



**Lorelei Case**  
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**To:** Tom Bongiovi  
Board of Education

**From:** Lorelei Case *LC*

**Date:** June 27, 2016

**Subject:** MOUs between PJCS D and Head Start

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Legal has reviewed the MOUs between the Port Jervis City School District and Head Start and has approved them for adoption.

The agreements are on the July 5, 2017 agenda.

LC:mo

cc: M. Sullivan

**A Memorandum of Understanding  
Between  
Port Jervis City School District Prekindergarten Program  
and  
Regional Economic Community Action Program, Inc.**

**I. Parties to the Agreement**

This agreement is between Port Jervis City School District Prekindergarten Program; and RECAP Head Start

**II. Purpose of Agreement**

- A. To take steps to coordinate services with Port Jervis City School District in which children participating in the RECAP Head Start Program will enroll following the program;
- B. To support children's optimal development, readiness for entry and success;
- C. To address the unique strengths and needs of the local population, such as homeless, migrant, or non-English speaking families;
- D. To promote collaboration regarding transportation, facilities, and other resources, as appropriate;
- E. To promote collaboration to reduce duplication and efficiency of services;
- F. To exchange information on the provision of educational and non-educational services to program children who will transition to the Port Jervis City School District.

**III. Program Descriptions**

- A. RECAP County Head Start Program serves western Orange County, New York.

- B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

- C. The District serves an area of 73 square miles in Orange County that encompasses the City of Port Jervis and portions of the towns of Deerpark, Mount Hope, Forestburgh, and Mamakating, New York. Additionally, the district educates secondary students from Montague, New Jersey.

We are committed to providing the best possible education to our diverse population of 2,500 students in pre-k through grade 12.

The District has four schools. Our 1,200 elementary students attend either Anna S. Kuhl Elementary School or Hamilton Bicentennial Elementary School. Port Jervis Middle School houses 400 students in grades 7 to 8. Port Jervis High School is home to over 900 students in grades 9 to 12.

Port Jervis is proud to provide students with a strong academic program in core subjects, and offer secondary students accelerated courses, advanced placements, honors and a large selection of electives.

Additionally, the District offers --- sports across three seasons through the Raider Athletic Program, and a wide range of clubs and other extra-curricular programs

#### **IV. Authority**

Head Start's responsibility for coordination and collaboration with the Port Jervis City School District Prekindergarten Program is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

## **V. Guiding Principles**

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool-age, may receive comprehensive services to prepare them for elementary school and to address any potential “achievement gap.”
- Plan and implement strategies based on practice and research that have proven to support children’s school success.
- Respect the uniqueness of our community’s needs and resources.
- Promote the involvement of members of the early care and education communities.
- Share commitment, cooperation, and collaboration for a coordinated service delivery system.

## **VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation**

The Port Jervis City School District Prekindergarten Program and the RECAP Head Start will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 10 activities, as mandated by the Act.

### **1) Educational activities, curricular objectives, and instruction including:**

1. Implementing a research-based early childhood curriculum that is aligned with the Head Start Early Learning Outcomes Framework and the New York State Foundations for the Common Core.
2. Establishing ongoing communications between RECAP Head Start and Port Jervis City School District Prekindergarten Program for developing continuity of developmentally appropriate curricular objectives and for shared expectations for children’s learning and development as the children transition to school.

### **2) Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs including:**

1. Generating support and leveraging the resources of the entire community in order to improve school readiness.
2. Establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers,

local educational agency liaisons designated under section 722(g)(1)(j)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(j)(ii)), and health staff to facilitate coordination of programs.

3) Selection of eligible children to be served by programs including:

1. Developing and implementing systems to increase Head Start and Universal Prekindergarten program participation of underserved populations of eligible children.
2. Developing procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills and acquisition of the English language.
3. Collaborating with all public or private entities providing early childhood education programs in the community under section 619 and part C of the Individuals with Disabilities Education Act; (20 U.S.C. 1419, 1431 et seq.)

4) Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development and transition-related training for school staff and Head Start staff.

5) Program technical assistance including linking services provided in the Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by school district.

6) Provision of services to meet the needs of working parents, as applicable

7) Communication and parent outreach for smooth transitions to kindergarten including:

1. Developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll.
2. Establishing comprehensive transition policies and procedures that support children transitioning to school including engaging the Local Education Agency (LEA) in the establishment of such policies.
3. Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children.
4. Helping parents of limited English proficient children understand services provided by school after Head Start

5. Developing and implementing a family outreach and support program under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.
6. Helping parents, including grandparents and kinship caregivers, to understand the importance of parental involvement.
7. Helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program.

8) Provision and use of program elements including in appropriate cases:

1. Collaborating on the shared use of transportation and facilities in appropriate cases
2. Collaborating to reduce the duplication of services while increasing the program participation of underserved populations of eligible children.

9) Western Orange County and Port Jervis City School District service areas

10) Other elements mutually agreed to by the parties.

1. Participation in transition meetings with parents and families of Head Start children prior to entry into the school district.
2. Conducting kindergarten screening of Head Start children through collaboration with Head Start staff and teachers.
3. Sharing results of Kindergarten Screenings with Head Start program to establish areas of need and areas of strength in program planning.
4. Port Jervis School District will share information on the outcomes of former Head Start children (ex. Kindergarten outcomes).

## **VII. Confidentiality**

All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

**VIII. Dispute Resolution**

Parties will first attempt to resolve the dispute between or among themselves. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:

- a. Timelines for regular meetings to review local agreements, plan collaborative activities, and resolve issues; and
- b. The identification of a liaison from RECAP Head Start and Port Jervis City School District Prekindergarten Program.

**IX. Review of Agreement**

The agreement will be jointly reviewed by all parties biennially and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

**X. Term of Agreement**

The agreement will become effective immediately after being signed and dated by all parties. By signing the agreement, RECAP Head Start and the Port Jervis City School District Prekindergarten Program agree to the terms.

**XII. SIGNATURES**

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Meagan Sullivan  
Universal Pre-K Coordinator  
Port Jervis City School District

Date



Charles Quinn  
CEO  
Regional Economic Community Action Program

June 5, 2016

Date

## **Memorandum of Understanding**

**Between**

**Regional Economic Community Action Program, Inc.**

**And**

**Port Jervis City School District**

This agreement is between The Regional Economic Community Action Program, Inc. (hereafter referred to as RECAP) and Port Jervis City School District.

### **I. Purpose**

The intent of this agreement is to coordinate and collaborate with the local agency responsible for implementing IDEA. RECAP Head Start is an Early Childhood Comprehensive Child Development Program and we recognize that some of our enrolled children, over the age of three, have a need for Special Education services. In the State of New York, these services are accessed through the child's local public school district and their Committee on Preschool Special Education (CPSE). The CPSE will determine whether or not a child is in need of Special Education services based on the results of formal evaluation. The two agencies have certain responsibilities in this process.

Collaboration efforts will include the following responsibilities:

### **II. Responsibilities**

#### **RECAP Head Start will:**

1. Maintain an outreach and recruitment process to actively locate and recruit children with special needs.
2. Ensure that at least 10% of the children enrolled by Head Start are children who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the IDEA.
3. Assist parents of children with special needs in the referral process to the appropriate local public school system.
4. Share with CPSE professionals, the results of developmental screenings and assessments, family case history and medical history, prior to CPSE evaluations, with the consent of the parent or guardian.
5. Attend CPSE meeting, with parental consent, and provide input in the formulation of the IEP.



6. Provide Head Start comprehensive services to children with disabilities, in a least restrictive educational environment.
7. Include children with disabilities in Head Start experiences with their non-disabled peers.
8. Assist families in the arrangement of transportation to the CPSE meeting and evaluations if needed.
9. Cooperate in the transition of children receiving Early Intervention services into the CPSE system.
10. Collaborate in the transition of children from Head Start into the public school system through the sharing of information, with parental consent, and other activities that will facilitate a smooth transition.

**Port Jervis CSD:**

1. Inform parents of their due rights and appeal procedures, in their preferred language, and have necessary release forms signed by the parent or guardian.
2. Provide parents and/or guardians with an explanation of the referral process, kinds of testing, recommendations and services to be provided.
3. Allow parents to provide input into the development of the IEP, and include parents in all phases in the CPSE process.
4. Arrange for testing at a selected evaluation site.
5. Schedule the CPSE according to the time frames required by law.
6. Provide RECAP Head Start with a copy of the child's IEP, with parental consent.
7. Provide translation services when needed by parents throughout the CPSE process.
8. Cooperate in the transition of children receiving Early Intervention services into the CPSE system.
9. Collaborate in the transition of children from Head Start into the public school system through the sharing of information, with parental consent, and other activities that will facilitate a smooth transition.


**Agreement**

This agreement may be modified with mutual consent to accommodate changing requirements within the School District or Head Start. This agreement will be in effect from May 1, 2017 through April 30, 2019. It will be reviewed and considered for renewal biennially.


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School District Representative

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Title

  
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RECAP Head Start Disabilities Mgr.

  
\_\_\_\_\_  
Charles Quinn  
Chief Executive Officer  
Regional Economic Community Action Program

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Date

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
June 5, 2017

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Date