

**MEMORANDUM OF UNDERSTANDING
BETWEEN
TUCSON UNIFIED SCHOOL DISTRICT #1
AND
CHILD-PARENT CENTERS, INC.**

I. MISSION STATEMENT

To outline the collaborative partnership of Tucson Unified School District #1 (TUSD) and Child Parent Centers, Inc. (CPC) to ensure the needs of preschool-age children with disabilities are met as defined by the Head Start Performance Standards (sections 1304 and 1308), Improving Head Start for School Readiness Act, 2007, and Arizona Revised Statutes 15-763.

II. PROGRAM DESCRIPTION

Child Parent Centers, Inc. operates eight Head Start centers in the Tucson Unified School District #1 and provides or arranges for the full range of health, dental, nutrition, developmental, parent involvement and social services for enrolled families of preschool-aged children (3 years to kindergarten eligible). In order to reach those most in need of Head Start services, CPC informs families with age and income eligible children in their recruitment areas of the availability of services and encourage families to apply to the program (Performance Standard 1305.5). For the remainder of this memorandum Child-Parent Centers, Inc. will be called Head Start.

Head Start has a mandate to recruit and enroll children who meet eligibility requirements and children with disabilities, including those with severe disabilities. Beginning in 2009 and thereafter, Head Start must assure that not less than 10% of the total number of children enrolled will be children with disabilities who are determined eligible for special education and related services or early intervention services (Head Start Act, Sect 640 (d), Dec, 2007). The mandate is to meet the 10% enrollment requirement by the mid-point of the program year (Dec 31). From the midpoint of the program year to its end (May), enrollment of children with disabilities must be maintained at 10% of funded enrollment. Head Start coordinates with the Local Education Agency (LEA) and other groups to serve children with disabilities and their families.

Tucson Unified School District #1 makes available a free and appropriate public education for all children with disabilities that reside in their school district. For the remainder of this memorandum Tucson Unified School District #1 will be called School District.

Head Start Center Specifics:

Cavett HS 2120 Naco Vista (36th & Campbell) Phone: 382-1501
Site Supervisor: Sylvia Medina

Classroom A 8:00am – 11:45am, 3 year olds Tuesday - Friday
2 reserved opportunities

Classroom B 8:00am – 11:45am, 3 year olds
2 reserved opportunities

Classroom C 11:30am – 3:15pm, 4year olds
3 reserved opportunities

Classroom D 12:00 – 3:45pm, 4 year olds
3 reserved opportunities

Erickson HS 3333 S. Mann Ave (Golf Links between Kolb & Wilmot) Phone: 745-1388
Site Supervisor: Angelic Felix

Classroom A 8:00m - 11:45am, 4 year-olds Tuesday - Friday
4 reserved opportunities

Classroom B 8:00am – 12:00 noon, 4 year-olds
4 reserved opportunities

Classroom C 11:45pm – 3:30pm, 4 year-olds
4 reserved opportunities

2 Family Educators serving EHS and HS families

Morning Star HS 1201 E. 25th St. (Park & 36th) Phone: 624-6370
Site Supervisor: Makena Osbirn

Classroom A 8:00am – 12:00, 3 year-olds Tuesday - Friday
2 reserved opportunities

Classroom B 8:00am – 12:00pm, 4 year-olds
2 reserved opportunities

2 Family Educators serving EHS and HS families

Northwest HS 2160 N. 6th Ave. (Grant & 6th Av) Phone: 884-8180
Teacher Coordinator: Elvia Mayer
Site Supervisor: Katie Carrow

Classroom A 8:00am – 12:00pm, 4 year-olds Monday - Thursday
2 reserved opportunities

1 Family Educator serving HS families

Roberts HS 1945 S Columbus (Columbus & 29th) Phone: 382 -1505
Site Supervisor: Elsa Castillo Tadeo

Classroom A 8:15am – 11:45 noon, 3 year olds Tuesday - Friday
3 reserved opportunities

Classroom B 7:45am – 11:30pm, 4year olds
3 reserved opportunities

Classroom C 12:15pm – 4:00pm, 4year olds
3 reserved opportunities

Classroom D 12:00pm – 3:45pm, 4year olds
3 reserved opportunities

2 Family Educators serving EHS and HS families

Santa Rosa HS 1065 S. 10th Street (22nd & S 10th Av) Phone: 382-1500
Site Supervisor: Margaret Moreno Assist: Rachel Herrera

Classroom D 8:00am – 12:00 noon, 4 year olds Tuesday – Friday
3 reserved opportunities

Southside HS 317 W. 23rd St. (23rd & S 10th Av) Phone: 622-4552
Site Supervisor: Mary Bolen

Classroom A 8:00am – 11:45am, 4 year-olds Tuesday - Friday
3 reserved opportunities

Classroom B 8:00am – 11:45am, 3 year-olds
3 reserved opportunities

Classroom C 12:15pm – 4:00pm, 4 year-olds
3 reserved opportunities

2 Family Educators serving EHS and HS families

Wright H S 2080 N. Columbus (North of Pima @ Seneca)
Site Supervisor: Frances Romero

Phone: 326-9047

Classroom A 8:15am – 12:15pm, 4 year-olds
4 reserved opportunities

Tuesday - Friday

Classroom B 8:00am – 12:00pm, 4 year olds
4 reserved opportunities

Classroom C 8:00am – 11:45am, 4 year olds
4 reserved opportunities

Classroom D 11:30am – 3:15pm, 4 year-olds
4 reserved opportunities

2 Family Educators serving HS families

III. PLACEMENT PROCESS

CHILDREN REFERRED THROUGH CHILD FIND OR CHILDREN WITH AN IFSP / IEP	DISTRICT PLACEMENTS IN HEAD START
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Assure that not less than 10% enrollment opportunities will be for children with disabilities, per Head Start Act, 2007, Sect 640 (d) and Performance Standards, 1305.6 (c). Children who have been determined eligible must be placed by August 31. 2. Fill enrollment opportunities with returning children and returning children with disabilities before new applicants are considered. 3. Head Start and the School District will identify returning children by May 1. 4. At parent request, assign appropriate staff (teacher, co- teacher, Children’s Services Specialist, site supervisor, Disabilities Coordinator) to represent Child Parent Centers, (Head Start) at Multidisciplinary Education Team meetings 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Utilize enrollment opportunities reserved by Head Start as a placement option for preschool-aged children eligible for special education services. Place eligible children by August 31. 2. Prioritize returning children to fill the reserved placement opportunities before identifying new applicants for placement by August 31st. 3. When Head Start is considered a placement, notify Head Start Site Supervisor or Disabilities Coordinator regarding Multidisciplinary Education Team meetings with reasonable time for their attendance. <p>During months of June, July, or before August 15, Disabilities Coordinator will be the contact person to be notified to attend MET/IEP meetings.</p> <ol style="list-style-type: none"> 4. District will provide a copy of IEP to the child’s Head Start team for the purpose of individualization, curriculum planning and/or to complete child’s file and to meet requirements of Head Start Performance Standard 1308.19 (b). DRAFT copies will be accepted. <p>Head Start will request parent complete and sign the <u>Authorization for Release of Education Records</u> form as receipt of the IEP</p> <p>If needed, requests for IEP’s will be made within 30 days of child’s determined eligibility for special services (IDEA, sec 300.343 (b) (2))</p>

<p>5. District will provide a copy of IEP to the child's Head Start team for the purpose of individualization, curriculum planning and/or to complete child's file and to meet requirements of Head Start Performance Standard 1308.19 (b). DRAFT copies will be accepted.</p> <p>Head Start will submit <u>Authorization for Release of Education Records</u> signed by parent as receipt of IEP.</p> <p>If needed, requests for IEP's will be made within 30 days of child's determined eligibility for special services (IDEA, sec 300.343 (b) (2))</p> <p>6. Enroll children with disabilities when:</p> <ul style="list-style-type: none"> • parents wish to enroll the child; • the child meets the age and income eligibility criteria (income eligibility may be waived) • Head Start participates in MET/IEP meeting • Head Start is an appropriate placement according to the child's IFSP / IEP; • the program has space available. <p>7. Schedule time with family to review Head Start placement process and complete interview and application.</p>	<p>5. The public education agency shall also forward records to any other person or agency for which the parents have given signed consent. (A.R.S. R7-2-401)</p> <p>6. After May 15 and before August 15, families interested in Head Start enrollment can contact Child-Parent Centers via the enrollment line:</p> <p>520-882-0100 Option #4 Extension: 77777</p> <p>7. When Head Start openings occur during the school year, Site Supervisor will contact Child Find or the School District contact person for possible district placement of a child with special needs. Head Start vacancies will be held for 10 working days to allow time for the district to complete placement and provide name and contact information to the site supervisor who will begin application and interview for the child being placed.</p> <p>***Note: When a classroom is experiencing difficulties (new staff, a number of children with challenging behaviors, classroom management issues, etc.) that would cause instability, the Site Supervisor, in consult with</p>
--	---

<p>8. When Head Start openings occur during the school year, Site Supervisor will contact Child Find or the School District contact person for possible district placement of a child with special needs. Head Start vacancies will be held for 10 working days to allow time for the district to complete placement and provide name and contact information to the site supervisor who will begin application and interview for the child being placed.</p> <p>***Note: When a classroom is experiencing difficulties (new staff, a number of children with challenging behaviors, classroom management issues, etc.) that would cause instability, the Site Supervisor, in consult with Program Services, Children's Services Specialist and Disabilities Coordinator, is <u>not</u> expected to contact the district for further placements. Notify the Disabilities Coordinator/Disabilities Specialist when a classroom opening cannot be offered due to instability. The Disabilities Coordinator will notify the district. ***</p>	<p>Program Services, Children's Services Specialist and Disabilities Coordinator, is <u>not</u> expected to contact the district for further placements. Notify the Disabilities Coordinator/Disabilities Specialist when a classroom opening cannot be offered due to instability. The Disabilities Coordinator will notify the district. ***</p>
--	--

SCREENINGS AND REFERRAL FOR CHILDREN FROM HEAD START	SCREENINGS AND REFERRAL FOR CHILDREN FROM HEAD START
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Screen all enrolled children in the areas of vision, hearing, cognition, speech/ language, adaptive, motor, and social development within 45 calendar days of entry into the program. (PS 1304.20(b)(1)) 2. Screening tools may include: AcuScreen (including self-help domain), Ages and Stages, Health History, Developmental History, staff observations, Impedance and Puretone, Flashcard Vision Screen for children. 3. When parents identify a concern about their child’s development, staff will share information on referral timelines. Assist and support parent to contact district Child Find in the school district in which parent resides to request a screening appointment. <p>TUSD – Child Find Team Rosemont Service Center 750 N Rosemont Tucson, AZ 85711 FAX 232-8225 or 2328324 232-8314 (for screening appts)</p> <p>When a referral comes from Head Start, documents to be sent include:</p> <ul style="list-style-type: none"> • Referral Cover Sheet • Screening Request Documentation Form • Completed Authorization for Release of Education Records, signed and Dated • Health Screening Results Notification (Hearing/Vision results) **when available ** 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Notify Head Start Disabilities Coordinator of the dates, places and times for any community Child Find screenings for children in the enrollment area, encouraging Head Start families to participate. 2. Screen children referred by parents of Head Start children within 45 calendar days of initial screening contact. 3. Establish monthly contact with Disabilities Specialist or Disabilities Coordinator on status of referrals: ie: receipt of referrals, reaching parents, scheduling appointments, missed appointments, screening results, children who do not qualify (DNQ), children dismissed from services, or non-enrolled children on <u>Child Find Screening Request</u> form. <p>Disabilities Coordinator will contact district personnel on the 1st and 15th day of the month for referral updates.</p>

Screenings and Referral: continued:

4. Support families during referral, explaining district process, assist in completion of referral packet and/or contacting school district personnel, and scheduling and keeping appointments.

5. Disabilities Specialists will send/FAX referral documents to:

TUSD Child Find
750 N Rosemont
Tucson, Az 85711

6. Refer families not eligible or enrolled in Head Start, or those on the waiting list to their home school district's Child Find if families have concerns about their child's development. For these children, staff will complete Child Find Screening Request for tracking purposes.

7. Disabilities Coordinator will establish monthly contact with designated district special education personnel to follow-up on status of referrals:

i.e.: receipt of referrals, reaching parents, scheduling appointments, missed appointments, screening results, children who do not qualify (DNQ), children dismissed from services, or non-enrolled children on Child Find Screening Request form.

Disabilities Coordinator will contact district personnel on the 1st and 15th day of the month for referral updates.

EVALUATION and DETERMINATION OF ELIGIBILITY FOR CHILDREN REFERRED FROM HEAD START	EVALUATION and DETERMINATION OF ELIGIBILITY FOR CHILDREN REFERRED FROM HEAD START
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Assist enrolled families with transportation, if needed, to the site of evaluation for the child who is referred to School District by Head Start. 2. At parent request, Disabilities Coordinator or Disabilities Specialist will obtain evaluation results. DC will distribute results, reports, and determination of eligibility to appropriate staff for review and implementation. 3. If child is determined not eligible for services, CSS staff will provide information, assistance and support to staff to plan and individualize for child so continued progress is made. 4. Provide information to parents on fostering continued development of their child. 5. Provide parents with follow-up assistance and activities in the home to reinforce program experiences. 6. Refer parents to groups or community resources that can provide peer support. 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Complete a Comprehensive Developmental Assessment (CDA) for children being referred when concerns are identified by Head Start screening results. 2. Evaluate referred child / children as deemed necessary by multidisciplinary educational team within 60 calendar days of permission to evaluate (IDEA, 2004 Reauthorization, and Sec. 614). 3. Schedule a Multidisciplinary Education Team (MET) meeting with family and appropriate Head Start staff (Children’s Services Specialist, teacher, co-teacher, Center Manager, Disabilities Coordinator or Disabilities Specialist) and family to discuss evaluation results. 4. At parent request and with current signed release form, provide Head Start team with screening and/or evaluation results for children referred by Head Start.

<p>MULTI-DISCIPLINARY EDUCATION TEAM MEETING and INDIVIDUALIZED EDUCATION PLAN (IEP) FOR CHILDREN FROM HEAD START</p>	<p>MULTI-DISCIPLINARY EDUCATION TEAM MEETING and INDIVIDUALIZED EDUCATION PLAN (IEP) FOR CHILDREN PLACED BY SCHOOL DISTRICT</p>
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Encourage, support and assist parents to keep scheduled appointments and meetings with Child Find and, if needed, assist with transportation. 2. At parent request, have appropriate staff (teacher, co-teacher, Children’s Service Specialist, Site Supervisor, Disabilities Coordinator, Disabilities Specialist) attend Multidisciplinary Education Team / IEP meetings and participate in the development of the IEP. 3. Request district to provide a copy of IEP to the child’s Head Start team for the purpose of individualization, curriculum planning and/or to complete child’s file and to meet requirements of Head Start Performance Standard 1308.19 (b). Acceptable IEP documentation includes: <ul style="list-style-type: none"> • Completed IEP • DRAFT copy of IEP • IEP Signature page, eligibility determination date and Prior Written Notice form <p>Head Start will request parent complete and sign <u>Authorization for Release of Education Records</u> as receipt of the IEP.</p> <p>If needed, requests will be made within 30 days of child’s determined eligibility for special services (IDEA, section 300.343 (b) (2))</p>	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Provide invitation to Head Start site supervisor/Teacher Coordinator of dates, times, and place of Multidisciplinary Education Team/IEP meetings scheduled for children placed by the district or referred by Head Start. Notice will be given within a reasonable time for their attendance. 2. Facilitate the MET/IEP meetings, ensuring that all team members, including parents have an opportunity to contribute to the development of the IEP. 3. Provide a copy of IEP to the child’s Head Start team for the purpose of individualization, curriculum planning and/or to complete child’s file and to meet requirements of Head Start Performance Standard 1308.19 (b). Acceptable IEP documentation includes: <ul style="list-style-type: none"> • Completed IEP • DRAFT copy of IEP • IEP Signature page, eligibility determination date and Prior Written Notice form <p>Head Start will submit <u>Authorization For Release of Education Records</u> form as receipt of the IEP.</p> <p>If needed, requests will be made within 30 days of child’s determined eligibility for special services (IDEA, section 300.343 (b) (2))</p>

Disabilities Coordinator distributes IEP to appropriate classroom staff. DC/DS will collaborate with Children's Services specialists to assist and support staff in developing strategies to implement IEP goals in classroom lesson plan.

4. At parent request, have appropriate staff (teacher, co-teacher, Children's Services Specialist, site supervisor) attend annual review of a child's IEP. Classroom substitutes will be arranged to allow staff to attend.

5. **Dual placement:** contact Disabilities Coordinator regarding any child who will be dually enrolled/placed. Dual enrollment is not encouraged. Families are encouraged to enroll in a home-based program rather than center-based option. Enrollment is based on individual needs of the child.

***For enrollment/placement of children with high needs or unusual circumstances, contact Disabilities Coordinator/Disabilities Specialist prior to MET/IEP

Disabilities Coordinator will request IEP within a reasonable time, 10 school days of completion if possible. In no case, longer than 30 days of determination of eligibility for a child needing special services per IDEA, sec 300.343 (b) (2).

4. At parent request, have appropriate staff (teacher, co-teacher, Children's Services Specialist, site supervisor) attend annual review of a child's IEP.

5. **Dual placement** is a Head Start decision.

SPECIAL EDUCATION and RELATED SERVICES	SPECIAL EDUCATION and RELATED SERVICES
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Provide experiences and instruction to support the child’s goals identified in the IEP. Disabilities Coordinator/Disabilities Specialist will assist and support Children’s Services specialists and classroom staff in developing strategies and experiences that support IEP. Disabilities Coordinator/Disabilities Specialist will assist staff to implement strategies and experiences in the classroom. 2. In order for special education and related services to begin, assist and support parents to register their child with Tucson Unified School District (TUSD). Special Education services will not begin until child / family has registered with the district. Site supervisors will provide parents with information on district registration. 3. Record on-going documentation of child's progress related to IEP goals using classroom observations, Teaching Strategies GOLD(TSG), portfolio samples and anecdotal notes as well as Home Visit plan for children enrolled in Home Base. 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Provide special education and related services as stated in the child’s IEP using an integrated model. 2. Request access to TSG portfolios for therapists who deliver services in Head Start. District will provide names and email addresses of therapists who request access. Head Start program services data entry will facilitate TSG access. 3. For children enrolled in Head Start, or a child who attended Head Start, district service provider will enter assessment notes in Teaching Strategies GOLD to monitor progress toward IEP goals. <p>Head Start teacher and Special Education service provider will have a conversation and collaborate to reach consensus regarding the ratings chosen for children enrolled in both programs.</p> <p>Checkpoint dates are:</p> <ul style="list-style-type: none"> • Fall, October 12, 2012 • Winter, February 8, 2013 • Spring, May 31, 2013

4. Hold TSG subscription portfolio for children with special needs placed by the district. Access to portfolios for therapists who deliver services will be facilitated by Head Start program services data entry. District will provide names and email addresses of district therapists who request access to TSG.

Head Start teacher and Special Education service provider will have a conversation and collaborate to reach consensus regarding the ratings chosen for children enrolled in both programs.

5. For children who have an IEP and are receiving services, TSG assessment data will be entered on an on-going basis. Checkpoint dates as follows:

- Fall, October 12, 2012
- Winter, February 8, 2013
- Spring, May 31, 2013

6. With parent permission, Disabilities Coordinator will request a copy of child's progress related to IEP goals at the end of each quarter reporting period.

4. Encourage therapists who provide services at Head Start to maintain on-going communication with Head Start staff to review each child's progress, strategies and techniques in meeting child's IEP goals.

5. As defined by each child's IEP, provide transportation to and from Head Start in accordance with Arizona Department of Administration Minimum Standards for School Buses and School Bus Drivers. In addition to above standards for transportation, Head Start requests the following compliance in accordance with Head Start Final Rules, 1310.10(enclosed as addendum):

- On buses transporting Head Start children, provision for signs for fire extinguisher, 1st Aid Kit and seat belt cutter (1310.10)(2, 3, 4)
- Children only released to parent or legal guardian (1310.10)(g)
- Child restraint (1310.10)(a, d)
- Bus monitor (1310.15)(c)
- No more than one hour on bus route (1310.20) b)(c)
- Bus equipped with reverse beeper (1310.3)

6. Effective January 18, 2006, buses transporting children with disabilities comply with final rule 1310.22.

7. Provide children and parents with transportation and pedestrian safety education in accordance with Performance Standards, 1310.21.
8. When transportation is provided by the school district, on a quarterly schedule, request to monitor school district transportation records, bus route lists, bus driver training verification and safety education for drivers and bus attendants transporting children with special needs.

ROLES and RESPONSIBILITIES FOR HEAD START STAFF	ROLES and RESPONSIBILITIES FOR SCHOOL DISTRICT SERVICE PROVIDERS
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Site Supervisors will provide CPC new staff training and copy of Parent Handbook to School District staff assigned to Head Start classrooms. 2. Provide <u>Therapy Sign In/ Communication Log</u> for School District staff to document services for children in Head Start classrooms. 3. Site supervisors will follow procedures for completion and submitting of <u>Therapy Sign In / Communication Log</u> before submitting to Disabilities Coordinator. <u>Therapy Sign In / Communication Log</u> will be sent in the 1st center run of the month following monthly completion of services. 4. Provide a copy of monthly <u>Therapy Sign In/Communication Log</u> to district Child Find Coordinator for children who receive services at Head Start. 5. At the beginning of each program year, site supervisor will send to CPC Transportation Manager for all agencies transporting children with special needs, the following: 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. Comply with all statutory requirements regarding fingerprinting and fingerprint clearance cards for any staff assigned to Head Start classrooms or who provide services directly to children in Head Start classrooms, whether such staff are certificated, non-certificated or volunteers. District will also comply with all statutorily-required background investigations for all staff assigned to Head Start classrooms or who provide services directly to children in Head Start classrooms. 2. Maintain documentation of District's compliance with all statutory requirements for any staff assigned to Head Start classrooms or who provide services directly to children in Head Start classrooms, including fingerprint clearance card, record of immunizations, classroom clearance and required immigration documentation. 3. Provide Head Start Disabilities Coordinator with name, supervisor contact and a copy of the Arizona Department of Health Services employee file for all staff that have a permanent or long-term assignment in Head Start classrooms or programs. 4. Insure special education and related services are provided by or under the supervision of personnel meeting state qualification as outlined in Head Start Performance Standards 1308.4(k) 5. Request School District staff to complete the <u>Therapy Sign In/Communication Log</u> when providing services to children enrolled in Head Start classrooms.

- Names of children being transported
- Name of agency / agencies
- Agency address and phone number
- Agency contact person
- Pick up and drop off location
- Head Start staff position responsible for meeting bus / van and signing child/children in and out
- Head Start staff position responsible if 1st named person is absent

The above information will also be cc'd to the Disabilities Coordinator and Directors

6. Provide Head Start Site Supervisors with following information for children with special needs being transported in school district or agency contracted vehicles:
 - Name of agency / agencies
 - Agency address and phone number
 - Agency contact person
 - Pick up and drop off location

TRANSITION OF CHILDREN TO HEAD START AND FROM HEAD START TO KINDERGARTEN	TRANSITIONING CHILDREN TO HEAD START AND FROM HEAD START TO KINDERGARTEN
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. At parent invitation, have appropriate staff (Children’s Services Specialist, EHS teacher, HS teacher / co-teacher) attend child’s IFSP / IEP transition meeting and share pertinent information i.e., child’s strengths, health needs, favorite activities and interests, effective classroom or behavior strategies, progress and completion of goals on child’s IFSP / IEP. 2. To promote continuity of services and effective transitions, establish ongoing communication between school staff and Head Start staff to facilitate coordination of transition policies and procedures, including developmentally appropriate curricular objectives, registration information, calendar, timelines, cross-program visitation, confidentiality issues and other outreach and support programs in preparation for Head Start entry and Kindergarten registration and entry. 3. Discuss transition process with families to explore their questions and concerns. Assist family with support strategies, including the importance of parental involvement as their child moves from Head Start to elementary school. Obtain parent consent for transfer of Head Start program records to school in which child will enroll. 4. If requested by family, coordinate with district to provide an interpreter for transition meeting. 	<p>School district agrees to:</p> <ol style="list-style-type: none"> 1. At parent request, provide meeting notice to Head Start Site Supervisor for a child’s transition IFSP / IEP meeting within a reasonable time for their attendance. 2. To promote continuity of services and effective transitions, establish ongoing communication between school staff and Head Start staff to facilitate coordination of transition policies and procedures, including developmentally appropriate curricular objectives, registration information, calendar, timelines, cross-program visitation, confidentiality issues and other outreach and support programs in preparation for Head Start entry and Kindergarten registration and entry. 3. Coordinate with Head Start Site Supervisor To promote effective transitions, including including developmentally appropriate curricular objectives, registration information, calendar, timelines, cross-program visitation, confidentiality issues and other outreach and support programs in preparation for Head Start entry and Kindergarten registration and entry. 4. If requested by family, coordinate with district to provide an interpreter for transition meeting.

5. Develop and implement family outreach and support strategies under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.
6. Assist parents of limited English proficient children in their understanding of services provided by the school in which their child will enroll after Head Start.
7. At parent invitation, request Site Supervisor and/or teacher to maintain contact with service coordinator and/or LEA to provide support to parents through the transition process and assist families in preparation for their child's entry to Head Start or from Head Start to Kindergarten. In conjunction with school district, inform parents of their rights under IDEA Law.
8. Provide families with information, including document requirements for district registration, calendar, timelines, cross-program visitation, curricular or confidentiality issues and transition activities in preparation for Head Start entry or from Head Start to kindergarten.
9. Discuss transition process with families to explore their questions, concerns and develop support strategies with families.
10. Provide parents with follow-up assistance and activities in the home to reinforce program experiences.
11. Refer parents to groups or community resources that can provide peer support.

5. Inform parents and Head Start staff, which may include the Disabilities Coordinator or Disabilities Specialist of placement options available for children transitioning to Kindergarten.

IV. CONFIDENTIALITY	IV. CONFIDENTIALITY
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Obtain parent signature on completed <u>Authorization for Release of Education Records</u> form or <u>Authorization of Release of Information</u> form (when applicable) before sharing any information about the family 2. Share information regarding Head Start children and families only with appropriate Head Start and School District team members, and only with parent permission. 	<p>School District agrees to:</p> <ol style="list-style-type: none"> 1. Obtain parent signature on appropriate permission form(s) before sharing any information about the family, in accordance with Family Educational Rights and Privacy Act (FERPA) requirements. 2. Share information regarding Head Start children and families only with appropriate school district and Head Start team members, and only with parent permission.

V. INTER-AGENCY TRAINING	V. INTER-AGENCY TRAINING
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Invite Special Education Staff and/or other school district personnel providing services to children enrolled in Head Start to CPC staff trainings in the area of disabilities, inclusion, curriculum development or individual needs of children. Transition related preparation will also be included. Reasonable advance notice for their attendance at the trainings. 2. Assign appropriate staff (teacher, co-teacher, Site Supervisor) to attend interagency trainings. 	<p>School District agrees to:</p> <ol style="list-style-type: none"> 1. Invite Head Start staff to School District staff trainings that are specific to preschool special Education, disabilities, inclusion, curriculum development or individual needs of children. Transition-related preparation will also be included. Reasonable advance notice will be given for attendance at the training. 2. Invite appropriate staff to attend Head Start trainings.

VI. ATTENDANCE AND REPORTING	VI. ATTENDANCE AND REPORTING
<p>Head Start agrees to:</p> <ol style="list-style-type: none"> 1. Enter Head Start calendar in Az Dept of Education Student Accountability Information system (SAIS). Provide school district with monthly attendance counts of children with special needs who are receiving services as requested by Early Childhood Exceptional Education Coordinator. School district will specify method and timeline for reporting attendance. 2. Report attendance for children with special needs as follows: <ul style="list-style-type: none"> - Administrative Information Mgr prints monthly attendance record - Attendance reported via email to: <p>Terry.Midkiff@tusd1.org Morrow Education Center</p> 	<p>School District agrees to:</p> <ol style="list-style-type: none"> 1. Provide Head Start Administrative Information Manager with names and birth dates for children with special needs who receive services. Provide attendance reporting time line and procedure for reporting attendance for children with special needs who receive services.

VII. REVIEW, MODIFICATION, AND/OR TERMINATION OF AGREEMENT

This Memorandum of Understanding will be reviewed and/or modified by Tucson Unified School District and Child Parent Centers, Inc. on an as needed basis or at least once annually.

With thirty days notice, either party may terminate this Memorandum of Understanding.

VIII. SIGNATURES

Lupita Cavazos de Garcia, Assistant Superintendent
Government Programs and Community Outreach
Tucson Unified School District

Date

Lorraine McPherson
Interim Executive Director for Exceptional Education
Tucson Unified School District

Date

Maggie Molloy, Executive Director
Child-Parent Centers, Inc.

Date

Chris Hetler, Disabilities Coordinator
Child-Parent Centers, Inc

Date

MEMORANDUM OF UNDERSTANDING CONTENT CHECKLIST
FOR
CHILD PARENT CENTERS AND TUCSON UNIFIED SCHOOL DISTRICT #1

- I. _____ Mission Statement
- II. _____ Program Description
 - _____ Enrollment Opportunities in Head Start
- III. _____ Implementation Process
 - _____ District-initiated placements in Head Start
 - _____ Screenings and Referral for Evaluation
 - _____ Evaluation and Determination of Eligibility for Head Start Referred Children
 - _____ Multidisciplinary Education Team Meeting and Individual Family Service Plan (IFSP) and Individual Education Plan (IEP)
 - _____ Special Education and Related Services
 - _____ Roles and Responsibilities for Head Start Staff and School District Providers
 - _____ Transitioning Children into Head Start and from Head Start to Kindergarten
- IV. _____ Confidentiality
- V. _____ Inter-agency Training
- VI. _____ Attendance and Reporting Children with Disabilities
- VII. _____ Review, Modification and/or Termination of Agreement
- VIII. _____ Signatures