**COLLABORATIVE AGREEMENT**

**BETWEEN**

**XXXX**

**AND**

**Head Start PROGRAM**

This agreement is made by and between **XXXX** (hereinafter District) and Head Start Program (hereinafter HEAD START PROGRAM). The term of this agreement is from September 1, 2019 through August 31, 2020.

**PURPOSE**: The purpose of this agreement is to define services, operational procedures, and to set forth in writing each parties willingness and commitment in the provision of preschool services in the **XXXX**.

**PROVISIONS OF SERVICE:** Both parties agree that providing comprehensive and universal preschool services to families is a high priority and that all families will be offered comprehensive services as outlined in the Head Start Performance Standards. Details are outlined in the Memorandum of Understanding between the parties (Note: Child Development Services/Head Start State Memorandum of Understanding in place). Furthermore, both parties agree to the Improving Head Start for School Readiness Act of 2007 as outlined in Attachment A.

**STAFFING PATTERNS:** Both parties will insure that teachers/staff have the appropriate credentials as required by funding sources. The District will support HEAD START PROGRAM staff for the Department of Education (DOE) certification and renewal process. Staffing patterns for each location and weeks of child and family service are mutually agreed upon between the District and HEAD START PROGRAM. Coaching supports will be made available to all staff.

**VERIFICATION OF PERSONNEL INFORMATION REQUIRED BY THE HEAD START PERFORMANCE STANDARDS:** In order to meet the requirements of the Head Start Performance Standards, and honor the confidentiality of District staff, the District agrees to complete the information in Attachment B on any staff, contractors, or individuals whose activities involve contact with and/or direct services to children and families or anyone who could have unsupervised access to children and families. Valid checks are required every 5 years. Signed forms can be mailed to the HEAD START PROGRAM C&FS Grants and Information Coordinator.

**MARKETING:** All recruitment and marketing information will use the name designated by the public school (i.e. **XXXX**) and will promote such services as a partnership between the District and HEAD START PROGRAM.

**PROFESSIONAL DEVELOPMENT:** As partners, both the District and HEAD START PROGRAM, will offer orientation activities, professional development and training opportunities to direct service staff. Monthly meetings between supervisors will occur at all sites, as well as quarterly meetings between HEAD START PROGRAM and District administration.

**RECRUITMENT AND SELECTION:** Recruitment of children shall be a shared responsibility between the parties, with HEAD START PROGRAM conducting ongoing recruitment activities. The selection of preschool children for enrollment will follow a mutually agreed upon site selection criteria.

**PROGRAM CURRICULA AND CHILD ASSESSMENT:** DOE Chapter 124 Pre-K Standards will be followed. Evidenced-based curriculum and assessments will be utilized, and associated training to support fidelity of implementation will be provided. Progress reports on child outcomes will be provided to the district on a mutually agreed upon schedule.

**NUTRITION:** Food service provisions and agreements are outlined on Attachment C.

**BUDGET:** The operating budget for the Program is set forth in Attachment D. Students who are at or below the federal poverty guidelines (or are eligible due to TANF, Foster Care, SSI, or meet the Medically Underserved/Professional Shortage Area criteria and qualify for Head Start services as outlined in the Head Start Act) will be included in Head Start claim numbers up to but not greater than the number of allocated Head Start students. All students receiving service will be counted in District claims.

Pursuant to the cost allocation budget, the District agrees to reimburse HEAD START PROGRAM for expenses in the amount outlined in Attachment D to be paid in X equal payments, commencing on **XXXX**. Payments to HEAD START PROGRAM for the services outlined herein are reimbursed through local share funds.

**SPACE:** It is agreed that the District will provide existing space for programming, utilities, and maintenance at no charge to HEAD START PROGRAM. Space usage consists of the following:

* **XXXX:** classroom, library, office, all-purpose room, bathrooms, gymnasium, and playground.

The market value of said space will be applied to the budget and/or in-kind at a rate set forth by an independent appraisal every three years. HEAD START PROGRAM agrees to pay for the independent appraisal and will provide all information relevant to this partnership to the District.

The aforementioned space will be used for the provision of comprehensive preschool services as outlined by the District and in accordance with the Head Start Performance Standards and State of Maine Licensing, as well as workspace for HEAD START PROGRAM staff. All space shall be used for the same purposes and in the manner that they are used by the District, and shall in its use of said premises and common areas, in any event, conform to all governmental laws, ordinances or regulations pertaining to the use of the premises.

Should alterations or improvements of said classrooms or playgrounds be required by licensing or other regulatory bodies, and/or agreed upon by both parties, the costs of said alterations will be reviewed and may be included in the site budget.

HEAD START PROGRAM agrees not to do or permit any act or things on said premises or common areas that shall be unlawful or create a nuisance or shall violate any insurance thereon or do or permit any actions that cause payment of any extra premiums.

**SCHOOL READINESS:** The District and HEAD START PROGRAM will partner to accomplish school readiness for all enrolled children in a manner that supports the framework outlined in Attachment E, HEAD START PROGRAM’s School Readiness Plan.

**OCCUPANCY OF PREMISES:** It is also agreed that HEAD START PROGRAM will carry a tenant’s policy in the name of the District and HEAD START PROGRAM’s use and occupancy of premises in an amount not less than one million dollars ($1,000,000) combined single limit. The parties hereby release the other to the extent of their insurance coverage, from any and all liability for any loss or damage caused by fire or any of the extended coverage casualty shall be brought about by fault or negligence of the other party, or any persons claiming under them, provided however, the release shall be in force and effect only with respect to loss or damage occurring during such time as releaser’s policies of fire and extended coverage insurance shall contain a clause to the effect that this release shall not affect said policies or the right of the releaser to recover thereunder. The District and HEAD START PROGRAM agree that their fire and extended coverage insurance policies will include such a clause so long as the same is obtainable at no additional cost. The parties agree to provide such policies or certificates of same with ten (10) days of request.

Except as set forth above, HEAD START PROGRAM further agrees that it shall indemnify and save harmless the District, its employees and students from and against any and all claims, actions, damages, liability and expense in connection with loss of life, personal injury and/or damage to property arising from or out of any occurrence in, upon or at said premises or common areas or any part thereof, by HEAD START PROGRAM or occasioned wholly or in part by any act or omission of HEAD START PROGRAM, its respective contractors, employees, servants, trustees or concessionaires.

HEAD START PROGRAM further agrees that the District’s agents, employees or teachers may enter said space at all reasonable times for any purpose so long as said entry does not unduly interfere with the operation of HEAD START PROGRAM’s staff.

Not withstanding anything to the contained herein, HEAD START PROGRAM agrees that all personal property of HEAD START PROGRAM or its employees and invites that on the said premises shall be at HEAD START PROGRAM’s sole risk and HEAD START PROGRAM’s employees to look solely to its insurer for any recovery of loss or damage. HEAD START PROGRAM agrees to insure said property at its full insurable value with all rights of subrogation against the District, its agents, or employees waived.

**TERMINATION OF AGREEMENT:** The District and/or HEAD START PROGRAM shall have the further right to terminate this agreement for any reason upon one hundred twenty (120) days written notice to the other party.

Any notice, demand or request that may be given pursuant to this agreement, shall be delivered in person or sent by United States Certified Mail, postage prepaid and shall be addressed to:

The District: **XXXX**

**XXXX**

**XXXX**

**XXXX**

HEAD START PROGRAM: Tracye Fortin, Director

HEAD START PROGRAM Child & Family Services

97 Water Street

Waterville, Maine 04901

All of the foregoing agreements, covenants and conditions shall apply to and be binding upon the parties hereto, their respective successor, executors, administrators, heirs and assignees.

This agreement shall be automatically renewed for successive period of one year with updated budgets unless either the District or HEAD START PROGRAM notifies the other, in writing, at least one hundred twenty (120) days prior to the termination of the agreement, of its intention not to renew this agreement.

**DISTRICT: HEAD START PROGRAM:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**XXXX** Suzanne Walsh, Chief Executive Officer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tracye Fortin, C&FS Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**Attachment A**

**Head Start Act**

Improving Head Start - School Readiness Act of 2007

In October of 2008, the Department of Education released a memorandum encouraging coordinated services between Head Start and public schools, as highlighted in the Head Start Act (hereinafter Act). The Act asks that coordination between Head Start and public schools occur to promote continuity of service and effective transitions to public school for children enrolled in Head Start.

Head Start is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Throughout HEAD START PROGRAM’s service area, the Child & Family Services division provides Head Start preschool programs for children from 3 to 5 years of age and their families.Most preschool service is delivered jointly with public schools and is reflective of the components contained within the Act. While the Act does not require joint service delivery, its’ purpose is to create and maintain meaningful partnerships that promote school readiness so that preschool aged children from low-income families in Head Start programs receive comprehensive services to prepare them for elementary school.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start is required to develop a written agreement with each local school system or local education agency to coordinate and collaborate to best meet the needs of children and their families. It is our sincere hope this opportunity to enhance continuity of service will lead to HEAD START PROGRAM and public school relationships that will insure children and families receive coordinated services. For your perusal, Act Components are outlined below.

**Act Components**

1. Head Start and public schools will develop and implement a systematic procedure for transferring Head Start program records for each participating child to public school.
2. Head Start and the public school agree to participate in ongoing communication for the purpose of advocacy and service coordination for homeless children as described in section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)).

(3) Head Start and the public school agree to implement a research-based early childhood curriculum that is aligned with the Head Start Child Outcomes Framework and State of Maine Early Learning Standards with regard to cognitive, social, emotional and physical competencies that children entering kindergarten are expected to demonstrate. The curriculum supports shared expectations for children’s learning and development as children transition to school.

(4) Head Start and the public school agree to participate in joint training, including transition-related training.

(5) Head Start and the public school will establish comprehensive transition policies and procedures that support children transitioning to school.

(6) Head Start and the public school will conduct outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children.

(7) Head Start and the public school agree to help parents of limited English proficient children understand the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and as appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012).

(8) Head Start and the public school will develop and implement a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and family outreach and support efforts under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), taking into consideration the language needs of parents of limited English proficient children.

(9) Head Start and public schools will assist families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes.

(10) Head Start and the public school will link the services provided in the Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by the public school.

(11) Head Start and the public school agree to help parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school.

(12) Head Start and the public school will help parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program.

(13) Head Start and the public school will develop and implement a system to increase program participation of underserved populations of eligible children.

**HEAD START PROGRAM – Child & Family Services**

**Attachment B**

**Verification of Personnel Documentation for HEAD START PROGRAM Partners**

Child & Family Services is required to obtain various documents on personnel who are working with young children to assure their health and safety. The checks outlined below in Section A, must also be completed for contractors or individuals whose activities involve contact with and/or direct services to children and families or anyone who could have unsupervised access to children and families. These checks are required every five years. In an attempt to eliminate duplication and to honor confidentiality of sensitive and personal information, I am requesting that you **please verify your personnel files contain clearances for the list below**:

**Employee:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Partnering School/Agency:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section A: Criminal Records Check (including fingerprinting)**

\_\_\_\_ (FBI) Federal Bureau of Investigation criminal history check records, including fingerprint checks or Maine Department of Education Criminal History Records check (CHRC), including fingerprinting (Date Completed: \_\_\_\_\_\_\_\_\_\_\_)

\_\_\_\_ Sex Offender Registry check

\_\_\_\_ DHHS Child Abuse & Neglect background check (Date Completed: \_\_\_\_\_\_\_\_\_\_\_)

**Section B: References**

\_\_\_\_ Professional/employment references on file

**Section C: Medical Statement**

\_\_\_\_ Medical Statement, confirming good health, including the absence of communicable diseases that would pose a safety risk to others

**Section D: Immunizations**

\_\_\_\_ Staff immunization Records/Proof of Immunization on file for:

* MMR (Measles, Mumps, Rubella)
* DPT (Tetanus Diphtheria Td/Tdap)

By signing this form, you and/or the school, if applicable, hereby certifies that it follows disqualification factors as published by the Maine Department of Education and the Child Care Development Fund (CCDF):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: Program Administrator & Title** **Date**

Please return this signed form to: HEAD START PROGRAM

Attn: Cheryl Twitchell

97 Water Street

Waterville, ME 04901

**Attachment C**

#### Provision of Meals Agreement

For provision of meals the District agrees to:

1. Assume responsibility for conducting the Preschool breakfast and the lunch program. District Free and Reduced price meal forms will be distributed to all parents with students in the Preschool program as requested. The district will file the appropriate federal and state reimbursement forms for students as needed and no fees for children’s meals will be assessed to parents, or HEAD START PROGRAM. The district will assume responsibility that the forms used to document meal attendance meet their program needs.
2. Provide breakfast and/or lunch meals that are in compliance with the school’s meal program and the Head Start Performance Standards, which may require menu modifications, family style dining and staff role modeling. Portion sizes for children’s meals will be based on USDA’s meal patterns, and accommodate food for the purpose of staff’s role modeling.
3. Menu modifications:
   1. No flavored milk will be offered.
   2. Replace dessert items with a fruit or a vegetable.
   3. Meats and menu options offered will not include hotdogs, bacon, sausage or cold cuts such as bologna or salami.
   4. In addition to meeting the minimum whole grain requirement, to the extent possible provide whole grains in place of white bread, and other grain items on the menu.
   5. Provide cereals that contain no more than 6 grams of sugar per dry ounce.
   6. Offer applesauce or an alternate fruit topping in place of syrup when serving items such as pancakes.
   7. Substitution due to a medical or dietary need of a child.
4. Provide menus to HEAD START PROGRAM, prior to the beginning of each month, so that HEAD START PROGRAM personnel may verify that the menu meets Head Start Performance Standards.
5. Provide meals in a facility that has State-health licensing and meets health and sanitation requirements as established by Maine State Department of Human Services, Bureau of Health. Meal provision includes dishware washing to ensure proper sanitation.
6. Assume liability for meals that do not meet the nutritional requirements, are spoiled or unwholesome at time of service or do not otherwise meet the requirement of this contract.

HEAD START PROGRAM agrees to:

1. Assure the Food Service Director is notified of any children who have special medical or dietary needs who may require individual substitutions to the regular menu.
2. Notify the Food Service Director and/or Cook if the menu doesn’t meet the Head Start Performance Standards upon review of the monthly menu.
3. Provide staff trained in USDA and Head Start Performance Standards regarding meal requirements, mealtime environment and meal service. Offer training and technical support for meals and meal service to District Staff.
4. Notify the Cook at the site immediately if a meal is determined to be spoiled or unpalatable, so that a replacement meal can be offered.
5. Assure meal documentation for the district as applicable/assigned.

**ATTACHMENT D – BUDGET**

**PLACEHOLDER**

**Head Start Program**

**Attachment E**

**Child & Family Services**

**School Readiness Plan**

Policy Council Approval: March 15, 2018

Board of Directors Approval: March 28, 2018

HEAD START PROGRAM acknowledges that school readiness means that children enter school ready to engage in and benefit from early learning experiences that best promote the child’s success. Families, HEAD START PROGRAM, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children enter school ready to learn.

Goals for the children are consistent with *The Head Start Child Development and Early Learning* *Framework, Maine’s Early Learning and Development Standards,* *Teaching Strategies GOLD Assessment, Supporting Maine’s Infants and Toddlers: Guidelines for Learning and Development, and the Conceptual Framework for Programs Serving Infants, Toddlers, and their families.*  The goals support relationship building between children, parents, and staff and are consistent with *The Parent, Family, and Community Engagement Framework.*

School readiness describes the capabilities of children, their families, schools, and communities that will best promote child success in kindergarten and beyond. Each component plays an essential role in the development of school readiness. No one component can stand on its own.

Our program supports best practices for children’s learning through the use of data from individual child assessments, classroom observations, and child health status. This data is used to reflect on actions to ensure a process of continuous learning and guides classroom and program implementation plans.

**Ready Children:** A ready child is prepared socially, physically, and cognitively within the domains addressed in *The Head Start Child Development and Early Learning* *Framework:* Children develop holistically; growth and development in one area depends on development in other areas.

**Ready Families:** The most effective route to supporting children's school readiness and long-term school success is through parent engagement around children's learning and development. We recognize that a young child's ability to learn is based upon his or her relationships with important caregivers; fostering positive parent-child relationships thus becomes an integral component of this school readiness plan. Further, we acknowledge that a parent's active and intentional participation in his or her child's learning has a correlation with positive long-term child outcomes. We cannot hope to fully support children's learning and development without making a connection with their most important teachers and advocates. This connection will not only support children in arriving at school ready to learn, but also that families are ready to support their child's learning and advocate for their children as they navigate school and life beyond Head Start.

**Ready Schools**: A ready school accepts all children and engages the whole community in order to provide a seamless transition to a high-quality learning environment. A ready school welcomes all children with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by qualified teachers, who recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences. By partnering with public schools, HEAD START PROGRAM will engage in ongoing communication focusing on quality, appropriateness, and alignment of the curriculum across all grades and phases of development and support the quality of teachers’ interactions with children at all grade levels.

**Ready Communities:** A ready community plays an important part in supporting families.

Ready communities work together to support children’s long term success by providing families access to information, services, and early learning opportunities.

This School Readiness plan is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school and measured by the Teaching Strategies GOLD Assessment.

These readiness indicators provide an overview of the expectations of public schools for incoming children and provide guidance to families and communities on how to prepare children for school.

A readiness indicator also provides teachers and families a tool to better inform them on the specific strengths and needs of each individual child. These indicators represent the hopes and aspirations for incoming students. Children develop at different rates, not every child will have mastered all of the skills and behaviors at the beginning of his/her kindergarten year.

**School Readiness Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Central Domains** | **Goal** | **TSG Assessment Item (Infant/Toddler)** | **TSG Assessment Item (Preschool)** | **Additional Strategies/**  **Data Sources** |
| Approaches to Learning | Children will manage feelings and behaviors with the support of familiar adults, increasing independence over time. | 1 (a) | 1 (a) |  |
| Social and Emotional Development | Children will develop positive relationships with others. | 2 (d) | 2 (d) |  |
| Language/Literacy | Children will comprehend and express increasingly complex language. | 9 (a) | 9 (a) |  |
| Preschoolers will demonstrate alphabet knowledge and phonemic awareness. | N/A | 16 (a) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cognition | Children will develop an increased understanding of number and quantity. | 20 (b) | 20 (c) |  |
| Infants and Toddlers will demonstrate problem solving skills with increased strategies over time. | 11 (c) | N/A |
| Preschoolers will engage in a process of scientific inquiry. | N/A | 22 (c) |
| Perceptual, Motor & Physical Development | Children will demonstrate increased control, strength and coordination of gross motor skills. | 4 | 4 |  |
| Children will demonstrate increased control, strength and coordination of fine motor skills. | 7 (a) | 7 (a) |