

Head Start and Local Educational Agency (LEA) Collaboration Grid for Providing Services to Children with Disabilities in Part B (Ages 3-5)

The Minnesota Department of Education Early Learning Services welcomes feedback and suggestions to improve this collaboration grid. Please feel free to share your input at mde.ecse@state.mn.us

The following table represents the obligations of and collaboration opportunities for each entity regarding the identification, evaluation, service provision, and transitions for students with disabilities. For obligations in which both entities bear responsibility, please describe how the parties will cooperate to minimize duplication of effort. Additionally, steps and discussion prompts to support best practices for collaboration are embedded.

*Assumes the IEP (Individualized Education Program) team has agreed to provide special education services with the Head Start program.

Location of service delivery is an individualized determination. LEAs may not have policies limiting locations for the provision of special education and related services. When the IEP team is discussing the Least Restrictive Environment (LRE) for a child, the program the student would attend if she/he did not have a disability should be the option discussed first (in this case, Head Start). There should be a discussion of why the student cannot be in that setting for all or part of the day before any discussion of another setting for service provision.

Head Start Responsibility	Shared Responsibility	LEA Responsibility
<p>In collaboration with each child’s parent and with parental consent, complete or obtain a current developmental screening to identify developmental concerns within 45 calendar days of when the child first attends the program or receives a home visit.</p> <p>If warranted through screening and with parental consent, promptly address any needs identified by making a referral to the LEA.</p> <p>Head Start will educate parents about the identification and referral process.</p>	<p>Discussion Prompts:</p> <p>What screening tool(s) will be used?</p> <p>How will screening results be shared with LEA? (Results cannot be sent through Help Me Grow.)</p> <p>Consent only allows information to flow one way. How will Head Start and LEA actively seek consent from parents to communicate with one another?</p> <p>MDE information regarding Early Childhood Screening: https://education.mn.gov/MDE/dse/early/elprog/scr/index.htm</p> <p>Commitments:</p>	<p>Accept and process referrals from Head Start as part of the LEA’s policies and procedures to ensure children who are in need of special education and related services are identified, located, and evaluated.</p> <p>LEAs may not defer the evaluation process to complete pre-referral interventions in early childhood.</p> <p><i>Suggested quality step: Accept screening results from Head Start partner.</i></p>

Head Start Responsibility	Shared Responsibility	LEA Responsibility
	<p>The LEA is solely responsible for special education evaluation. Head Start partners should bear in mind that this process can be lengthy due to consent requirements from parents, and results will take longer than 30 school days from the point of referral. In addition, the LEA has up to 30 days after the completion of the evaluation to hold the initial IEP meeting.</p>	<p>Conduct evaluations in accordance with all applicable legal statute to determine whether children are eligible for special education services. This MAY include screening if no other screening results are available. Evaluations should be completed within 30 school days from the date the district receives parental permission to conduct the evaluation.</p> <p>If, based on the information collected, the LEA determines they will NOT proceed with an evaluation, written notice must be provided to the parent with 10 days.</p> <p><i>Suggested quality step: Request consent from parents to share information with referral source.</i></p>
<p>Participate in the development of the IEP if requested by the child’s parents.</p> <p>If a copy of an IEP is provided by the parent or LEA, retain the IEP for any child enrolled in Head Start for the time the child is in the program. A parent or guardian may provide Head Start a copy of the IEP at his/her discretion.</p> <p><i>Suggested quality step: Given that the parent has consented to Head Start participation, it is best practice to have the child’s Head Start teacher attend the IEP meeting as the general education representative.</i></p>	<p>Discussion Prompts:</p> <ul style="list-style-type: none"> *Who will serve as the licensed/credentialed general education member of the child’s IEP team? *If the parent has consented to the participation of the Head Start teacher and he/she is unable to attend, what efforts can be made to make the Head Start teacher’s attendance possible? <p>Commitments:</p>	<p>Convene IEP team meetings and develop IEPs in accordance with all applicable legal statute.</p> <p>Ensure an appropriately licensed/credentialed Early Childhood or kindergarten general education teacher is present at the IEP meeting.</p> <p><i>Suggested quality step: With parental consent, invite Head Start participant to initial IEP meeting. It is best practice to have the child’s Head Start teacher attend the IEP meeting as the general education representative.</i></p> <p><i>With parental consent, provide a copy of the IEP to the Head Start program.</i></p>
<p>Ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their</p>	<p>Discussion Prompts:</p> <ul style="list-style-type: none"> *How will the team work together to implement IEPs, including transportation? 	<p>Ensure that to the maximum extent appropriate, children with disabilities, including children in public or private</p>

Head Start Responsibility	Shared Responsibility	LEA Responsibility
<p>families receive all applicable Head Start program services delivered in the least restrictive Head Start environment and that they fully participate in all Head Start program activities</p> <p>Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities.</p> <p>Work closely with the LEA, the family, and other service partners to ensure services for a child with disabilities will be planned and delivered as required by their IEP, as appropriate, and that children are working toward the goals in their IEP. “As appropriate” means that a parent has consented to have Head Start as part of the service delivery process and as Head Start staff have responsibility related to the IEP.</p>	<p>*How will the team work together to provide accommodations, modifications, and assistive technology as outlined in IEPs? *Who will initiate background checks for LEA staff? *Who will run the background check? (Note that the cost of additional background checks required by Head Start can be paid through special education funds as they are necessary to ensure provision of FAPE.)</p> <p>Commitments:</p>	<p>institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>Provide special education and related services and supplementary aids and services that enable a child on an IEP to make progress on annual goals and to be involved in and make progress in the general education curriculum.</p>
<p>Conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress. Use assessment data, as relevant, to determine a child’s strengths and needs, and inform and adjust strategies to better support individualized learning and improve teaching practices.</p>	<p>Discussion Prompts: *How will the team work together to conduct ongoing assessment and share assessment data? Is this reflected in the IEP? *Which tool(s) are being used to conduct ongoing assessment? *How will we establish and maintain ongoing communication with one another?</p> <p>Commitments:</p>	<p>Systematically collect data in accordance with the progress reporting description in the child’s IEP to:</p> <ul style="list-style-type: none"> a) measure progress on annual IEP goals b) tailor instruction based the student’s strengths and needs c) inform decisions about practice and programming <p>Provide parents regular reports on the progress the child is making toward meeting annual goals in accordance with the student’s IEP.</p>

