

Browning Public Schools
Board Agenda Request
Meeting to Be Held: 2/27/19



Recognition: Students Staff Parents

Information: Building Report Old Business Superintendent's Report

Action: Resignation Hiring Contract Service Agreements

Travel Out-of-State Travel In State Approvals

Termination Legal Matters Other:

 This action request pertains to Elementary (only) High School/District Wide

Date: 2/20/19

To: **Browning School Board**
 Members

From: Corrina Guardipee-Hall ED.S.
Title: Superintendent

Subject: **Memorandum of Transition Agreement**

Description: Memorandum of Transition Agreement between Blackfeet Early Childhood Center & BPS from September 1, 2019 until September 1, 2022.

Financial Impact: na

Funding Source (Budget/grant, etc.): na

Attachment(s): agreeemnt

Approval: Superintendent's Office/Finance/Personnel as applicable (Initial) _____

Comments: _____

Board Action: N/A (Info) Approved Denied Tabled to: _____

MEMORANDUM OF TRANSITION AGREEMENT
Blackfeet Early Childhood Center &
Browning Public Schools

For the period of September 1, 2019 until September 1, 2022

This memorandum of transition of agreement is entered between the Blackfeet Early Childhood Center (BECC) and the Browning Public Schools (BPS), Browning, Montana to meet Head Start Guidelines and Performance Standards. This transition agreement is to prepare the parents and children for school readiness into KW Bergan.

Transition Services

In an effort to ease the transition of children and their families from BECC to kindergarten, the BECC 3 – 5 in collaboration with the Browning Public Schools, propose the implementation of a planned transition service. The goals of the program will be:

- 1) To establish channels of communication between BECC and Browning Public School District through collaborative effort in the planning and implementation of this MOA.
 - a) The BPS and BECC will meet on the 3rd Wednesday at 11:00 AM – 12:00 Noon for monthly meetings. The purpose for this meeting will be to establish procedures for transition activities to Kindergarten.
- 2) To provide for the continuity of BECC children’s educational process by informing Browning Public School district of the children’s development through:
 - a) An overview of the BECC curriculum.
 - b) Access to children’s education, social services, enrollment, and special needs records upon request and parent approval.
 - c) Access to child individual data.
 - d) Both entities will share school readiness goals and benchmarks.
- 3) To involve BECC children in the transition process through:
 - a) An orientation of what to expect in the new environment.
 - b) An opportunity to meet kindergarten teachers, the principal, and other staff.
 - c) Planned transition visits, three times a year to the kindergarten school and classrooms (January, March, and May). This will be used as a field trip for the BECC students.
 - d) BECC will make name tags for the Moving Up children for their 3rd transition visit.
- 4) To involve the parents of these children in the transition process through:
 - a) An opportunity to pre-register their children for entrance to kindergarten during the 3rd transition visit.
 - b) An opportunity to meet kindergarten teachers, principals, other school staff, and visit the classrooms.
 - c) An overview of the school district’s policies and regulations including services for special needs children.
 - d) The Family Engagement Coordinators notify parents of scheduled transition visits to Kindergarten.
 - e) The BECC calendar will have the transition meetings and visits listed on the calendar.
- 5) Transition of children with disabilities or behavioral plans:
 - a) The Disabilities Manager will inform parent/guardian of a transition visits and meetings to take place with any child that has an IEP or identified area of concern resulting in special services.
 - b) When children with concerns are identified with an IEP, parents informed and consent obtained, a BECC representative and the parents will meet with special education staff and solutions team from the school district to provide updated information.

- c) The BECC transition team will provide information for planning of transitioning for children with special needs or behavioral plans.

Training Activities

The Head Start and BPS will collaborate on trainings for the teachers and parents.

- 1) Training sessions for BECC and kindergarten teachers:
 - a) BECC 3-5 and BPS will develop a schedule of training sessions and will announce date, time and place of training.
 - b) The BECC 3-5 and BPS teachers will be granted the opportunity to observe kindergarten teachers to exchange ideas about each other's program goals, curriculum, materials, schedules, and assessment instrument for children.
- 2) Training sessions and meetings for BECC parents:
 - a) The FCE Parent Involvement and Family Advocates will notify parents of the training sessions.
 - b) BECC will provide transition meetings for parents to prepare them for transition into the public schools.
 - c) BPS will host an Open House in August of each year to share BPS Regulations and Policies to respective parents.

Blackfeet Language and Culture Learning

The Blackfeet Language Learning is a vital component of the child's learning experiences. Cultural integrity is promoted and honored through activities supported by common goals related to the promotion of Blackfeet Language. In order to support language learning, experiences are incorporated into all areas of BECC.

Transition Activities

The Education Supervisor 3-5 and the Transportation Manager will be responsible for planning and coordinating all field trips. The Family Engagement Coordinators will provide two rosters of children transitioning to BPS from BECC; An alphabetical roster for child registration and for the 3rd Transition Visit, a classroom and teacher roster.

- 1) Head Start children will participate in the three planned transition trips to the public school to become familiar with the new educational setting.
 - a) First transition: The children will meet the principal and other staff as they have a tour of the building and classrooms. Snack will be served in the cafeteria to the children. BECC teachers will accompany children throughout this transition visit.
 - b) Second transition: The children will visit a kindergarten classroom and will be provided a story or activity. Snack will be served in the cafeteria to the children. BECC teachers will accompany children throughout this transition visit.
 - c) Third transition: The kindergarten rooms will reserve a day for the Head Start children only. The Head Start children will have name tags including; child's photo, telephone numbers, parent/guardian information, and gender. The children will spend the day in an 'adopted' classroom at KW Bergan. BECC teachers will accompany the children. Lunch will be served to them in the cafeteria. The parents will come and pre-register their child during the 3rd Transition Visit. BECC teachers and the KW Kindergarten teachers will meet after the children leave transition.

The Blackfeet Early Childhood Center (BECC) 3 – 5 and Browning Public Schools (BPS) will cooperatively develop procedures to provide an organized and systematic transition from BECC 3 – 5 to BPS Kindergarten.

Signatures:

Minetta Armstrong _____
Blackfeet Early Childhood Center, Director

Brian Weatherwax _____
BECC Policy Council, Chairperson

Cheryl DeRoche _____
BECC, Education Supervisor 3 - 5

Tammy Running Crane _____
BECC, Education Supervisor 3 - 5

Corrina Guardipee _____
Browning Public Schools, Superintendent

Brian Gallup _____
Browning Public Schools, Chairperson

Tonia Tatsey _____
Browning Public Schools, KW Bergan Principal

Date Board Approved: _____