



**MEMORANDUM OF UNDERSTANDING BETWEEN
BELAU HEAD START PROGRAM AND
SPECIAL EDUCATION PRE-SCHOOL SERVICES**

This Agreement is between Belau Head Start Program and Ministry of Education, Special Education Pre-School Services for the period of one year.

I. Purpose Statement

The purpose of this Agreement is to establish working procedures between Ministry of Education, Special Education Pre-School Services and Belau Head Start Program in the provision of services to preschool children eligible for Special Education and related services in compliance with IDEA 2004, Part B Section 619 Project for preschool age children, Head Start Program Performance Standards, other federal regulations and the Republic of Palau Public Law 3-9 for all eligible children/individuals with disabilities ages 3-21.

It is the intent of this agreement to:

- A. Define which service will be provided by each Agency.
- B. Ensure that children eligible for Special Ed. Early Childhood services receive Free Appropriate Public Education (FAPE) as required by law in the Least Restrictive Environment (LRE).
- C. Ensure that each agency cooperatively maintains communication and share leadership responsibility at the local level to ensure that available resources are utilized in the most effective manner.
- D. Ensure that cooperative arrangements between Ministry of Education, Special Education Early Childhood and Belau Head Start Programs are developed, implemented, evaluated and preserved.

A. Referral and Child Find: (refer to detail referral process in the procedure)

a. Head Start will:

- i. Conduct recruitment of eligible children through out Palau
- ii. Assist special education in the annual Child Find Activities
- iii. Refer children suspected of having a disability to special education as soon as the need is evident with all relevant existing data including any screening/assessment results.
- iv. Head Start disability manager will obtain parent's consent to release information to special education early childhood program
- v. Head Start disability manager assist Special Ed. Early Childhood staff in scheduling meetings and evaluations as needed.

b. Special Education Early Childhood Teachers will:

- i. Upon receipt of a referral from the Head Start Program, Early Childhood teacher or staff will review existing data, complete evaluation plan, obtain written parent consent and schedule the evaluation within 30 days.
- ii. Early childhood Staff completes the Summary of Evaluation and schedule eligibility meeting with assistance from the Head Start Disability Manager or Assistant.

c. Head Start will:

- i. Assist special education in the annual Child Find Activities
- ii. Refer children suspected of having a disability to special education
- iii. Upon referral to special education, Head Start staff will obtain parent consent to release information and forward all relevant student data to special education early childhood teacher/staff

B. Comprehensive Evaluation

a. Special Education Early Childhood Teachers will:

- i. Coordinate the evaluation procedures to include a multidisciplinary evaluation team that consist of the following:
 - a. Head Start Teacher
 - b. Disability Service Manager
 - c. Special Education Early Childhood Teachers
 - d. Related Services (PT, OT, Speech & etc.)
- ii. Conduct initial evaluation within 60 days from obtaining parent consent to eligibility determination
- iii. Upon completion of the evaluation, an eligibility meeting will be scheduled with parents and the member of the Multidisciplinary Team to determine the child's eligibility to receive special education services.
- iv. Obtain parent consent and provide Head Start with a copy of the evaluation report/s.

b. Head Start will:

- i. Participate as members of the multidisciplinary evaluation team
- ii. Make arrangement to accompany the child to the evaluation, if necessary.

- iii. Support the parents through the evaluation process

C. Individualized Education Plan (IEP) Process

a. Special Education Early Childhood Teacher will:

- i. In collaboration with Head Start Disability Manager or Assistant, schedule and coordinate IEP meetings to include participation of parents, Head Start teacher, center coordinator, family service worker and other appropriate personnel from other agencies (i.e. Public Health).
- ii. Facilitate the IEP meeting with support from the Head Start Disability Manager or Assistant to review child's present level of academic and functional performance, develop measurable annual goals, and determine special education and related services and other supports needed by the child and family.
- iii. Provide training and technical assistance in the modification and/or adaptation of the environment, materials, and or instruction if appropriate.
- iv. Obtain parent consent and provide copies of the IEP and evaluation report (if appropriate) to parents, Head Start Program, and other relevant agency representative.

b. Head Start will:

- i. Make arrangement for appropriate personnel to attend the IEP meeting.
- ii. Provide information on the child's present level of performance to the Team
- iii. Support the Head Start parents, including transportation to the IEP meeting if necessary.
- iv. Make every effort to accommodate children with disabilities receiving Special Education Early Childhood Services. Over-income 3 year old children with disabilities will be considered for placement.

D. Specific Program Service Delivery

a. Special Education Early Childhood Teachers & related services staff will:

- i. Provide classroom support to a child on a one to one basis, small group or consultation service as appropriate and stated in the child's IEP.
- ii. Participate in monthly staffing with Head Start teachers and parents to review children progress and provide any additional training and technical assistance in order to meet the goals and objectives specified in the IEP.
- iii. Attend Transition Planning Meeting for children w/IEPs transitioning to 1st grade.

b. Head Start Disability Service Manager will:

- i. Coordinate with special education personnel
- ii. Provide information to special education personnel regarding any changes in the classroom schedule (field trips, etc.)
- iii. Implement modifications and or adaptations of the environment, instruction, or materials for children with disabilities to participate in daily classroom routines and

- activities.
- iv. Coordinate monthly Team Meetings
- v. Provide necessary reports to Special Education Early Childhood Program

E. Transition

I. Children with disabilities exiting Head Start and entering Elementary School.

a. Special Education Early Childhood Program will:

- i. Obtain parent consent using the Parent Notice of Meeting form (SE7A). This form indicates the purpose, place, time, and the participants of the meeting.
- ii. Prepare a progress report on each child with a disability as part of the information shared during a transition meeting.
- iii. Participate in transition meetings at the receiving elementary school.
- iv. Participate in the MAP (Making Action Plan) process to gather information that can be used to generate a plan of action for the targeted child/student.
- v. Transfer all documents of the child to the receiving elementary school.

b. Head Start will:

- i. Head Start Family & Community Partnership Manager meets with the Elementary School Principal to schedule the Transition Planning Team Meeting to be conducted in April/May of each year and inform the sending team (Multidisciplinary team).
- ii. Family & Community Partnership Manager will arrange for field trips for all children and parents to visit the new school in early February to March of each year.
- iii. Participate in the MAP(Making Action Plan) process to gather information that can be used to generate a plan of action for the targeted child/student.
- iv. Transfer all documents of the child to the receiving school.

F. Confidentiality

- i. Special Education Early Childhood Program and Palau Head Start shall obtain written consent from the parent(s) for all screenings and evaluation. In addition, a written release of information must be obtained from parents in order to share information among agencies.
- ii. The service providers from either party who are involved in an individual case of a child will be responsible to maintain confidentially at all times. Specific child's information should only be disclosed to appropriate service providers upon obtaining written consent from parent's. The purpose of the information requested should be indicate on the request form and it should be clearly explained to the parents.

G. Training and Technical Assistance

a. Special Education Early Childhood Program will:

- i. Make arrangement for appropriate Head Start personnel to attend training sessions provided by Special Education Program.**
- ii. Will conduct an orientation of the early childhood policy and procedures as needed. (i.e., for newly hired teachers & etc.)**

b. Head Start will:

- i. Notify Special Education Early Childhood Program of pertinent training sessions so that they can attend when appropriate.**

H. Parent Involvement Activities

a. Special Education Early Childhood Program will:

- i. Include Head Start Parents of eligible children with disabilities in organized parent training or workshops pertaining to early childhood issues.**

b. Head Start will:

- i. Include parents of children with disabilities enrolled in the Head Start Program in all parent trainings and meetings.**

I. Child Count

a. Special Education Early Childhood Program Teachers will:

- i. Provide a list of children with IEP to Head Start before August 30 every year before the submission of their Program Information Report (PIR) to the Office of Head Start.**

b. Head Start will:

- i. Verify the list of children with IEPs or with an IEP in the program and provide feedback to Special Education Early Childhood Teachers before November 30 every year before the submission of their Annual Program Report (APR) to the Office of Special Education Program.**

J. Collection and Sharing of Data

- a. Special Education Early childhood Program:
 - i. Collect Child Outcome data
 - ii. Schedule meetings to complete Child Outcome Summary Forms (COSF) for each child as they enter or exit the program with assistance from the Head Start Disability Service Manager.
 - iii. Participate in the meeting with Head Start teacher, Disability Manager, parent/s, and Special Ed. Related Service providers.
 - iv. Share child and family outcome data with Head Start thru Disability Service Manager.
- b. Head Start Program:
 - i. Share results of their Creative Curriculum assessment for each child receiving Special Education Early Childhood services in their classrooms for completing their COSF.
 - ii. Head Start Disability Service Manager will help Special Education Early Childhood staff in scheduling meetings to complete each child's COSF.
 - iii. Participate in the meeting with Special Education Early Childhood staff, Special Ed. Related Service provider/s child teacher and parent/s to complete each child's COSF.
 - iv. Assist in conducting annual family surveys for the purpose of collecting family outcome data for each child receiving special education services in Head Start classrooms.

K. Condition for Reimbursement & Financial Responsibilities

Special Education through its Early Childhood Service will provide the appropriate special education and related services necessary for ensuring FAPE to eligible children with disabilities ages 3-5 years. Such services may include instruction, assistive technology devices or services, related services, supplementary aids and services, and transition services that are necessary for ensuring FAPE. This obligation shall be fulfilled either directly or through contract or other arrangements. However, nothing in this agreement will limit the responsibilities of paying for those services for which either agency would otherwise be responsible.

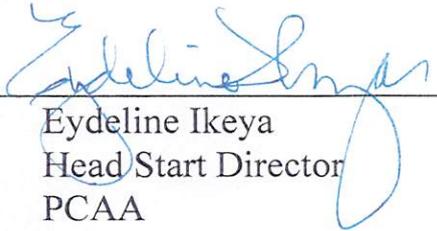
If either program should fail to assume the cost of any educational services for which it would otherwise be responsible, then the other program shall provide or pay for these services to the eligible children with disabilities in a timely manner and may then claim reimbursement from the program that failed to fulfill its obligation.

L. Dispute Resolution

Any disagreement in the implementation of this MOU that cannot be resolved by the respective program's designated representatives shall be brought to the attention of the Minister of Education and the PCAA Executive Director for resolution.

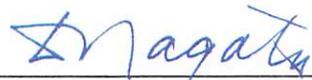
We the undersigned have reviewed and approved the Memorandum of Understanding contained in this document.

Reviewed and
Approved by:


Eydeline Ikeya
Head Start Director
PCAA

Date: 4/29/11

Reviewed and
Approved by:


Doroteo Nagata
Executive Director
PCAA

Date: 4/29/11

Reviewed and
Approved by:


Masa-Aki N. Emesiochel
Minister
Ministry of Education

Date: 4/29/11

Reviewed and
Approved by:


Emery Wenty
Director
Ministry of Education

Date: 4/29/11

Reviewed and
Approved by:


Helen Sengebau
Coordinator
Special Education Program

Date: 4/29/11