

Memorandum of Understanding
Between
Bradford-Tioga Head Start, Inc.
And
Wellsboro Area School District

1. The Partners:

Bradford-Tioga Head Start, Inc. (BTHS), operates center based preschool classrooms for children ages 3 to school entry and home-based Early Head Start services for pregnant women and children up to the age of 3 across Bradford and Tioga Counties of Pennsylvania. BTHS services are primarily for families who income falls below poverty guidelines. The mission of BTHS is to provide exceptional, educational opportunities and high-quality supportive services, which empower children and families to grow and thrive.

Wellsboro Area School District provides K-12 educational services in Tioga County. The mission of the Wellsboro Area School District: To work in partnership with students, families, and the community to ensure that every student acquires the knowledge, skills, and core values necessary to realize his/her fullest potential.

WASD Believes:

- Education, with measurable goals and high expectations, empowers all individuals to achieve full potential.
- Because every individual is important and unique, education endeavors to meet the varying abilities may require different learning strategies so that all individuals can learn.
- Each individual has the right to a respectful, safe learning environment that promotes academic excellence, responsibility, creativity, cooperation, critical thinking and life-long learning.
- Positive educational experiences reinforce honesty, integrity, strong moral character, and appreciation of diversity.
- An educational partnership must include family, school, and community to provide for our area's cultural, social, economic, and intellectual development.

2. Purpose of Partnership:

The purposes of this agreement between Bradford -Tioga Head Start, Inc. and Wellsboro Area School District are:

- To assure that there is a continuum of quality of services for young children and families through collaboration and coordination of all programs.
- To support children's optimal development, school readiness and long-term success.

- To address unique strengths and needs of the local population, including but not limited to homelessness, foster care and Non-English-Speaking Families.
- To promote collaboration regarding shared use of facilities and other resources as appropriate.
- To promote further collaboration to reduce duplication and enhance efficiency of services.
- To define the roles and responsibilities of the named parties toward coordination and greater collaboration, enhancing linkages and enhance relationships, and exchange information on the provision of educational and non-educations services.
- To support ongoing communication and parent outreach for smooth transition to kindergarten.
- To coordinate staff trainings, including opportunities for joint staff training.

3. Authority:

- A. Head Start Act: Public Law 110-134 Improving Head Start for School Readiness Act of 2007 requires that Head start programs must coordinate and collaborate with the appropriate local entity responsible for managing publicly funded preschool program areas in the service Area of the Head Start Grantee.
- B. Head Start Act: (SEC.642A) Head Start Transition and Alignment with K-12 Education requires that each Head Start Agency shall take steps to coordinate with local educational agency serving the community involved with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effect transitions.
- C. Every Student Succeeds Act (ESSA, Section 1119(a) 1119(b)) requires each LEA receiving Title 1 funds, regardless of whether it operates a preschool program to develop agreements and carry out coordination activities with Head Start Programs and other early childhood programs if feasible.

4. Areas of Partnerships/Collaborations:

A. Education Activities, Curricular objectives and instructions

Partners will have ongoing communication for continuity of curricular objectives and shared expectations for children's learning and development. Collaborative activities may include but not exclusive to:

- Ongoing Communication
- Shared Resources and Curriculum
- Joint Training or Professional Development

B. Public Information Dissemination

Partners will work together to inform the community about the high-quality early education programs offered in the area as well as resources to support school readiness. Collaborative activities may include but not exclusive to:

- Recruitment Brochures/ Advertisements
- Public information dissemination and resource development to support and improve school readiness.
- Public Relations functions such as fairs or luncheons

C. Selection Priorities and Definition of Service Areas:

Partners will work together to optimize opportunities for children and families. Eligible children will be served by the appropriate program that best meets the needs of the family. There will be no competition for children. Collaborative activities may include but not exclusive to:

- Shared Children Recruitment and Referral practices to ensure all children are served by the appropriate program or agency.
- Shared wait list to another agency with parental permission
- Coordination of services delivery

D. Professional Development:

Partners may participate in joint staff training and Professional Development on topics such as academic standards, curriculum, instruction, transition and social emotional development. Collaborative activities may include but not exclusive to:

- Share costs associated with trainers and or training materials.
- Offer credit or credentialing for joint Professional Development
- Jointly plan training based on shared needs assessment.

E. Joint Program Technical Assistance:

Partners may coordinate and support each other through shared expertise and shared technical assistance resources, where feasible. Collaboration may include but not exclusive to:

- Community service/career outreach to high school students
- Kindergarten readiness activities and resources
- Shared assemblies and school events

F. Communication:

Partners may schedule meetings throughout the school year that will provide opportunities to discuss our shared vision about early childhood education which will include but not exclusive to enrollment, recruitment, curriculum, and other collaborative activities.

G. Transition Services:

Partners will plan a coordinated approach transition of children from Head Start to public school experience. Activities could include but not exclusive to:

- Head Start children visiting kindergarten classrooms.
- School District and Head Start teachers making visits to each other's classrooms.
- Head Start children's assessments and pertinent information forwarded to kindergarten teachers with parent's permission.
- Head Start Staff and families will meet with School District representatives to transition children with IEP's from Head Start to public school.
- Head Start children participating in school events and activities as feasible.

H. Provision and Use of Facilities and Other Program Elements:

Partners will share resources when feasible for the betterment of all parties.

- Head Start classrooms will be housed in school districts when feasible to support transition.
- Joint parent activities, education and involvement. Events such as open houses, literacy nights, and other school functions as appropriate will be open to Head Start Parents.
- Partners will exchange information of children's services, as feasible and appropriate.
- Head Start will contract with school district to provide meals when feasible.


5. Confidentiality: The partners of this agreement acknowledge confidentiality requirements that each entity must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each entity 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.)

6. Resolution of Differences: The parties will create a process to resolve disputes or differences and to solve problems, working first to resolve disputes between them. The process will include timelines for regular meetings to review the MOU, plan collaborative activities, update each other on achievement and resolve issues. Each party will identify a liaison to be responsible for the MOU communication and plan implementation.

7. **Review and Amendments:** The agreement will be jointly reviewed by all partners biennially and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a partner requests a formal change.

8. **Effective Date:** The agreement will become effective immediately after being signed and dated by all partners. By signing the agreement each partner agrees to the terms. The signed agreement will be binding on all successors of partners to the agreement and is developed and agreed upon with mutual respect and cooperation.

9. **Signatures:** The partners believe that a meaningful partnership to promote school readiness can be created so that children are served in a coordinated high-quality system. The Partners agree to plan and implement strategies based on practice and research that have proven to support children's school success. The Partners agree to coordinate recruitment and enrollment so that each child and family is served in the best setting and program cooperate to maximize community resources.



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5/15/24

Date

Date