



Governing Board Agenda Item

Meeting Date: October 15, 2026

From: Joshua Bayne, Executive Director of Educational Services

Subject: Memorandum of Understanding with Child Parent Centers, Inc.

Priority: To provide rigorous, relevant, and innovative academics

Consent ☐ Action ☒ Discussion ☐

Background:

The Marana Unified School District seeks approval of the Memorandum of Understanding with Child Parent Centers, Inc. (CPC), to ensure preschool-aged children with disabilities receive the services and support they need to be successful. Through this partnership, CPC's Head Start programs and the District will work together to identify, enroll, and support eligible children with disabilities while coordinating services for students and their families. Most importantly, this partnership strengthens coordination between the two organizations so that children and families experience timely, comprehensive, and connected support as they prepare for kindergarten and future success.

This Memorandum of Understanding and Addendum have been approved by legal counsel.

Recommended Motion:

I move that the Governing Board approve the Memorandum of Understanding and Addendum between the Marana Unified School District and Child Parent Centers, Inc.

Approved for transmittal to the Governing Board:


Dr. Daniel Streeter, Superintendent

Questions should be directed to: Joshua Bayne, Executive Director, Educational Services
Phone: (520) 682-4808

MEMORANDUM OF UNDERSTANDING

BETWEEN

MARANA UNIFIED SCHOOL DISTRICT

AND

CHILD PARENT CENTERS, INC.

Date Developed: 04/2026

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I. Purpose

To define the collaborative partnership between Marana Unified School District and Child Parent Centers, Inc. (CPC) to ensure that the needs of preschool-aged children with disabilities are met in accordance with:

- Head Start Performance Standards (§1302.60 and §1302.63)
- Improving Head Start for School Readiness Act of 2007
- Arizona Revised Statutes §15-763

II. Program Description

Child Parent Centers, Inc. (CPC) operates two Head Start program(s) within the Marana Unified School District, providing or arranging a full range of services for enrolled preschool-aged children (ages 3 to kindergarten eligible) and their families. These services include health, dental, nutrition, developmental support, social services, and parent engagement. To reach families most in need, CPC actively informs those with age- and income-eligible children within the recruitment area about available services and encourages them to apply (Head Start Performance Standard §1305.5).

For the purposes of this memorandum, **Child Parent Centers, Inc.** will be referred to as **Head Start**.

Head Start is federally mandated to recruit and enroll income-eligible children, including those with disabilities—particularly children with severe disabilities. Since 2009, Head Start programs must ensure that **at least 10%** of total enrollment consists of children with disabilities who are eligible for special education or early intervention services (Head Start Act §640(d), 2007). This 10% enrollment target must be **met by January 31**, the midpoint of the program year, and **maintained through the end of the year** (typically May). Head Start works in collaboration with the Local Education Agency (LEA) and other partners to serve these children and their families.

Marana Unified School District is responsible for providing a **free and appropriate public education (FAPE)** to all children with disabilities residing within its boundaries. For the remainder of this memorandum, Marana Unified School District will be referred to as **District**.

Reserved Head Start Opportunities:

- ED Class = Extended Day, 6.75 hours

<u>Desert Winds Head Start</u> Reyna (Lily) Ochoa-Hernandez, Site Supervisor 12655 W. Rudasill Road Marana, Arizona (520)616-7050 <u>Marana</u> Candace Campbell, Site Supervisor 13660 McDuff Road Marana, Arizona (520)682-4415	Monday-Thursday <table><tr><th>AGE</th><th>SESSION</th><th># of RESERVED SLOTS</th></tr><tr><td>4</td><td>ED</td><td>4</td></tr></table> Monday-Thursday <table><tr><th>AGE</th><th>SESSION</th><th># of RESERVED SLOTS</th></tr><tr><td>4</td><td>ED</td><td>4</td></tr><tr><td>4</td><td>ED</td><td>4</td></tr></table>	AGE	SESSION	# of RESERVED SLOTS	4	ED	4	AGE	SESSION	# of RESERVED SLOTS	4	ED	4	4	ED	4
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Head Start Program Performance Standards require completion of an application for all families to qualify either based on income or categories of eligibility, either requires verification, which is done at time of application. Enrollment of children is contingent upon:

- Availability of slots
- 10% enrollment requirement
- Priority point system

III. Implementation Process

A. Placement and Enrollment of Children Identified

Prior to the Head Start Program Year

Head Start agrees to:

1. Ensure that at least 10% of total enrollment is reserved for children with disabilities, in accordance with the Head Start Act (2007, §640(d)) and Performance Standard §1305.2(a).
2. In collaboration with the District, identify returning children by May 1.
3. Prioritize enrollment of returning children with disabilities before considering new applicants. Children who have been determined eligible must be placed by August 31.
4. Newly identified children with disabilities must complete a Head Start application and will be prioritized using the established point system. Eligible children must be placed by August 31.
5. Assign an appropriate Head Start representative (teacher, co-teacher, Education Services staff, Site Supervisor, Early Intervention Coordinator, or Specialist) to attend Multidisciplinary Education Team (MET) and Individualized Education Plan (IEP) meetings.
6. Provide the District with a completed Authorization for Release of Education Records (ARER) form, signed by the parent or legal guardian, to formally request a copy of the finalized IEP.

District agrees to:

1. Utilize the 10% enrollment opportunities reserved by Head Start as a placement option for preschool-aged children eligible for special education services and in which Head Start is considered the most appropriate least restrictive environment.
2. Assist with the identification of returning children by May 1st.
3. Fill enrollment opportunities with returning children with disabilities before identifying new applicants for placement by August 31st.
4. Recommend newly identified children with disabilities to fill remaining openings after returning children have already been identified. Families must complete a HS application and will follow the priority point system. Children who have been determined eligible must be placed by August 31st.
5. Notify Head Start Early Intervention staff (inclusion@childparentcenters.org) within five working days of the dates, times, and locations of scheduled MET/IEP meetings in order for an appropriate Head Start representative to be in attendance.
6. Accept a completed *Authorization for Release of Education Records (ARER)* form from Head Start with parent or official legal guardian signature as the formal request to receive a copy of the district's finalized IEP as soon as the IEP becomes available but no longer than 30 calendar days.

7. Receive a copy of the child’s finalized IEP within 30 calendar days to support individualization, curriculum planning, and to meet Head Start Performance Standard §1308.19(b) 8. Accept draft copies, if necessary, until receipt of finalized IEP copy. Accept, if necessary, IEP signature page as date of service implementation, for accounting purposes, until the receipt of finalized IEP copy. 9. Enroll children with diagnosed disabilities once all of the following circumstances listed below have been met: • Families complete Head Start application and submit income verification. Child is enrolled if agency is under the 10% mandate of enrolling children with a diagnosed disability. If over-income, agency must be below the 10% allowance for over-income. • Child meets the eligibility criteria • Head Start actively participates in the MET/IEP meetings • Head Start is deemed by the MET/IEP teams (which includes but is not limited to parents, school district staff, and Head Start staff in attendance) as the most appropriate least restrictive environment for placement and the general education placement is documented as such in the child’s IEP • There is space available within the program 10. Schedule time with the child’s family before enrollment, but after Head Start has attended MET/IEP meetings, to review Head Start placement and complete the Head Start interview and application process.	7. Provide a copy of child’s finalized IEP to Early Intervention staff at inclusion@childparentcenters.org as soon as it becomes available but no longer than 30 calendar days, even if already provided to other Head Start staff. Submit draft copies, if necessary, until submission of finalized IEP copy. Submit IEP signature page, if necessary, as date of service implementation for Head Start accounting purposes, until submission of finalized IEP copy.
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III. Implementation Process

B. Placement and Enrollment of Children Identified

During the Head Start Program Year

Head Start agrees to:

1. Notify appropriate district personnel of potential Head Start openings. This notification by Early Intervention staff will include site location, classroom days, times, and the age of the children that the classroom serves using the email: inclusion@childparentcenters.org.
2. Hold vacancies for 10 calendar days after notifying the district of the opening.
3. Assign appropriate Head Start representative (teacher, co-teacher, Education Service staff, Site Supervisor, or Early Intervention Coordinator or Specialist) to attend the Multidisciplinary Education Team (MET) and the Individual Education Plan (IEP) meetings, after children are identified.
4. Provide the district with a completed *Authorization for Release of Education Records* form with parent or official legal guardian signature as the formal request to receive a copy of the district's finalized IEP.
5. Receive a copy of child's finalized IEP within 30 calendar days for the purpose of individualization, curriculum planning and/or to complete child's file to meet the requirements of Head Start Performance Standard 1308.19(b).

Accept draft copies, if necessary, until receipt of finalized IEP copy.

Accept, if necessary, IEP signature page as date of service implementation, for accounting purposes, until the receipt of finalized IEP copy.

District agrees to:

1. Provide at least two appropriate contacts (emails and phone numbers) for district personnel responsible for student placements in Head Start.
 - Sarah Whaley, Assistant Director of Student Services 520-682-4819
s.k.whaley@maranausd.org
 - Amy Wilson 520-682-4782
a.b.wilson@maranausd.org
2. Reply via email immediately, at inclusion@childparentcenters.org, when a child is identified to fill the potential opening to relay the child's name and family contact information.
3. Notify Head Start Early Intervention staff, at inclusion@childparentcenters.org within five working days of the dates, times, and locations of scheduled MET/IEP meetings in order for an appropriate Head Start representative to be in attendance.
4. Accept a completed *Authorization for Release of Education Records* form from Head Start with parent or official legal guardian signature as the formal request to receive a copy of the district's finalized IEP as soon as the IEP becomes available but no longer than 30 calendar days.
5. Provide a copy of child's finalized IEP to Early Intervention staff at inclusion@childparentcenters.org as soon as it becomes available but no longer than 30 calendar days, even if already provided to other Head Start staff.

Submit draft copies, if necessary, until submission of finalized IEP copy.

6. Enroll children with disabilities once all the following circumstances listed below have been met:

- Families complete Head Start application and submit income verification. Child is enrolled if agency is under the 10% mandate of enrolling children with a diagnosed disability. If over-income, agency must be below the 10% allowance for over-income.
- Child meets the eligibility criteria
- Head Start actively participates in the MET/IEP meetings
- Head Start is deemed by the MET/IEP teams (including, but not limited to parents, school district staff, and Head Start staff in attendance) as the most appropriate least restrictive environment for placement and the general education placement is documented as such in the child's IEP
- There is space available within the program after following the priority points system

7. Schedule time with the child's family before enrollment, but after Head Start has attended MET/IEP meetings, to review Head Start placement and complete the Head Start interview and application process.

*****NOTE*****

When a classroom is experiencing difficulties (e.g. new staff, a high number of children with challenging behaviors, classroom management issues) that may cause it to be considered a "High Priority Classroom", Head Start Early Intervention staff will not contact the district for further placements.

Placement opportunities will be offered when the classroom is no longer considered High Priority.

Submit IEP signature page, if necessary, as date of service implementation for Head Start accounting purposes, until submission of finalized IEP copy.

*****NOTE*****

When a classroom is experiencing difficulties (e.g., new staff, a high number of children with challenging behaviors, classroom management issues) that may cause it to be considered a "High Priority Classroom", Head Start Early Intervention staff will not contact the district for further placements.

Placement opportunities will be offered when the classroom is no longer considered High Priority.

III. Implementation Process

C. Head Start Children Referred to District Child Find

i. Screenings and Referrals

Head Start agrees to:

1. Screen all enrolled children in the areas of vision, hearing, cognition, speech/language, adaptive and motor skills, and social/emotional development within 45 calendar days of entry into the program. Head Start Program Performance Standard 1304.20(b)(1).

Screening tools may include, but are not limited to:
 - Ages and Stages-3
 - ASQ-SE
 - Health History
 - OAE Hearing Screening
 - LEA Symbols Vision Screener and Go-Check Photoscreen Device
 - Staff Observations
 - Health and Behaviors Notification
2. Assist parents once they have identified a concern about their child's development by relaying information on referral timelines, supporting them in contacting the local school district Child Find to request and schedule an appointment for District screening.
3. Submit to District referral packet that includes:
 - Referral Cover Sheet
 - *Screening Request Documentation* form
 - *Authorization for Release of Education Records* form, complete with parent or legal guardian signature
 - Birth Certificate
 - Health Screening Results Notification (Hearing & Vision screenings)
 - Health History

District agrees to:

1. Accept the Head Start referral packet.
2. Provide a district contact, phone number and email address who can give detailed updates of children in the referral process.
3. Screen Head Start children referred by Head Start within 45 calendar days of receipt of parent's written request. Notify Head Start Early Intervention staff, once Head Start referral is received and appointment has been scheduled for a Child Find screening via email at inclusion@childparentcenters.org
4. Establish contact with Head Start via email at inclusion@childparentcenters.org to provide detailed updates and follow-up on the status of referrals including, but not limited to:
 - Receipt of referrals
 - Parent contact
 - Appointments scheduled
 - Appointments missed
 - Results of screenings
 - Children who do not qualify (DNQ)
 - Children dismissed from services
5. Collaborate with Early Intervention staff by the 15th day of each month to provide referral status updates for all children in the referral process.
6. Contact Head Start at inclusion@childparentcenters.org with results of screenings, either of a pass or fail, and provide appropriate written documentation within 10 working days.

4. Submit completed referral packets within 24 hours of parent request to the district.
5. Support families throughout referral process by offering assistance in the completion of the Head Start referral packet, contacting the district to submit written referral request and to schedule appointments, explaining district screening procedures, and engaging families to promote attendance to scheduled appointments.
6. Contact District for referral status updates for all children in referral by the 15th day of each month.
7. Accept written documentation from the district of screening results (e.g. Prior Written Notice, screening results notification form).
8. Refer families that are not Head Start eligible or that are on Head Start's waitlist and are concerned about their child's development to the school district's Child Find.

*****NOTE*****

If your district provides Child Find group screenings, District will notify Head Start Early Intervention staff at inclusion@childparentcenters.org with the dates, times, and locations of these screenings.

III. Implementation Process

C. Head Start Children Referred to District Child Find

ii. Evaluation and Determination of Eligibility

Head Start agrees to:

1. Contact District for evaluation status updates for all children in evaluation process on or about the 15th day of each month.
2. Offer assistance to parents during the evaluation process to reschedule missed appointments, arrange transportation, or provide support to understand the steps taken during the referral process.
3. Provide the district with a completed *Authorization for Release of Education Records* form from Head Start with parent or official legal guardian signature as the formal request to receive a copy of the district's finalized evaluation determination documentation.
4. Accept proper documentation (e.g. Prior Written Notice, screening results notification form) as notification of those children who pass evaluations and do not qualify for special education services.

District agrees to:

1. Evaluate Head Start referred children that fail district screenings and that require formal evaluations within 60 calendar days of signed permission to evaluate by parent or legal guardian. (IDEA, 2004 Reauthorization, Sec 614)
2. Complete a Comprehensive Developmental Assessment as the formal evaluation.
3. Accept a completed *Authorization for Release of Education Records* form from Head Start with parent or official legal guardian signature as Head Start's formal request to receive a copy of the district's finalized evaluation determination documentation within 10 calendar days from completion of evaluations.
4. Submit proper documentation (e.g. Prior Written Notice, screening results notification form) as notification of those children who pass evaluations and do not qualify for special education services.

III. Implementation Process

C. Head Start Children Referred to District Child Find

iii. Multidisciplinary Education Team (MET), Individual Education Plan (IEP), and Annual Review IEP Meetings

Head Start agrees to:

1. Support and assist parents to keep scheduled Child Find and school meetings and appointments and also to provide transportation to and from, if necessary.
2. Assure appropriate Head Start representative (teacher, co-teacher, Education Service staff, Site Supervisor, or Early Intervention Coordinator or Specialist) attends MET, initial IEP, and annual review IEP meetings.
3. Provide the district with a completed *Authorization for Release of Education Records* form with parent or official legal guardian signature as the formal request to receive a copy of the district's finalized IEP.
4. Receive a copy of student's finalized IEP within 30 calendar days for the purpose of individualization, curriculum planning and/or to complete child's file to meet the requirements of Head Start Performance Standard 1308.19(b).

Accept draft copies, if necessary, until receipt of finalized IEP copy.

Accept, if necessary, IEP signature page as date of service implementation, for accounting purposes, until the receipt of finalized IEP copy.

District agrees to:

1. Coordinate with parents to schedule MET, initial IEP, and annual IEP review meetings.
2. Notify Head Start Early Intervention staff (inclusion@childparentcenters.org) within five working days of the dates, times, and locations of scheduled MET/IEP meetings in order for an appropriate Head Start representative to be in attendance.
3. Facilitate the MET/IEP meetings, ensuring that all team members, including parents and Head Start representatives, have the opportunity to actively participate and contribute to the development of the IEP.
4. Provide a copy of student's finalized IEP to Early Intervention staff at inclusion@childparentcenters.org as soon as it becomes available but no longer than 30 calendar days, even if already provided to other Head Start staff.

Submit draft copies, if necessary, until submission of finalized IEP copy.

Submit IEP signature page, if necessary, as date of service implementation for Head Start accounting purposes, until submission of finalized IEP copy.

III. Implementation Process

C. Head Start Children Referred to District Child Find

iv. Dual Enrollment versus Dual Placement

Dual Enrollment

Dual Enrollment means a child is enrolled in both a district program and Head Start (either center or home-based). Head Start advocates for Dual Enrollment when it is the best interest of a child.

For a dually enrolled child:

- District support and services will only be provided at the district placement.

Dual Enrollment is an option available and is beneficial for those children and families in need of additional services that Head Start is able to provide, including but not limited to:

- Socialization opportunities
- Typically developing peer models
- Mental health services
- Parenting support from family educators
- Health and nutrition services

Dual enrollment is part of the child's IEP and is reflected as the most appropriate and least restrictive environment.

Dual Placement

Dual Placement means that the district determines placement in multiple programs will be most beneficial for the child based on his or her needs. The district will provide support and services for the child in both programs. Dual placement is part of the child's IEP and is reflected as the most appropriate and least restrictive environment.

*****Note*****

For children not already attending Head Start, Head Start placement is a collaborative decision and a Head Start representative must participate in the process.

III. Implementation Process

D. Special Education and Related Services

Head Start agrees to:

1. Provide basic new staff orientation training and a copy of the parent handbook to District staff assigned to Head Start classrooms by the site supervisor.
2. Provide experiences and instruction to support each child's goals identified in the IEP. Early Intervention staff will assist and support Education Services Specialists and teaching staff in developing strategies and experiences that support goals in the IEP.
3. Provide individual *Therapy Sign-In/Communication Log* for each child that is receiving services within Head Start classrooms every time services are provided.
4. Document sign-out and sign-in of children that are receiving services and are removed from the classroom by district personnel.
5. Document any incidents occurring that involve Head Start children while child(ren) is in district custody, e.g. illness, injury or accident, visit to school nurse once informed by district.
6. Request copies of the child's IEP progress reports, if needed, at the end of the district's quarterly grading period with written parent permission.

District agrees to:

1. Provide special education and related services as stated in the child's IEP using the inclusion model whenever possible.
2. Complete documentation of children being pulled out of the classroom by utilizing Head Start's sign-in/sign-out log upon leaving and returning.
3. Contact Head Start site supervisor immediately of any incidents occurring that involve Head Start children while child(ren) is in district custody, e.g. illness, injury or accident, visit to school nurse once informed by district.
4. Ensure special education and related services are provided by or under the supervision of personnel meeting state qualifications as outlined in Head Start Performance Standards, 1308.4(k).
5. Request that therapy providers complete individual *Therapy Sign-In/Communication Log* for each child that is receiving services within Head Start classrooms every time services are provided.
6. Encourage District therapy providers to maintain continuous communication with Head Start staff to review each child's progress on goals and to provide beneficial strategies and techniques that work best for each individual child.
7. Provide Head Start staff (teacher, co-teacher, site supervisor, or Early Intervention staff) with copies of the child's IEP progress reports, if needed, at the end of the district's quarterly grading period with written parent permission.

III. Implementation Process

E. SmartTeach

For Children that are Dually Enrolled, Dually Placed, or that are placed at Head Start by the District, Head Start agrees to:

1. Pay for the portfolios for which Head Start is the holder.
2. Hold the SmartTeach subscription portfolios for all Head Start enrolled children.
3. Accept the transfer of the District portfolio for children who transfer to Head Start during the program year.
4. Record continuous documentation of the child's progress related to IEP goals and SmartTeach using observations, portfolio samples and narrative documentation.
5. Upon receipt of district request for SmartTeach Team Central access, Head Start will provide access to qualified service providers of shared portfolios in no more than 5 working days from date of request.
6. Collaborate with special education service providers to reach consensus regarding SmartTeach ratings for shared portfolios.
7. Complete the OSEP exit of those who have been dismissed from special education services and to archive TSG portfolios of termed children that continue to be eligible under Part B services but that are no longer attending Head Start programs.

For Children that are Dually Enrolled, Dually Placed, or that are placed at Head Start by the District, District agrees to:

1. Transfer District portfolios for children who transfer to Head Start during the program year.
2. Request portfolio access to SmartTeach's Team Central for district service providers that deliver services in Head Start by sending an email to dataentry@childparentcenters.org with the following information:
 - Name of service provider requesting access
 - Email address of service provider
 - Name and date of birth of child that access is being requested for
3. Input necessary data into SmartTeach to monitor progress towards IEP goals based on checkpoint dates given on Head Start's master calendar. Once given Team Central access, District staff has data available to them at any time.
4. Collaborate with Head Start direct service staff (e.g. teachers, co-teachers) to reach consensus regarding SmartTeach ratings for shared portfolios.

III. Implementation Process

F. Additional Responsibilities

Head Start agrees to:

1. Be responsible for receiving children being transported by the district or the contracted transportation agency.
2. Send the following information at the beginning of each program year, via site supervisor to transportation manager for all agencies transporting children with special needs:
 - Names of children being transported
 - Names of agency/agencies
 - Address and phone numbers of agency
 - Agency contact person
 - Pick up and drop off locations
 - Names of Head Start staff responsible for meeting transport agency with child
3. Provide children and parents with transportation and pedestrian safety education in accordance with Head Start Program Performance Standards, 1310.21.
4. Request quarterly updates to monitor school district transportation records, bus route lists, bus driver training verification and safety education for drivers and bus attendants transporting Head Start children with special needs.
5. Effective January 18, 2006, request district buses transporting children with disabilities comply with Final Rule 1310.22.

District agrees to:

1. **Criminal Background Checks & Fingerprint Clearance Card Verifications:** District complies with all statutorily required background investigations for all staff assigned to Head Start or who provide services directly to children in Head Start. The School District affirms that all employees, contractors, consultants, and any other personnel assigned to work with or have direct contact with Head Start children have obtained and maintain a valid fingerprint clearance in accordance with applicable federal, state, and local laws and regulations. The School District further verifies that fingerprint clearance documentation has been reviewed and confirmed prior to the individual's assignment to Head Start classrooms or activities.
2. Maintain documentation of district's compliance with all statutory requirements for any staff assigned to Head Start or who will provide services directly to children in Head Start, including valid Arizona Fingerprint Clearance card, record of immunizations, classroom clearance and required immigration documentation.
3. **Mandated Reporter Training:** The School District affirms that all employees, contractors, consultants, and any other personnel who work with or have direct contact with Head Start children receive annual mandated reporter training on child abuse and neglect in accordance with applicable federal, state, and local laws. The School District is responsible for ensuring completion of this requirement and for maintaining documentation verifying annual training compliance.

4. Provide Head Start Early Intervention staff via email at Disabilities@childparentcenters.org with name, supervisor contact information, and copy of the Arizona Department of Health Services employee file for all staff that have a permanent or long-term assignment in Head Start classrooms or programs.

5. Collaborate with Early Intervention staff at inclusion@childparentcenters.org by sharing the following information regarding transport of children by district or other agency contracted vehicles:

- Names of children being transported
- Name of agency/agencies providing transportation
- Agency contact person
- Provide transportation to and from Head Start, if stated in child's IEP, in accordance with Arizona Department of Administration Minimum Standards for School Busses and School Bus Drivers. District transportation may be provided by district bus, van, or car.

In addition to the above standards for transportation, Head Start requests the following compliance in accordance with Head Start Program Performance Standards, 1303 Subpart F- Transportation and Head Start Final Rule 1310, when children are being transported by bus.

- On buses transporting Head Start children, provision for signs identifying location of fire extinguisher and 1st Aid kit (1310.10)(d)(2)(3)
- Children only released to parent or legal guardian (1310.10)(g), as noted in district registration packet
- Bus monitor (1310.15)(c)
- No more than one hour on a bus route (1310.20)(b)(c)
- Bus equipped with reverse beeper (1310.3)

	- Effective January 18, 2006, buses transporting children with disabilities comply with Final Rule 1310.22. - When children are transported by van or car, district shall make arrangements, gain permission, and collaborate directly with families to finalize such arrangements. - Direct families that express interest in Head Start enrollment between May 15th and August 15th to: Child-Parent Centers Enrollment Line (520) 882-0100
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III. Implementation Process

G. Transitions

Head Start agrees to:

- Assure appropriate Head Start representative (e.g., teacher, co-teacher, Education Service Specialist, Site Supervisor, or Early Intervention Coordinator or Specialist) attends IEP transition meeting to share pertinent information with parents including but not limited to the child's strengths, health needs, favorite activities and interests, effective learning and behavioral strategies, and progress on IEP goals.
- Collaborate with the district in preparation for Head Start or kindergarten entry by promoting:
 - Continuity of services
 - School readiness and effective transitions
 - Continuous communication between district and Head Start staff

District agrees to:

- Notify Head Start Early Intervention staff at inclusion@childparentcenters.org within five working days of the dates, times, and locations of scheduled IEP transition meeting in order for an appropriate Head Start representative to be in attendance.
- Share pertinent information with parents and Head Start representatives, including but not limited to the child's strengths, health needs, favorite activities and interests, effective learning and behavioral strategies, and progress on IEP goals.
- Collaborate with the Head Start in preparation for Head Start or kindergarten entry by promoting:
 - Continuity of services
 - School readiness and effective transitions

• Communication of transition policies and procedures • Confidentiality • The sharing of information to families regarding registration information, calendar timelines, cross-program visitation, and other outreach and support programs 3. Discuss kindergarten transition processes with families to prepare them by exploring their questions and discussing their concerns. 4. Assist family with support strategies, including but not limited to the importance of parental involvement as their child moves from Head Start to elementary school. 5. Obtain parent's written consent for the transfer of Head Start program records to the school in which the child will be enrolled. 6. Coordinate with district, per parent request, to provide an interpreter for families with limited English proficiency for their child's transition meeting to kindergarten and to assist these families in their understanding of services to be provided by the school in which their child will enroll after leaving the Head Start program. 7. Inform families of their rights under the Individuals with Disabilities Education Act (IDEA). 8. Provide families with follow-up assistance and activities to reinforce program experiences and bridge the transition from Head Start to kindergarten. Assistance and activities may include but are not limited to: • Maintaining contact with child's district service coordinator and/or service providers • Referring parents to groups and/or community resources that can provide peer support	• Continuous communication between district and Head Start staff • Coordination of transition policies and procedures • Confidentiality • The sharing of information to families regarding registration information, calendar timelines, cross-program visitation, and other outreach and support programs 4. Accept child's Head Start program records as submitted per parent request. 5. Coordinate with Head Start, per parent request, to provide an interpreter for child's transition meeting.
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IV. Confidentiality

Head Start agrees to:

1. Obtain completed *Authorization for Release of Education Records* form or *Authorization for Release of Information* form with parent or official legal guardian signature before releasing any information about the child and/or family.
2. Release information only to district and/or agencies that are specifically listed on signed release.
3. Share information regarding children and families only with appropriate Head Start and district team members after receiving parent permission.
4. The federal law Family Educational Rights and Privacy Act (FERPA) permitting an educational agency or institution to disclose, without consent, personally identifiable information from students' education records only to school officials within the educational agency or institution that the educational agency or institution has determined to have legitimate educational interests in the information. 34 CFR § 99.31(a)(1). Generally, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

District agrees to:

1. Accept completed *Authorization for Release of Education Records* form or *Authorization for Release of Information* form with parent or official legal guardian signature before releasing any information about the child and/or family.
2. Release information only to district and/or agencies that are specifically listed on signed release.
3. Share information regarding children and families only with appropriate Head Start and district team members after receiving parent permission.
4. The federal law Family Educational Rights and Privacy Act (FERPA) permitting an educational agency or institution to disclose, without consent, personally identifiable information from students' education records only to school officials within the educational agency or institution that the educational agency or institution has determined to have legitimate educational interests in the information. 34 CFR § 99.31(a)(1). Generally, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

V. Interagency Training

Head Start agrees to:

1. Invite special education staff and/or other school district personnel providing services to children enrolled in Head Start, with advance notice of at least 5 working days, to Child-Parent Centers staff trainings in the areas of disabilities, which may include, but are not limited to:
 - Disabilities
 - Curriculum development for diverse learning styles
 - Individual support of children based on their needs
 - Transitions from the district to Head Start and/or from Head Start to the district
2. Assure appropriate Head Start staff, e.g. teacher(s), co-teacher(s), site supervisor, Early Intervention staff, to attend interagency trainings.

District agrees to:

1. Invite Head Start staff, when appropriate via email to inclusion@childparentcenters.org and with advance notice of at least 5 working days, to district trainings that may include but are not limited to:
 - Preschool special education
 - Disabilities
 - Inclusion
 - Curriculum development for children with individualized needs
 - Transitions from the district to Head Start and/or from Head Start to the district
2. Advise appropriate district staff of Head Start interagency trainings.

VI. Attendance Reporting

Head Start agrees to:

1. Enter Head Start calendar in Arizona Department of Education Accountability Information System (SAIS).
2. Provide the district with monthly attendance reports of children who are receiving district services by the second week of each month of the program year.

District agrees to:

1. Provide Head Start Program Information manager (dataentry@childparentcenters.org) with the names and birth dates for children who are receiving district services.
2. Provide attendance reporting timeline and procedure for reporting attendance, including district contact, for children receiving district services.

VII. Review, Modification, or Termination of Agreement

This Memorandum of Understanding will be reviewed and/or modified by Marana Unified School District and Child-Parent Centers, Inc. on an as needed basis or at least once every five years. Unless otherwise stated, this document will be in effect July 1, 2026 through June 30, 2031.

Either party, with 30 days' notice, may terminate this Memorandum of Understanding.

VIII. Summary of Important Points

- Head Start and District will work collaboratively to ensure that at least the 10% enrollment requirement of children with IEPs will be met by the end of each August.
- Head Start and District will work collaboratively to ensure that the 10% enrollment requirement of children with IEPs continues to be filled by the end of each January and again by the end of each May.
- For children not already attending Head Start, Head Start placement is a collaborative decision and a Head Start representative must participate in the process.
- Head Start will contact District for referral status updates for all children in referral process on a monthly basis
- Head Start will contact District for evaluation status updates for all children in evaluation process monthly
- District will screen Head Start children referred by Head Start within 45 calendar days of receipt of parent's written request.
- District will evaluate Head Start referred children that fail district screenings and that require formal evaluations within 60 calendar days of signed permission to evaluate by parent or legal guardian.
- District will attempt to fill Head Start openings for children with IEPs in 10 calendar days or less.
- Head Start will receive a copy of child's finalized IEP at Inclusion@childparentcenters.org as soon as it becomes available but no longer than 30 calendar days, even if already provided to other Head Start staff.

IV. Signatures

Sarah Clem, Director of Exceptional Student Services
Marana Unified School District

Date

Erin Lyons, Chief Executive Officer
Child-Parent Centers, Inc.

Date

**ADDENDUM TO MEMORANDUM OF UNDERSTANDING
BETWEEN MARANA UNIFIED SCHOOL DISTRICT
AND CHILD PARENT CENTERS, INC.**

This is an Addendum (“Addendum”) to the Memorandum of Understanding (“Agreement”) between Marana Unified School District (the “District”) and Child Parent Centers, Inc. (“CPC” or “Head Start”) (cumulatively the “Parties,” individually each being a “Party”). The Parties hereby agree as follows:

1. The Parties agree that the District has no obligation to place any students in Head Start’s programs and that the primary purpose of the Agreement is to outline a collaborative process for the District to provide FAPE to students in a Head Start program when parents have chosen to enroll in the Head Start program, to assist the District in its Child Find obligations and to enable Head Start to meet its 10% enrollment requirement.
2. The Agreement may be cancelled if a conflict of interest is present as set out in Arizona Revised Statutes (A.R.S.) § 38-511, the terms of which statute are deemed incorporated herein.
3. To the extent applicable under A.R.S. § 41-4401, each Party warrants compliance with all federal immigration laws and regulations that relate to its Arizona-based employees and, with regard to such employees, agrees to comply with the E-Verify requirements pursuant to A.R.S. § 23-214(A). A Party’s breach of the above-referenced warranty shall be deemed a material breach of the Agreement and this Addendum. To the extent required by Arizona law, the Parties each retain the legal right to inspect the papers and records of the other Party to ensure compliance with this paragraph.

Marana Unified School District

Child Parent Centers, Inc.

By: _____

By: _____

Its: Superintendent _____

Its: _____

Date: 10.15.26 _____

Date: _____