies; and

Pursuant to the relevant provisions of the Agreement Relating to Scientific and Technical
Cooperation Between the Example agency and the Sample agency, signed on July 2, 2008
hereinafter referred to as " the Agreement";

Have Agreed as Follows: Article 1

The Parties will support cooperation in the fields of standardization, conformity assessment and legal metrology on the basis of equality and mutual benefits, in accordance with the provisions of this Memorandum of Understanding (MOU), the Agreement and the respective laws and regulation of the two countries. Article 2

Cooperation may include the following:

- a. Joint or cooperative programs and projects of mutual benefit, including visits and exchange of scientists and other experts or technical personnel;
- b. Mutual cooperation in international and regional organizations relating to standardization, conformity assessment and legal metrology;
- c. Organizations of and participation in conferences, symposia, courses, workshops, exhibitions and other joint meetings of mutual interest;
- d. Exchange of technical data and information relating to standardization, conformity assessment and legal metrology;
- e. Operation of joint raining/education programs to raise competency in standardization, conformity assessment and legal metrology; and
- f. Other forms of co-operation as agreed by the Parties, including meetings between the two Parties on a regular basis.



Questions and Answers



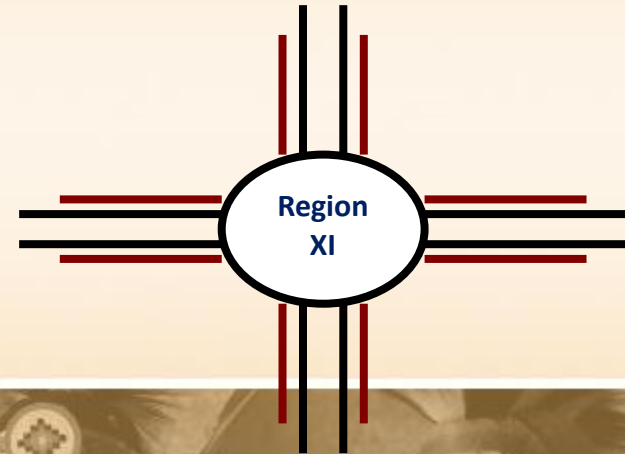
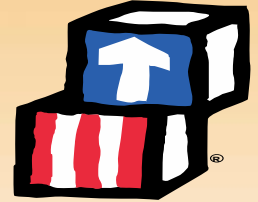


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**National American Indian/Alaska Native Head
Start Collaboration Office
Thanks you for your time
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Region XI



MODEL INTERAGENCY AGREEMENT

BETWEEN SCHOOL DISTRICT PRESCHOOL SPECIAL EDUCATION PROGRAMS AND COMMUNITY EARLY CHILDHOOD PROGRAMS

This “model interagency agreement” was developed from a template originally created between the State Department of Education Early Childhood Special Education Program (IDEA 619) and the Region 1 Office of Health and Human Services (HHS), Administration for Children and Families (ACF), specific to the Head Start Programs in Connecticut. The original model interagency agreement was developed to provide a framework for conversation and ultimately collaborative agreement between Head Start and Early Childhood Special Education programs specific to serving young children with disabilities receiving special education and related services. The template has been revised to present a number of considerations in various areas that community early childhood programs and public schools can use to establish dialogue and ultimately collaborative agreements regarding services and supports to young children with disabilities.

I. PARENT INVOLVEMENT

Community early childhood programs and school districts should discuss and ultimately reach agreement on a number of basic principles and related joint activities regarding parental involvement that could include some of the following:

- **Parents are their children's first and most important teachers.** Public schools and community early childhood programs should discuss how they will work together to protect the rights of parents and their children as they work together to provide high quality services.
- **Parents need information in order to make informed decisions regarding their children.** Public schools and community early childhood programs should discuss and work together to provide parents with information, resources, training, and support to assist them in making informed decisions that best meet their child's and family's needs.
- **Parents are a partner and an integral part of providing early education to their children.** Public schools and community early childhood programs should discuss how to support the participation and eventual leadership role of parents in the planning and provision of programs and services for their children.

II. CONFIDENTIALITY

Confidentiality of information is required for the protection of children and families. Public schools and community early childhood programs must respect the right of families to restrict access to personal information. Discussions and agreements between public schools and community early childhood programs could include how each can work together to ensure that:

- A. Each program understands each other's rules, regulations and/or policies regarding child and family confidentiality, and
- B. Each program serving a child and family obtains a family's informed and written consent before sharing information about a child and their family to the other program.

III. OUTREACH

Outreach efforts link children and families to needed resources. Public schools and community early childhood programs should discuss and consider how they can work together to:

- A. Share information about the services and resources available within each other's program;
- B. Provide information to families about child and family services available in their community;
- C. Provide families easy access to information regarding the availability of community resources, including using public awareness and informational materials, such as brochures and posters; and
- D. Provide written materials in the native/primary language of the family, as available and as appropriate

IV. REFERRAL

Referral means a referral for enrollment in one or both programs, the public school and/or the early childhood community program and includes activities for sending and receiving referrals within and across both programs. The public school and the community early childhood program should discuss and consider joint mechanisms to:

- A. Make referrals to each other's programs, as appropriate;
- B. Accept referrals provided from each other's programs with parental consent, throughout the year;
- C. Acknowledge that a referral does not guarantee acceptance into either program; and
- D. With parental consent, notify each other about the status of referrals made within thirty calendar days and throughout the referral process.

V. CHILD FIND/SCREENING

Child find is a term used in federal law, the Individuals with Disabilities Education Act (IDEA). It requires public schools to locate, identify and evaluate children with disabilities or children suspected of having a disability. Public schools and community early childhood programs should discuss and establish procedures for the:

- A. Identification of children who may have disabilities;
- B. Participation in each other's screening or child find activities; and
- C. With parental consent, share the screening results carried out by one or both programs.

VI. EVALUATION

A child evaluation is a formal assessment of a child that is conducted by trained and qualified personnel. Child evaluations are conducted by school district personnel for the purpose of identifying whether a child is a child with a disability who requires special education and related services. The following information may be helpful in collaborative discussions once a child has been referred to the public schools for an evaluation.

- A. The school district will accept referrals based upon information obtained through the community early childhood program including screening information, child progress information and/or child observation(s) that have been conducted to gather information about a child. This information may result in a comprehensive evaluation being conducted by the school district for the purpose of determining a child's eligibility for special education and related services. Referrals will be accepted by the school district throughout the year and should be made by a parent and/or accompanied with written parental consent;

- B. Once a referral is made to the school district with the support of a child's community early childhood program, the school district may conduct a comprehensive evaluation to determine a child's eligibility for special education and related services. The school district comprehensive eligibility evaluation must be completed within 45 school days from the date of the referral to the school district (not including time to obtain parental consent). The evaluation conducted by the school district must be provided at no cost to the child's family or to the community early childhood program;
- C. The school district's notice to families may include, with parental consent, an invitation to the community early childhood program, so that early childhood program staff are available to participate in the planning and placement team meeting (PPT) convened by the public school to plan and implement an evaluation for an individual child. The evaluation, when conducted, will assist in determining a child's eligibility for special education and related services. If the community early childhood program is a member of the planning and placement team, the program could agree to contribute to the development of the evaluation plan and/or conduct specific components of the evaluation, as appropriate. For example: community early childhood program staff may agree to conduct a classroom or home observation;
- D. The school district is responsible for assuring that all policies and procedures meet the requirements of the federal and Connecticut's rules and regulations for special education and that all standards and guidelines are met;
- E. The community early childhood program and the public school can work together to support parents throughout the special education process by ensuring that parents are provided ongoing information, support and training;
- F. The community early childhood program and the public school can agree to provide on-going monitoring of children evaluated and determined not eligible for special education. The nature and scope of monitoring should be determined by the respective programs based on the individual needs of the child and family and the resources available within each program;
- G. The community early childhood program and the public school understand and agree that the determination of eligibility is made by the child's planning and placement team (PPT), with the child's parents as members of the PPT ; and
- H. The school district can request and obtain parental permission to provide the community early childhood program a copy of the child's written evaluation to ensure that information is available so that appropriate services are provided through, and coordinated with, the child's early childhood program.

VII. IEP DEVELOPMENT AND IMPLEMENTATION

If a child has been determined by the school district PPT to require special education and related services, an individualized education program (IEP) must be developed by a child's PPT. Public schools and community early childhood programs can work together in various ways including:

- A. The school district can invite the community early childhood program staff to the PPT meeting(s) held to develop a child's IEP.
- B. When the community early childhood program is invited to the PPT, the program should be given adequate notification of the meeting date, time and location;
- C. The public school can provide a copy of the child's IEP to the community early childhood program, with written parental consent, in order to ensure the provision of appropriate services, supports and/or carryover of activities across programs and personnel;

- D. The school district and the community early childhood program can work together to jointly address the goals and outcomes described in a child's IEP;
- E. The school district and the community early childhood program recognize the leadership role of parents in the development of a child's IEP; therefore, both programs should provide support to families in order to maximize opportunities for parent involvement. The community early childhood program and the public school can identify avenues for active parent involvement which can be included on the child's IEP, as appropriate;
- F. The school district and the community early childhood staff can work together to jointly meet with families at mutually agreed upon times to report on a child's progress and/or to coordinate service delivery;
- G. The school district and the community early childhood staff can work together to design systems of communication that ensure the timely and ongoing sharing of information related to the child's educational progress. The public school and community early childhood program will ensure that parents are included in information sharing and that parental written consent is obtained as needed;
- H. A child's IEP goals and objectives will reflect the child's strengths and needs. The public school and the community early childhood program staff should jointly coordinate and collaborate with regard to the implementation of each child's IEP across programs.

VIII. TRANSPORTATION

If the child's PPT determines that transportation is a related service required in order for a child to benefit from his/her special education program and includes transportation as a related service in the child's individualized educational program, then the school district must ensure that transportation is provided for the child to and from his/her special education. A school district's transportation obligations do not extend beyond the geographic boundaries of the district.

IX. TRANSITION

School districts and community early childhood program staff recognize the importance of a carefully coordinated and timely transition for children moving into or from various programs including public school programs, kindergarten or other community or school-based settings. It is critical that parents be fully involved in this process. Discussions between public schools and community early childhood programs can include:

- A. An ongoing sharing of transition policies, procedures and practices between sending and receiving programs;
- B. Mechanisms to include the following people in and/or inform them of the transition planning process for a child:
 - parents
 - early childhood program staff
 - Head Start, school district preschool special education program, kindergarten or other community or school-based staff
 - receiving staff (classroom teacher, principal, school nurse, special education and related services personnel, and others)
 - agencies involved with the child and family
 - others; and
- C. Maintaining a child's educational records to ensure helpful information for future curriculum and instruction planning while ensuring confidentiality. The transfer of records to other programs can

occur when parents provide written permission to share their child's records with a receiving school or agency.

NOTE: Transfer of records and confidentiality must meet the legal requirements for educational records and confidentiality under IDEA, HIPPA and under the Family Educational Records Privacy Act (FERPA). Various categories of information have separate requirements. These categories are subject to restricted disclosure. Examples include information related HIV status, AIDS, and drug and alcohol information.

X. INSERVICE TRAINING

School district and community early childhood program staff recognize the degree of expertise available through the personnel of each program and a child's parents. Programs can agree to maximize these personnel resources by reciprocally training and consulting with each other. To this end, public schools and community early childhood programs should consider jointly planned and implemented training and professional development.

XI. RESOURCE SHARING

School districts are responsible for ensuring that special education and related services are provided, but are not necessarily responsible for providing all of the services or resources.

The IDEA and the NAEYC Early Childhood Program Standards and Accreditation Criteria stress the importance of the involvement of multiple agencies. To this end, agreements can encourage:

- A. Collaboration and coordination of services across multiple agencies to meet individual child and family goals;
- B. Shared responsibility in assuring that services to children eligible under the IDEA are provided with equal access, equal services and equal benefit and a free appropriate public education; and
- C. The sharing of financial, as well as non-financial resources to maximize available resources.

XII. PROBLEM SOLVING

In the event of misunderstandings or differences between public schools and community early childhood programs, particularly when a written agreement of collaboration has been decided upon, the signatories and/or their designees will meet to reach a mutually agreeable solution.

In the event that a resolution is not achieved, the signatories and/or their designees will appoint a mutually agreed upon mediator.

XIII. AGREEMENT REVIEW

The community based program and the school district will review and update this agreement on an annual basis.

CHILD FIND / SCREENING: All children with disabilities who require special education must be identified, located, and evaluated.
 (“**State**” Education Code Sections 56300 – 56303, IDEA PART B Regulation 34 CFR Section 300.220, Head **Start**- 45 CFR 1308.6 (b)(i))

School:	Head Start:
Shall coordinate with “ Name of Head Start ” to inform and include them in the Child Find System. ED 56441. 1	Shall collaborate with LEAs on Child Find activities [45 - CFR 1308.4(1) (1)]
Conduct Child Find activities and Coordinate with “ Name of Head Start ” in screening activities.	Shall screen all children, using standardized health screening and developmental screening, which includes visual / motor language and cognition, gross motor / body awareness, hearing and vision, and refer those suspected to be in need of special education and related services to LEAs for assessment, within the 45 calendar day time line in Head Start Performance Standards, [45 – CFR 1308.6 (b) (i)]
	Shall secure parent permission to screen. [45 – CFR 1308.6 (e) (3)]

REFERRAL: All children with disabilities who require special education must be identified, located, and evaluated. (“State” Education Code Sections 56300- 56303, IDEA PART B Regulations 34 CFR Section 300.220, Head Start- 45 CFR 1308.6(b)(i)

School:	Head Start:
Inform Head Start of the appropriate LEA referral procedures and referral information to be provided (including classroom modifications, screening results, etc.) as well as the name of the LEA special education contact person.	Shall inform LEA of the appropriate local Head Start referral procedures and referral information to be provided (including classroom modification, screening results, etc.). [45- CFR 1308.4(1) (3)]
Work with Head Start to develop joint exchange of information forms and procedures.	Work with LEA to develop joint exchange of information forms and procedures.
	Shall secure parent permission to refer. [45- CFR 1308.6(e) (3)]
Shall begin special education time lines upon receipt of the referral for screening ED 56321(a)	Shall be responsible for referring children suspected to be in need of special education to the local LEA for screening as soon as the need is evident. (45 – CFR 1308.6(e) (1))
LEA shall not act upon a referral without documented program modifications. {ED 56303}	Shall present evidence (behavior plans, classroom modifications, child study team minutes, etc.) which shows that attempts have been made to continue the student in a general education classroom.
Shall begin special education timelines upon receipt of the referral for screening. (ED 56321(a))	Shall submit a written referral for further screening of children suspected to be in need of special education and services, [45 – CFR 1308.4 (1) (4)]

EVALUATION AND ASSESSMENT: Each child who is suspected of having a disability and needing special education that is referred for assessment shall have the benefits of a transdisciplinary assessment process, and no single procedure shall be used as sole criterion for assessment.
 (“State” Education Code Sections 56320- 56321(a), IDEA PART B, 34 CFR Sections 300.532, Head Start- 45 CFR 1308.6).

School:	Head Start:
Inform Head Start of special education eligibility criteria.	Inform LEA of Head Start eligibility and local enrollment policies.
Coordinate with Head Start to ensure that parents are provided information about assessment and due-process procedures.	Coordinate with LEA to ensure that parents are provided information about assessment and due-process procedures.
Coordinate with Head Start in informing parents of their rights. Shall ensure that parents are given, in writing, a proposed assessment plan within 15 days of the LEA referral for assessment, unless the parent agrees, in writing, to an extension. A copy of the Notice of Parents' Rights shall be attached to the assessment plan. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. EC 56321(a)	Shall inform parents of the types and purposes of the pre-screenings, the results of these pre-screenings and the purposes of any subsequent evaluations. [45- CFR 1308.6(c)]
Shall respond and process referrals within applicable legal timelines. LEA must develop an assessment plan within 15 days of the written LEA Referral. EC 56321(a) Shall develop the IEP within 50 days of receipt of the parents' written consent for assessment. EC 56344	Results of speech and language pre-screening will be reviewed with parents and signed consent to refer to LEA for further screening will be obtained. Shall assist LEA in obtaining parents' written consent for assessment as needed.

Incorporate all relevant screening and assessment information provided by Head Start and other agencies with the written consent of parents.	Provide access to Head Start child's health and education files with written consent of parents.
Shall be responsible for implementing the assessment plan for children referred by Head Start. The assessment must use a transdisciplinary approach EC 56441.6 and 56426.6. The assessment shall be administered in the child's primary language unless it is clearly not feasible to do so.	Shall participate in the LEA's assessment team as identified in the assessment plan. [45- CFR 1308.6(e)(2)(iv)]
Shall inform families of the assessment results. EC 56321(a) Inform Head Start of assessment findings, including information on the child's eligibility for special education services with parent consent.	Shall assist families in understanding assessment results and the child's eligibility for special education services in Head Start. (45 – CFR 1308.6(e)(4))

<p>INDIVIDUALIZED EDUCATION PLAN: An Individualized Education Plan must be developed and implemented for each child with a disability to receive special education and related services in the least restrictive environment (“State” Education Code Sections 56340- 56381 -Section 5644S(a-d), IDEA PART B, Section 300.550 – 300.554, Head Start- 45 CFR 1308.6)</p> <p>NOTE: * For Children eligible for CA special education, LEA special education forms and procedures are used. * For children who solely meet Head Start criteria for disabilities services, but do not meet LEA special education criteria, Head Start forms and procedures are used.</p>	
School:	Head Start:
Shall develop IEPs for each child for who special education and related services will be provided by the LEA within 30 days of receipt of the parents' written consent for assessment. EC 56344	

<p>Include Head Start personnel in the development of the IEP when the child is enrolled or being considered for enrollment in Head Start</p> <p>Send copies to Head Start of IEPs for children enrolled or planning enrollment in Head Start.</p>	<p>Shall participate in the development of the IEP for each child with a disability who is or may be enrolled in Head Start.</p> <p>[45 – CFR 1308.19(b)(c)]</p>
<p>Specify in the IEP which services will be provided by Head Start and which services will be provided by the LEA with the duration and frequency of services to be provided.</p>	<p>Provide all comprehensive child development services to all children enrolled in Head Start.</p>
<p>Shall include in the IEP a direct relationship between the present level of performance, the goals and objectives, and the specific educational services to be provided.</p> <p>EC 3040(c)</p>	
<p>Shall provide, or ensure, the provision of special education and related services as specified in the IEP for all children the LEA is mandated to serve.</p> <p>EC 56360.</p>	<p>Shall be responsible for implementing any portions of the IEP, specified as Head Start's responsibility, and agreed to by Head Start staff, for those children enrolled in Head Start, in accordance with legal timelines.</p> <p>[45- CFR 1308.4(h))</p>
<p>Shall provide Special Education services including interacting and consulting with the family members, Head Start preschool teachers or Home Visitors, and other service providers as needed to demonstrate developmentally appropriate activities necessary to implement the child's Individualized Educational (IEP) goals.</p> <p>EC 56441.3(a)(3)</p>	
<p>Shall monitor child progress on those portions of the IEP implemented by “School Name”</p>	<p>Shall be responsible for monitoring child progress on the portions of the IEP Implemented by Head Start.</p>
<p>Shall conduct an annual IEP review and include HS personnel as appropriate.</p>	<p>Shall participate in the annual IEP review as requested, either by having a representative present and/or by written report.</p>

	<p>Shall be responsible for ensuring special education and related services are provided for those children in Head Start who qualify for services, based on Head Start eligibility criteria, but that LEA is not mandated to serve. [45 – CFR 108.4 (h)]</p> <p>Head Start shall provide the necessary special services to children enrolled in HS who do not meet the eligibility criteria for special services under the LEA or IDEA.</p> <p>Note: Head Start will provide either (1) an IPP (Individualized Program Plan) or SSP for the student or a Head Start Only IEP in which the school district is not responsible for student services. See IPP and Head Start Only IEP qualification documents at central office.</p>
	<p>Shall hold a meeting for children identified as needing special education and related services, at a time convenient for the parents and staff, to develop a Special Services Plan (SSP) within 30 calendar days of a determination that the child needs special services. Services must begin as soon as possible after the development of the Special Services Plan (SSP). [45- CFR 1308.19(1)]</p>
	<p>Must make every effort to involve families in the Special Services planning process including (1) notifying parents in writing, and if necessary, verbally, or by other appropriate means of the purpose, attendees, time and location of the meeting, far enough in advance so that there is opportunity for them to participate; (2) making every effort to ensure that parents understand the purpose and proceedings and that they are encouraged to provide information about their child and their child's program; (3) providing interpreters, if needed and offering the parents a copy of the Special</p>

	Services Plan (SSP) in the parents' language of understanding. [45 – CFR 1308.19(j) (1,2, & 3)
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SERVICE DELIVERY: Children with disabilities and their families shall receive educational and related services as identified in IEP.

(“State” Education Code Sections 6360 – 6441.1(a), Head Start- 45 CFR 1308.4(h)

School:	Head Start:
	Provide all comprehensive child development services to all children enrolled in Head Start.
Shall provide, or ensure the provision of special education and related services as specified in the IEP for all children the LEA is mandated to serve. EC 56360 Provide personnel and resources to carry out the IEP, in accordance with legal timelines.	Shall be responsible for implementing any portions of the LEA, specified as Head Start's responsibility, and agreed to by Head Start staff, for those children enrolled in Head start, in accordance with legal timelines. [45- CFR 1308.4(h)] [45- CFR 1308.19(i)J
Provide or ensure that services are provided in the child's native language, unless it is clearly not feasible to do so.	Provide or ensure that services are provided in the child's native language, unless it is clearly no feasible to do so.
Special Education services shall include interacting and consulting with the family, regular preschool teachers / home visitors, and other service providers as needed to demonstrate developmentally appropriate activities necessary to implement the child's individualized education program. EC 56441.3(a)(3)	Shall implement the LEA family goals and objectives related to the child's disabilities, when they are essential to the child's progress. [45- CFR 1308.19(e)(8)J

	Shall be responsible for insuring special education and related services are provided for those children enrolled In Head Start who qualify for services, based on Head Start eligibility criteria, but who are not served by the LEA.
<p>Shall include the options of:</p> <ul style="list-style-type: none"> (1) Joint placement of children with Head Start; (2) Shared provision of services with other agencies; (3) Shared personnel to supervise Special Education Services when necessary to meet State requirement on qualifications; (4) Administrative accommodations such as having two children share one enrollment slot, when each child's IEP calls for part-time service because of their individual needs; and (5) Any other strategies to be used to ensure that special needs are met. <p>EC 56441.4(d)(e)</p>	<p>Shall include the options of:</p> <ul style="list-style-type: none"> 1. Joint placement of children with Head Start; 2. Shared provision of services with other agencies; 3. Shared personnel to supervise Special Education Services when necessary to meet State requirements on qualifications; 4. Administrative accommodations such as having two children share one enrollment slot, when each child's IEP calls for part-time service because of their individual needs; and 5. Any other strategies to be used to ensure that special needs are met. <ul style="list-style-type: none"> i. Increased staff; ii. Use of volunteers; and iii. Use of supervised students in such fields as child development, special education, child psychology, various therapies, and family services to assist staff. <p>(45- CFR 1308.4(j)(1)(2))</p>
<p>Shall work to coordinate services.</p> <p>EC 56220(d)</p>	<p>Shall work to coordinate services.</p> <p>[45- CFR 1308.4(i)]</p>

TRANSITION: Young children with disabilities and their families shall be assessed and receive support in planning transitions between special education, Head Start and Kindergarten / Elementary program. (“State” Education Code (Chapter 4.45, Section 5644S(a)-(d)), Code - 45- CFR 1308, Section 1308.21, Subpart G and Section 1308.4 (g))

School:	Head Start:
Establish a system with the Head Start grantee to ensure a smooth transition of children with disabilities from LEA early intervention programs. Inform Head Start of transition meetings to allow Head Start attendance at those meetings.	Establish a system with the LEA to ensure a smooth transition of children with disabilities from infant / toddler programs into Head Start programs. Head Start Special Education staff will attend transition meetings whenever possible. 1308.4(g)
Shall conduct an appropriate re-assessment of the child if more information is needed, prior to transitioning from a preschool to Kindergarten. EC 56320	Shall request re-assessment for further evaluation if more information is needed to determine appropriate placement for Kindergarten.
Shall invite “ Head Start ” teachers and staff to periodic staff development activities with State Preschool Teachers to: a. Provide information on Desired Results and Kindergarten readiness goals for the children entering their schools in the following year.	Shall invite and attend periodic meetings with Kindergarten teachers and other district staff as appropriate to: a. Outline kindergarten readiness goals for the children entering their schools the following year. b. Plan strategies and activities that will enhance continuity between programs. c. Meet with individual parents/guardians to discuss the developmental progress and abilities of individual children.
Shall host field trips to the kindergarten classrooms for Head Start children and parents/guardian.	Shall arrange and carry out field trips to the local kindergarten. Teachers and staff shall encourage parents/guardian participation for these field trips.

Shall provide current kindergarten registration information to the Head Start teachers for distribution to the parents/guardians.	Shall distribute kindergarten registration information and other related materials to the parents/guardians.
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PROCEDURAL SAFEGUARDS: Young children with disabilities and their families shall be afforded procedural safeguards and confidentiality of records requirements according to “ State ” Education Code Sections 56500.1– 56507-IDEA Part B, Regs. Sections 300 – 500 – 300 – 5.15.	
School:	Head Start:
Shall implement all procedural safeguards, including confidentiality of records requirements, prior notice, and placement in the least restrictive environment, for all individuals with exceptional needs and their parents who are provided Special Education by the LEA according to “ State ” Education Code Sections 56500 – 56506, “ State ” Administrative Code, Title 5, regulations, and federal law and regulations.	Shall ensure that all procedural safeguards as applicable, including confidentiality of records requirements, prior notice, and placement in the least restrictive environment, are provided for all children with disabilities and their parents, according to appropriate State and Federal law and regulations. 1308.5(e)(3) 1308.21(6)
Inform Head Start personnel and parents verbally, and in writing, of individual rights and protections.	Shall inform parents verbally, and in writing, of individual rights and protections under IDEA. (45- CFR 1308.21(6))
Inform Head Start verbally, and in writing, of due process hearing and complaint procedures for all children who are provided Special Education by the LEA and enrolled in Head Start.	Inform parents verbally, and in writing, of due process hearing and complaint procedures, and shall participate in hearings when requested.

TRAINING AND TECHNICAL ASSISTANCE: Training and technical assistance shall be provided for the implementation of early education programs for preschool children with disabilities. (“**State**” Education Code Sections 56441.13 – IDEA PART B Regs. (34- CFR Section 300.382) – 45 – CFR Ch 41, Subpart B. Section 1306.23; 45- CFR 1308.4(o)(7))

School:	Head Start:
Inform in writing and include Head Start Personnel in relevant staff development activities.	Inform in writing and include LEA early childhood Special Education Staff in training and technical assistance activities, as appropriate. [45- CFR 1308.4(1)(2)]
Identify a staff person to coordinate staff development activities with Head Start.	Special Education Coordinator will coordinate training opportunities with LEAs.
Participate in Head Start staff development activities as appropriate.	Shall participate in SEA or LEA sponsored training opportunities as appropriate. [45- CFR 1308.4(1)(2)]
	Take advantage of free or low cost training provided by SEAs, LEA's, community colleges and other agencies to augment staff training. [45- CFR 1308.4(k)]

FUNDING: Funding shall be provided to local education agencies for services to preschool age children with disabilities and their families in Head Start. Administrative support for collaborative funding is through the interagency agreement between the “**State**” Department of Education and the Administration for Children and Families. (“**State**” Education Code Section 56443(a)(b); 45- CFR 1308.4(m)(n)(o))

School:	Head Start:
Develop innovative methods of financing the costs of special education and related services, including dual enrollment, itinerant teacher arrangements, and other cost-effective coordinated services delivery to facilitate the provision of Special Education and related services to children with disabilities and their families in Head Start.	Explore innovative methods of financing the costs of special education and related services, including dual enrollment, itinerant teacher arrangements, and other costs effective coordinated service delivery options to facilitate the provisions of special Education and related services to children with disabilities and their families in Head Start.
Shall be responsible for ensuring a Head Start parent(s) of a child with exceptional needs incurs no cost for special education and related services.	Shall pay the cost of comprehensive child development services for all exceptional needs children who are enrolled in Head Start.
May by mutual agreement with Head Start combine fiscal and service resources in order to provide an exceptional need child with Increased special services.	Shall pay for any special services of Head Start children who do not qualify for special education but who could benefit from special services.
Shall provide special education and related services to Head Start exceptional needs children age's three to five that qualify under the IDEA.	May by mutual agreement with the “ School ”, combine fiscal resources in order to provide an exceptional needs child with special education services.

ADMINISTRATION: The individual with exceptional needs and parent(s) shall have the benefits of consistent administrative procedures.	
School:	Head Start:
Shall designate a person to work with Head Start representative regarding referrals, IEP implementation, and any problems about the interpretation of or compliance with the agreement.	Shall complete Initial and Year-End Children with Disabilities Enrollment and Diagnostic Status Report. Report counts all special needs children who are enrolled into Head Start.
If a dispute arises regarding the provision/purchase of special education or related services for Head Start children, every attempt will be made to resolve the dispute at the lowest possible administrative level starting with the supervisory level up to the Head Start Director and the Assistant Superintendent Curriculum and Instruction Educational Services.	Shall designate the Education Coordinator to work with "School" Representative regarding referral, IEP implementation of or compliance with this agreement.

Sample Memorandum of Understanding Template

Memorandum of Understanding

Between

(Partner)

and

(Partner)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the (partner) and the (partner) to (insert activity).

Background

(Why partnership important)

Purpose

This MOU will (purpose/goals of partnership)

The above goals will be accomplished by undertaking the following activities:

(List and describe the activities that are planned for the partnership and who will do what)

Reporting

(Record who will evaluate effectiveness and adherence to the agreement and when evaluation will happen)

Funding

(Specify that this MOU is not a commitment of funds)

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from (list partners). This MOU shall become effective upon signature by the authorized officials from the (list partners) and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from (list partners) this MOU shall end on (end date of partnership).

Contact Information

Partner name

Partner representative

Position

Address

Telephone

Fax

E-mail

Partner name

Partner representative

Position

Address

Telephone

Fax

E-mail

_____ Date:

(Partner signature)

(Partner name, organization, position)

_____ Date:

(Partner signature)

(Partner name, organization, position)