

# **MEMORANDUM OF AGREEMENT**

BETWEEN

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## **HEAD START**

**THE CHICAGO DEPARTMENT OF FAMILY AND SUPPORT SERVICES,  
CHILDREN'S SERVICES DIVISION  
THE OUNCE OF PREVENTION FUND**

And

## **CHICAGO PUBLIC SCHOOLS**

**Office of Diverse Learner Supports and Services**

Revised as of 12/08/15

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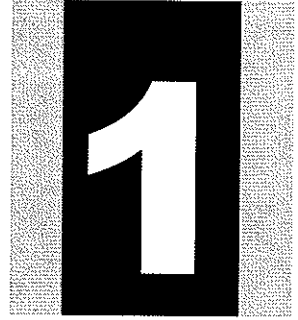
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## **Introduction**

### A. Parties to the Agreement

Chicago Public Schools Office of Diverse Learner Supports and Services (“CPS”), the Chicago Department of Family and Support Services Head Start Grantee and the Ounce of Prevention Fund Head Start Grantee (collectively “Head Start”).

### B. Purpose

The purpose of this Memorandum of Agreement (MOA) is to ensure that each agency maintains communication and shared leadership responsibility at the local level and ensure that cooperative arrangements between agencies are further developed, implemented and preserved. The purpose of this MOA is also for identification of and eligibility determination of children’s known and/or suspected disabilities. This agreement will be reviewed annually and signed by the aforementioned agencies if changes were made.

It is the belief of the parties to this agreement that the Chicago early childhood community, by achieving the goals and carrying out the tasks of this MOA, can forge effective partnerships to:

- Provide services to children and families with acceptance and appreciation for differences within cultures.
- Provide continuity and coordination with local schools.
- Facilitate local collaboration.
- Encourage partnerships between stakeholders.
- Link Chicago early childhood programs and families with other local, state and national initiatives.
- Improve availability and quality of services for children and their families.
- Support children’s optimal development of readiness for school entry and success.

### C. General Mandates and Responsibilities

#### Responsibility of the Chicago Public Schools (CPS):

- Register child as a non-attending student, if not already enrolled in Community Partnership Program (CPP) upon receipt of referral.
- Within 14 school days after receiving a referral for a Full and Individual Evaluation, a team of individuals that have the knowledge and skills necessary to interpret evaluation data will review referral documentation, including, screening results, teacher observation records, and any other pertinent information regarding developmental concerns.
- Develop an assessment plan and obtain parental consent to evaluate and administer agreed upon assessments.
- Upon completion of assessments, IEP team will convene an eligibility meeting within 60 school days of parental consent.
- If the IEP team determines the student is eligible for special education and/or related services, the IEP team will develop an Individualized Education Program (IEP) in accordance with Individuals with Disabilities Education Act (IDEA).
- Work with appropriate community agencies to provide preschool children with disabilities a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as outlined in the student's IEP.
- Provide all related services as prescribed in the child's IEP.
- Ensure the IEP team assesses the child's need for transportation services in accordance with CPS transportation policy and includes transportation as a related service on the IEP, when appropriate.
- Identify an Office of Diverse Learner Supports and Services (ODLSS) liaison to coordinate the implementation of the Head Start agreement.
- Provide Case Managers, Diverse Learner Support Leader (DLSL) and Citywide Assessment Teams with information and training on current referral procedures and enrollment for early childhood students on an ongoing basis.

#### Responsibility of Head Start Grantees and their Delegate Agencies:

- Enroll and serve eligible children, ensuring that 10% of the total enrollment is children with disabilities on an IEP in accordance with Head Start regulations.
- Screen all enrolled children in the areas of health and development within 45 days of attendance.
- Children who may need special education and/or related services to address problems that might interfere with their future development and learning will be referred to CPS for full and individual evaluation (FIE).
- Collaborate with other community agencies (i.e., Department of Public Health, social service agencies, birth to three programs, institutions of higher education and others) in order to provide services and/or support to children with disabilities.

# 2

## Joint Child Find and Screening

	CPS agrees to:	HEAD START agrees to:
A. <u>Identification</u>	<ul style="list-style-type: none"><li>Collaborate with Head Start on the Child Find process.</li></ul>	<ul style="list-style-type: none"><li>Collaborate with CPS on the Child Find process.</li><li>Administer developmental screenings for all enrolled children and together with a parent, determine the need for referral to CPS for further evaluation for special education and/or related services.</li><li>Explain the CPS referral and enrollment process to staff and parents.</li></ul>
B. <u>Screening</u>	<ul style="list-style-type: none"><li>Accept developmental screenings completed by Head Start for consideration among other information about the child to determine the need for a full and individual evaluation (FIE).</li></ul>	<ul style="list-style-type: none"><li>In collaboration with a parent, complete "Joint Screening Referral/Consent" form.</li><li>Explain the purpose, types of screening (developmental, social-emotional, and sensory) and testing results to parents.</li><li>Utilize the same screening instrument used by CPS in order to create continuity in services, especially for those children that were either absent or in need of re-screening.</li></ul>

# 3

## Referral, Eligibility Determination and IEP Procedures

	CPS agrees to:	Head Start agrees to:
A. <u>Referral for Evaluation</u>	<ul style="list-style-type: none"> <li>• Register student as non-attending student for purposes of evaluation (if not already enrolled in Community Partnership Program).</li> <li>• Determine if an evaluation is warranted and if so, complete assessment plan and send parent Consent for Evaluation within 14 school days of referral. If not, notify parents in writing of CPS' decision not to conduct a FIE with rationale for the decision.</li> <li>• Inform parents of their rights and responsibilities concerning their child's education, pursuant to IDEA.</li> <li>• Invite community-based Head Start staff to the FIE and IEP meeting.</li> <li>• Assign a contact person for ongoing communication with the Head Start.</li> <li>• Conduct an evaluation in the native language or other mode of communication and in the form most likely to yield accurate information.</li> <li>• Notify Head Start of any</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to parents their rights and responsibilities concerning their child's education pursuant to IDEA for children who have been referred for a FIE.</li> <li>• Follow CPS non-attending registration procedures and retain copies of appropriate forms in each child's file.</li> <li>• Assign a contact person for ongoing communication with CPS to address questions and concerns.</li> <li>• Maintain ongoing communication with CPS ODLSS to facilitate referrals from enrollment through placement.</li> </ul>

	<p>needed assistance.</p> <ul style="list-style-type: none"> <li>• Provide Head Start with information on summer assessment prior to the end of the school year.</li> </ul>	
<p>B. Eligibility Determination and <u>School Assignment</u></p>	<ul style="list-style-type: none"> <li>• Determine school assignment in accordance with the student's IEP and pursuant to IDEA and Head Start regulations.</li> <li>• Ensure that eligible children receive a school assignment within 10 school days of the IEP meeting and families are provided written notification of such school assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend IEP meeting upon parent request.</li> <li>• Support the child and parents during the IEP and school assignment process.</li> <li>• Encourage families to utilize services offered through ODLSS when a child has an IEP.</li> <li>• Ensure that Head Start teachers and other appropriate staff attend IEP team meeting.</li> <li>• If child is dually enrolled and has an IEP, support the implementation of the goals and objectives of the IEP.</li> </ul>

# 4

## Services

	CPS agrees to:	Head Start agrees to:
A. <u>Transportation</u>	<ul style="list-style-type: none"> <li>• Ensure that transportation is provided for children with disabilities as a related service in accordance with the child's IEP and CPS transportation policy.</li> <li>• Share transportation procedures with Head Start, including all written policies and forms (e.g., Purple form).</li> </ul>	<ul style="list-style-type: none"> <li>• Share transportation resources when appropriate.</li> <li>• Notify school Case Managers and/or ODLSS if children are awaiting transportation services.</li> </ul>
B. <u>Specialized Assistive Technology</u>	<ul style="list-style-type: none"> <li>• Provide assistive technology in accordance with the child's IEP. When appropriate, train Head Start staff and parents on the use and maintenance of specialized assistive technology devices provided by CPS.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist therapist with any arrangements for providing specialized assistive technology devices, if necessary.</li> <li>• Inventory and maintain any borrowed equipment.</li> <li>• Train staff to operate equipment utilized by the child.</li> <li>• Encourage parent to participate in training on equipment.</li> </ul>

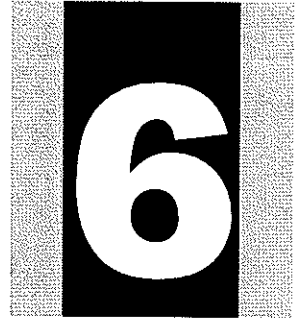


# 5

## Transition

Head Start and CPS recognize that transition involves all children and their families and agree to establish a system of communication for sharing relevant information with parental consent, about each transitioning child.

	CPS agrees to:	Head Start agrees to:
A. <u>Activities</u>	<ul style="list-style-type: none"> <li>• Inform in writing and encourage families that are transitioning from Part C services to consider Head Start as an option for additional services.</li> <li>• Establish a contact for networking with Head Start.</li> <li>• Encourage local schools to participate in Head Start parent meetings and share useful information.</li> <li>• Encourage CPS teachers to collaborate with Head Start teachers throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a contact for transition and initiate introduction to CPS School Entry Support Specialist</li> <li>• Invite local school representative to visit the Head Start program and participate in parent meetings.</li> <li>• Coordinate informational packets to be used at local school parent meetings.</li> <li>• Arrange for Head Start teachers to develop coordinating activities with CPS teachers throughout the year.</li> <li>• Hold a staff-parent transition meeting for each child leaving the program.</li> </ul>



## Joint Training/STARnet Region V

	CPS agrees to:	Head Start agrees to:
A. <u>Overall</u>	<ul style="list-style-type: none"> <li>• Coordinate parent training on rights and responsibilities and other mutually identified topics.</li> <li>• Share surveys and/or evaluations of training activities.</li> <li>• Coordinate staff training on the use and maintenance of assistive technology devices for children with disabilities.</li> <li>• Support and encourage outreach efforts in building community partnerships.</li> <li>• Coordinate efforts to establish a system of course work for staff development accessible to staff from participating agencies.</li> <li>• Consider sharing space and/or negotiate space and other available resources.</li> <li>• Distribute STARnet Region V training calendar twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate parent training on rights and responsibilities and other mutually identified topics.</li> <li>• Share surveys and/or evaluations of training activities.</li> <li>• Coordinate staff training on the use and maintenance of assistive technology devices.</li> <li>• Support and encourage outreach efforts in building community partnerships.</li> <li>• Coordinate efforts to establish a system of course work for staff development accessible to staff from participating agencies.</li> <li>• Consider sharing space and/or negotiate space and other available resources.</li> <li>• Distribute STARnet Region V training calendar and promote trainings to agency staff and parents.</li> </ul>
B. <u>Specific</u>	<ul style="list-style-type: none"> <li>• Assist with training on this agreement and the Individuals with Disabilities Education Act.</li> <li>• Provide training on modifications and adaptations and specific disabilities to Head Start Staff.</li> <li>• Provide training on MOA to all Case Managers and Specialized Service Administrators at least once a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on this Agreement to disability coordinators at least once a year.</li> </ul>

## Administrative Procedures

A. Effective Date

This Agreement will become effective and binding upon signature from the following parties: Chicago Public Schools, Chicago Department of Family and Support Services and Ounce of Prevention Fund.. This agreement will be reviewed annually and signed by the aforementioned agencies if changes were made.

B. Termination

Any party wishing to terminate this Agreement shall give a 60-day notice to the others in writing stating that the Agreement will be canceled or terminated.

C. Confidentiality

Each agency will protect the rights of preschool children who are diagnosed as having a disability, at risk of academic failure and/or who are economically/environmentally disadvantaged and their families. Each agency and local program will strictly adhere to applicable rules for exercise of parental right to access, challenge and privacy of their child's educational record.

D. Evaluation

Head Start and Chicago Public Schools will assign a designee to participate on an Evaluation Committee. The committee's purpose is to evaluate the goals outlined in the Agreement and to ensure their implementation. In addition, the evaluation committee may recommend any modification of the terms of this Agreement at any time as determined by any of the parties to this Agreement..

E. Renewal and Modification

An annual review of the Agreement will be conducted and will include collaborative activities with input from the local programs. The review will occur annually. Renewal of the terms of this Agreement will only occur upon unanimous consent of all signatories of this Agreement.

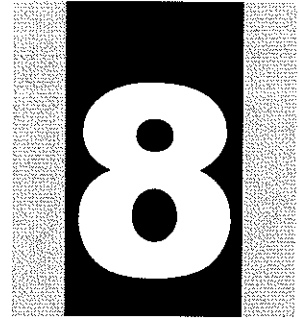
F. Further Assistance

The parties acknowledged this Memorandum of Agreement is general in nature and is intended to indicate each party's commitment to cooperate and communicate with each other. Nothing shall

prohibit a party from requiring additional information or assistance in furtherance of the stated goals.

G. Compliance

Each party agrees to comply with state and Federal laws and regulations and in doing so does not rely on any activity performed by another party to this Agreement to achieve such compliance.



## Agency Contacts

The parties are designating the following individuals as points of contact regarding procedures and activities described in this contract.

### **THE CHICAGO DEPARTMENT OF FAMILY AND SUPPORT SERVICES**

- Beatrice Nichols  
Assistant Director  
Children Services Division  
1615 West Chicago Avenue  
Chicago, IL 60622  
(312) 743-1635
- Paulette Mercurius  
Assistant Director  
Children Services Division  
1615 West Chicago Avenue  
Chicago, IL 60622  
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- Denise Jordan  
DFSS Manager Education and Disabilities Services  
Children Services Division  
1615 West Chicago Avenue  
Chicago, IL 60622  
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- Gina Pacella  
Facilitator, CPS/DFSS Disabilities Team  
1615 West Chicago Avenue  
Chicago, IL 60622  
(312) 743-1598

**OUNCE OF PREVENTION FUND**

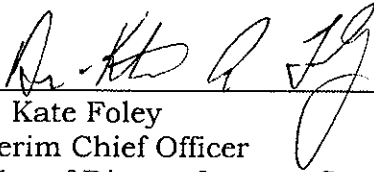
- Claire Dunham  
Head Start Director  
33 West Monroe, Ste 2400  
Chicago, Illinois 60603  
(312) 922-3863
- Porsche Buckner  
Disabilities and Mental Health Coordinator  
4859 S. Wabash Avenue, 2<sup>nd</sup> Floor  
Chicago, IL 60615  
(773) 358-4813

**THE CHICAGO PUBLIC SCHOOLS**

- Dr. Kate Foley  
Interim Chief Officer  
Office of Diverse Learner Supports and Services  
42 West Madison Street, 3<sup>rd</sup> Floor  
Chicago, IL 60602  
(773) 553-1898
- Sarah Dentz  
Executive Director of Pupil Personnel Services  
Office of Diverse Learner Supports and Services  
42 West Madison Street, 2<sup>nd</sup> Floor  
Chicago, IL 60602  
(773) 553-3867
- Georgann Coleman  
Manager Citywide Assessment Team  
2651 West Washington  
Chicago, IL 60612  
(773) 553-1266

# Signature Page

**BOARD OF EDUCATION CITY OF CHICAGO  
Board Report 99-0623-ED7**



Dr. Kate Foley  
Interim Chief Officer  
Office of Diverse Learner Supports and Services

12.9.15

Date

**THE OUNCE OF PREVENTION FUND**

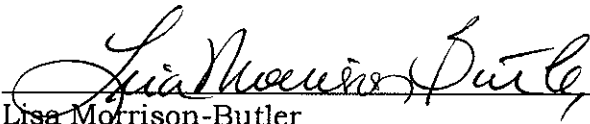


Diana Rauner  
President

12-17-15

Date

**CHICAGO DEPARTMENT OF FAMILY & SUPPORT SERVICES**



Lisa Morrison-Butler  
Commissioner

2/11/16

Date