

MEMORANDUM OF UNDERSTANDING

Between

Sylvan Union School District (SUSD-SE)
Special Education Department

Stanislaus County Office of Education (SCOE-CFS)
Child & Family Services
Head Start Grantee

Initiated September 2017

This Memorandum of Understanding (MOU) is made between Sylvan Union School District Special Education Department, hereafter referred to as "SUSD -SE" and Stanislaus County Office of Education, Child & Family Services Head Start Program, hereafter referred to as "SCOECFS".

I. PURPOSE & SCOPE

The purpose of the MOU is to clearly identify the collaborative roles and responsibilities of each party as they may relate to special education services, the children with IEPs enrolled at SCOECFS Head Start sites and the use of the SCOECFS classrooms and/or outdoor environments located at Coleman F. Brown Head Start Center.

- Dual enrollment of children with a disability enrolled in SUSD-SE Pre-Formal Special Day Class programs located at CF Brown Elementary School and SCOECFS CF Brown Head Start.
- Special education referrals/assessments and enrollment of children with a disability in SCOECFS Head Start programs.
- Integration of SUSD-SE Pre-Formal Special Day Class programs, located at CF Brown Elementary into SCOECFS activities at CF Brown Head Start in order to provide visitation only opportunities in an inclusive setting which promotes high quality educational experiences for children and families.
- Collaboration of training opportunities for SCOECFS and SUSD-SE personnel.
- By entering into this agreement the children attending both programs (SUSD-SE & SCOECFS) will have the opportunity to build interpersonal social-emotional skills with their peers in an experience based, social emotional and academic setting.

II. BACKGROUND

SCOECFS and SUSD-SE both provide services to preschool aged children located on the Coleman F. Brown and Sylvan Elementary School campuses.

SCOECFS and SUSD-SE are entering into the agreement with the goal to provide inclusion opportunities for children with disabilities attending the Pre-Formal Severely Handicapped Special Day Class program located on the Coleman F. Brown Elementary School Campus.

SCOECFS provides training and technical assistance in order to strengthen and promote the inclusion of children with disabilities in Head Start and will work with SUSD-SE to provide additional consultation or technical assistance to SCOECFS staff for children enrolled with disabilities and/or during the referral process.

This MOU outlines the roles and responsibilities of SUSD-SE and SCOECFS in order to support this collaborative relationship to serve program eligible children 3 to 5 years of age.

III. SUSD-SE & SCOE-CFS COLLABORATION

Facilities & Materials:

SCOE-CFS will:

- SCOE-CFS Director II will respond to identified facility maintenance concerns in order to ensure child and staff safety.
- Collaborate with SUSD-SE with the design of accessible learning environments for dually enrolled children.
- Consult with SUSD-SE regarding specialized equipment and/or materials to support a child's individual instructional and safety needs, in accordance with their IEP, prior to renting or purchasing specialized equipment.

SUSD-SE will:

- Assist SCOE-CFS staff in locating specialized equipment and/or material, in accordance with children's Individual Education Program (IEP) to meet their individual instructional and safety needs while enrolled in Head Start.
- Consult with SCOE-CFS staff with the design of learning environments to ensure universal access.
- Purchase adaptive equipment necessary for individual children dually enrolled in SUSD-SE Special Day Class Program and SCOE-CFS program to promote access playground equipment and classroom learning centers.

Recruitment & Enrollment:

SCOE-CFS will:

- Collaborate with SUSD-SE staff to facilitate the recruitment, enrollment and transition of children 3 to 5 years of age on an IEP in SCOE-CFS programs.
- Attend scheduled IEP meetings, based on staff availability, for referred or enrolled children.
- Notify SUSD-SE staff, in writing, when assistance is needed to obtain a child's current IEP per parent/guardian signed consent.
- Provide copy of dually enrolled children's DRDP assessment and consult with SUSD-SE staff to identify: instructional strategies, modifications/accommodations of Head Start activities and School Readiness Planning for children.
- Invite SUSD-SE staff to SCOE-CFS Child Success Team (CST) meetings for children dually enrolled in SUSD-SE Special Education sites and SCOE-CFS Head Start to assist in the planning of children's transition, attendance and necessary modification/accommodations as needed.
- Develop School Readiness Plans to assure children are also working towards their IEP goals while participating in Head Start program as appropriate.

SUSD-SE will:

- Collaborate with SCOE-CFS staff to facilitate the enrollment and transition of children ages 3 to 5 years of age receiving SUSD-SE services.
- Invite SCOE-CFS staff to IEP meetings for children receiving services by SUSD-SE to participate in development of IEP.

- Assist SCOE-CFS staff with obtaining current IEP document (including signature page) per parent/guardian signed consent.
- Provide copy of dually enrolled children's DRDP assessment and collaborate with SCOE-CFS staff to identify instructional strategies for children dually enrolled in SUSD-SE and SCOE-CFS programs.
- Attend SCOE-CFS Child Success Team (CST) meetings for children dually enrolled in a SUSD-SE and SCOE-CFS Class to assist in the planning of children's transition, attendance, necessary modifications and or accommodations as needed and available.

Referral & Assessment:

SCOE-CFS will:

- Refer children to SUSD-SE based on outcome of standardized screenings and child's response to individualized strategies.
- With parent consent, provide health screening/assessment (medical, dental, nutritional, and relevant information from developmental screenings/assessments), and observations to the team developing child's IEP as requested or needed.
- Assist SUSD-SE by working with parents to schedule and keep assessment and IEP meeting appointments.
- Provide services and supports, to the maximum extent possible, to meet the child's needs, while SUSD-SE determines child's eligibility. Individualization will be based on available information such as parent input, child observation, and assessment data.
- Support parent understanding of the purposes and results of evaluations and services provided under an IEP, to help parent understand their child's disability and how to support child development.
- Help parents understand their Parent Rights to advocate for their child and encourage them to work with SUSD-SE to address any questions or concerns.

SUSD-SE will:

- Ensure that relevant screenings/assessments are conducted for each child being considered for special education and related services under Part B of IDEA.
- Parents shall be notified of the Individualized Education Program meeting with enough notice to support parent/guardian attendance and include others (i.e. family members and SCOE-CFS staff).
- In accordance with California Special Ed. Code 56043, the primary timelines affecting special education programs are as follows: (a) Assessment plan shall be developed within 15 calendar days of the referral for assessment once SUSD-SE determines an assessment is warranted. (b) An Individualized Education Program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days.
- With parent consent, provide SCOE-CFS a copy of completed assessment with most recent assessment information.

Child Supervision & Emergency Preparedness:

SCOE-CFS will:

- Actively supervise children and will have **sole responsibility** for maintaining teacher: child ratio for children enrolled in Head Start program.
- Provide SUSD-SE CF Brown SH class Teacher a copy of approved Child Supervision Plan regarding outdoor/indoor activity times.
- Orient SUSD- SE staff to: fire extinguisher, evacuation map, agency sign-in/sign-out procedure, classroom/outdoor Child Supervision Plan and emergency kit location in Head Start classroom environments.
- SCOE CFS Director II will obtain list of potential SUSD-SE staff (including secondary assigned staff person(s) when assigned staff member is unavailable) that will need to complete supervision and immunizations requirements prior to visiting Head Start classroom or playgrounds as described below.
- SCOE-CFS Head Start Director II or Disabilities Supervisor will verify completion of Active Supervision video quiz requirement prior to approving SUSD-SE SH staff begin visiting Head Start playground or classrooms.
- SCOE-CFS Head Start Director II or Disabilities Supervisor will verify completion of immunization requirements, under State Senate Bill 792 and Community Care Licensing (CCL) Title 22 Section 101152, prior to approving SUSD-SE SH staff begin visiting Head Start classrooms. This does not apply to shared playground time.
- Notify SUSD-SE staff of additional SCOE-CFS sponsored Child Supervision trainings in order to promote reciprocal training efforts.

SUSD-SE will:

- Provide SCOE CFS Director a list of potential SUSD-SE CF Brown SH class staff who will need to complete supervision and immunizations requirements prior to visiting Head Start classroom or playgrounds as described below.
- Assure SUSD-SE staff assigned to support CF Brown SH class children visiting CF Brown Head Start classroom have documentation on site ("file must be readily accessible during operating hours", CF Brown Elementary or Head Start) to verify completion of immunization requirements under State Senate Bill 792 and Community Care Licensing (CCL) Title 22 Section 101152. Verification of completion of staff/volunteer immunization requirements must take place prior to SUSD-SE SH staff visiting Head Start classrooms. This does not apply to shared playground time.
- Assure SUSD-SE staff assigned to support CF Brown SH class children visiting CF Brown Head Start classroom and sharing playground watch the SCOE-CFS Head Start Supervision video (available on SCOE CFS Website and verify by completing video quiz with a score of 90% or higher. The video can be found at: <http://bit.ly/supercfs>. Verification of completion of video quiz must take place prior to SUSD-SE SH staff visiting Head Start playground or classrooms.
- Attend SCOE-CFS CF Brown Head Start staff meetings, per SUSD- SE staff availability and as relevant to address supervision concerns/needs.
- Actively supervise SUSD-SE children and will have **sole responsibility** for maintaining SCOE SE teacher: child ratio during designated shared outdoor activities times with SCOE-CFS program.

- Provide adult supervision as indicated under the SELPA guidelines for a Severe Handicapped Pre-Formal Class (SH Class).
 - The adult to child supervision ratio will be a minimum of one SH staff member to **four** SH Class children visiting CF Brown Head Start during outdoor time only.
- The adult to child supervision ratio will be a minimum of one SH staff member to **two** SH Class children visiting CF Brown Head Start **during class time** only. This is noted to exceed SELPA guidelines however **two children per visit**, will be the approved "visitation" number to designated Head Start classroom.
- The **two** SH Class children visiting CF Brown Head Start during class time will have children's physical/immunizations up to date and accessible. SUSD-SE will obtain parent permission to show copy to Community Care Licensing if requested.
- Be responsible for safety and supervision of children in the SH Class when utilizing the SCOE classroom, equipment, outside facility, and indoor toilet.
- In the event of an emergency SUSD SH staff will follow SCOE emergency procedures (for example: lock down, fire drill) when utilizing the SCOE-CFS classroom, playground, and outside facility.
- Actively supervise children attending a SCOE-CFS Class and will utilize SCOE-CFS Supervision strategies to ensure child safety when using SCOE-CFS playground and equipment.
- **Not be counted** as part of the SCOE-CFS program's teacher: child ratio when visiting the SCOE-CFS program to provide integrated special education services.
- Follow the SCOE-CFS Fire Drill and Emergency Preparedness Drill schedule throughout each Program Year to ensure SUSD-SE and SCOE-CFS staff and children have opportunities to practice together.
- Assist SCOE-CFS staff in the evacuation of children and staff during an emergency, when visiting the SCOE-CFS programs.

IV. STAFF & ADMINISTRATION COMMUNICATION

SCOE-CFS will:

- Submit Plan of Operation to Community Care Licensing for SUSD-SE and SCOE-CFS to participate in inclusive visitation activities in CF Brown playground/classroom.
- Provide SUSD-SE an approved copy of Community Care Licensing Plan of Operation for SUSD-SE and SCOE-CFS to participate in inclusive visitation activities.
- Meet with SUSD-SE Administration annually at a minimum to review MOU agreement and make necessary revisions or to address any staff concerns.
- Provide SUSD-SE a copy of the SCOE-CFS School Year Calendar prior to the start of each program year and updates when School year Calendar revisions are made during the program year.
- Notify SUSD-SE Program Specialist of SCOE-CFS sponsored training opportunities to promote reciprocal training efforts.

SUSD-SE will:

- Review "Plan of Operation" for Community Care Licensing to assure it highlights the supervision plans of SUSD-SE and schedule when SUSD-SE SH class visitation may take place.
- Work collaboratively with SCOE Coleman F. Brown and Sylvan Head Start programs on classroom management techniques to address high behavior students.
- Provide SCOE-CFS a copy of the SUSD-SE School Year Calendar prior to the start of each program year and updates when School Year Calendar revisions are made during the program year.
- Meet with SCOE-CFS Director II and SCOE-CFS Disabilities Supervisor annually at a minimum to review MOU agreement and make necessary revisions or to address any staff concerns.
- Notify SCOE-CFS Director II and SCOE-CFS Disabilities Supervisor of SUSD-SE sponsored training opportunities to promote reciprocal training efforts.

V. FUNDING

This MOU does not include the reimbursement and/or payment of funds between SUSD-SE and SCOE-CFS.

VI. RECORD STORAGE & RETENTION

This MOU does not include the storage and/or retention of child/staff records between SCOE-CFS and SUSD-SE.

VII. CONFIDENTIALITY

SUSD-SE and SCOE-CFS will ensure compliance with Family Educational Rights and Privacy Act (FERPA) and related family/student confidentiality statutes, including confidentiality of student information and/or family eligibility will be enforced. Information will be shared between agencies regarding children of families enrolled in both programs upon written consent of parent/guardians with the legal authority to do so.

VIII. TERMS OF AGREEMENT

This MOU will be reviewed annually by involved parties. This Agreement between Sylvan Union School District (SUSD-SE), and Stanislaus County Office of Education, Child & Family Services (SCOE-CFS) will remain in effect until one or more parties identify that changes need to be made.

IX. AGENCY CONTACTS

Sylvan Unified School District (SUSD-SE)

Mitch Wood
Director of Special Education
(209) 574-5000 ext. 253

Ryan Bullard
Program Specialist
(209) 574-5000 ext. 258

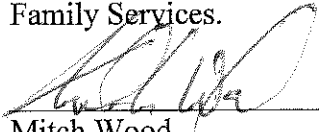
Stanislaus County Office of Education Head Start Child & Family Services (SCOECFS)

Jewelee Hotchkiss
Director II
(209) 238-6300 ext. 6302

Regina Friedman
Disabilities Supervisor
(209) 238-1800 ext. 1844

X. EFFECTIVE DATE AND SIGNATURES

This MOU shall be effective upon the signature of the authorized officials, the SUSD Director of Special Education, SUSD Superintendent and the Executive Director of Child Family Services.



Mitch Wood
Director of SUSD Special Education
(209) 574-5000 ext. 253



Date

Debra Hendricks
Superintendent
Sylvan Union School District
(209) 574-5000 ext. 202

Date

Tony Jordan
Executive Director
SCOECFS
(209) 238-1800

Date