

**Interagency Agreement between The Unity Council and Mt Diablo Unified
School District for Full Inclusion**

**Program at The Unity Council, Cesar Chavez Child Development Center
2025-2026 SY**

PLACEMENT

MDUSD:	Head Start:
Will refer the agreed number of children in each full inclusion designated center/classroom (6) Participate in an annual end of the year discussion on the number of full inclusion children to participate in full inclusion designated center/classroom.	Will hold the agreed number of childcare slots for full inclusion children at the agreed upon center/classroom (6) Participate in an annual discussion, to determine the number of students to participate in full inclusion designated center/classroom.
Children must be at least 3 years old to enroll	Children must be at least 3 years old to enroll
Will maintain staffing and qualifications records. - Provide attestation letter as evidence the following are met for all staff providing services to children at TUC (Including sub-teachers): Attestation letter must include: - TB Clearance - Fingerprint clearance	Will maintain staffing and qualifications records for TUC and an attestation letter for each school district staff on site. Maintain childcare licensing and TUC requirement. Maintain attestation letter of all school district staff providing services to children at TUC: - TB Clearance - Fingerprint clearance - Immunization requirements (MMR, DTAP, Flu shot, Hepatitis B, Varicella) - Passed a health screening report
- Provide one fully credentialed Special Education teacher based on full inclusion need for a minimum of 1 full day equivalent a week - Provide a teacher aide during the time the children are at the center (Minimum of 6.5 hours with a 30 minute lunch break). Must comply with TUC and licensing regulations, such as ratio regulations, child rights, TUC transition procedures and standards of conduct.	At minimum: 1 Teacher, 1 Associate teacher per every 10 children enrolled in classroom Social emotional support specialist may be assigned as needed Must comply with TUC and licensing regulations, such as ratio regulations, child rights, TUC transition procedures and standards of conduct

School district staff will go through onboarding and orientation process with site supervisor prior to providing services.	
Make every effort to maintain current placement of children in Head Start when Head Start is the referring agent, as deemed appropriate by the IEP team.	Make every effort to accommodate children referred by LEA throughout the course of the program year.
Utilize Head Start as a placement option, when appropriate, for preschool children identified as needing special services.	

ENROLLMENT TUC-MDUSD FOLLOW-FLOW CHART

MDUSD:	Head Start:
1. Connect the Unity Council team at the IEP meeting. 2. Communicate/ Email/ fax to Unity Council to enroll for inclusion classroom. 3. Will email site and CEU team the required documents including a copy child's IEP. 4. May participate in pre-enrollment family meeting with parent and TUC staff 5. If applicable, provide TUC staff with training regarding specific disability of the children.	1. TUC Staff will participate in IEP meetings when needed if timely informed. Share TUC intake package with family. 2. Staff will contact family to initiate enrollment/ intake process 3. ERSEA will complete enrollment process and communicate with education team to set up Initial Home Visit 4. Site staff to communicate with school district on child's start date 5. Participate in pre-enrollment family meeting with parent and MDUSD Staff 6. Child starts once the enrollment/ intake/ pre-enrollment family meeting paperwork is complete. 7. If applicable, medication needs to be on site once child starts. 8. Meal modifications might take a couple of days to be in place. Meal modifications should be shared with health aide for accommodations 9. If applicable; a wavier to be enrolled for Head Start will be granted.

STAFF RESPONSABILITIES- SHARED SUPERVISION

MDUSD:	Head Start:
1. Learn about Head Start education and Comprehensive Service program. 2. Follow Head Start, licensing and State classroom protocols.	1. Follows HS education Guidelines and individualization 2. Complete initial home visit and classroom orientation.

3. Shared supervision of all children enrolled in the classroom. 4. Follow Head Start Health/ safety protocols 5. Support classroom curriculum; Creative Curriculum and Teaching Pyramid Foundations. 6. Collaborate in completion of 2 times a year DRDP, including support evidence. 7. Support in acquiring sensory, hearing and vision screening results for inclusion children if needed. 8. The safety of the children is the priority. Staff will collaborate on supervision. 9. Collaborate walking inclusion children to the playground/ transportation service. 10. Support classroom maintenance ▪ Meals serving ▪ Head count ▪ Re-fresher trainings ▪ Attend orientation with Site supervisor to review Head Start, State, Licensing and site protocols	3. Shared supervision of all children enrolled in the classroom. 4. Follow Head Start Health/ safety protocols 5. Follow and support classroom curriculums and TUC educational adopted guides. 6. Collaborate in completion of 3 times a year DRDP including supportive evidence that required follow up Head Start staff. 7. Follow up on sensory screenings 8. Collaborate in completion of 3 times a year DRDP including supportive evidence that required follow up Head Start staff. 9. Collaborate walking inclusion children to the playground/ transportation service 10. Staff will assist in pick up and dropping children to transportation service 11. Participate in staff meetings and trainings. ▪ Meals serving ▪ Head count ▪ Re-fresher trainings ▪ Trainings offered by Local Education Agency (LEA)
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PARENT CONFERENCES/IEP MEETINGS

MDUSD:	Head Start:
1. School district designee to collaborate/attend in Pre-enrollment family meetings if notified within a timely manner and requested by Unity Council staff. 2. Collaborate when completing and meeting with parent for parent conferences or special meeting. 3. Invite Head Start staff to annual IEP and Transition IEPs.	1. Head Start Designees to collaborate/attend Pre-enrollment family meetings to support individual needs according to their IEP. 2. Collaborate when completing and meeting with parent for parent conferences or special meeting. 3. Conduct 2 to 3 parent conferences per year 4. Review/ attend annual IEP and Transition IEPs.

RECURRING COLLABORATION MEETINGS

MDUSD:	Head Start:
1. Participate in monthly TUC-MDUSD collaboration Full inclusion team meetings. 2. School district Admin/ TUC Admin Staff to attend quarterly meetings throughout the program year.	1. Head Start full inclusion team to participate at least once a month full inclusion collaboration meetings. 2. School district Admin and TUC Admin Staff to attend quarterly meetings throughout the program year.

Collaboration Expenses

MDUSD:	Head Start:
1. No monetary transactions involved. 2. Will provide accommodation equipment for dually enrolled children based on IEP requirements and TUC regulations. 3. *Must have Site Supervisor's approval prior to bringing equipment to classroom/site 4. Provide 1 fully credentialed education teacher for the equivalent of 1 day/wk and a teacher aide to support the inclusion classroom full time during the MDUSD school calendar. 5. Provide transportation to dually enrolled children if applicable. 6. Provide staff training as requested to meet the individual needs of children with IEPs. 7. Provide supervision of the inclusion teaching staff assigned to but not limited to: Unity Council HeadStart, Cesar Chavez CDC	1. No monetary transactions involved. 2. Provide classroom/ playground infrastructure to the inclusive classroom. 3. Provide classroom general education supplies. 4. Provide children daily with meals and snacks. 5. If available, provide a scheduled share playroom for specialized therapy services with site supervisor's approval. 6. Provide 2 full -time teaching staff. 7. Provide overall supervision of staff assigned to the inclusion classroom 8. Provide comprehensive services for children and families as mandated by Head Start Performance Standards.

TRANSPORTATION

MDUSD:	Head Start:
1. Inform HS staff child will be transported and what kind of transportation. 2. MDUSD aide, when possible, will assist in picking up children from transportation service and will sign child in and out of the classroom.	1. TUC does not provide transportation. 2. TUC staff will have parent sign Consent-Child Release to Early Intervention Service form. 3. Staff who assist in picking up children from transportation service will sign child in and out of the classroom.

CHILDREN SCREENINGS/ASSESSMENTS

MDUSD:	Head Start:
• Full inclusion teacher will collaborate and support TUC teacher with the completion of the ASQSE-2, ASQ3 (remove) , and DRDPs for all children. • MDUSD will support in the completion of screening of children as required by Head Start Performance Standard.	• TUC Comprehensive Services staff will screen all children enrolled in Head Start to meet Head Start and program requirements. • TUC teaching staff will collaborate with MDUSD Staff to complete the ASQSE-2, ASQ3 and DRDPs for all children enrolled in the full inclusion classrooms to meet Head Start Performance Standards.

REFERRALS

MDUSD:	Head Start:
Provide Head Start site staff with feedback on children that may benefit from a referral to LEA or mental health consultation.	Communicate with supervisor when concerns arise and referral is needed

IEP-IFSP

MDUSD:	Head Start:
• Notify Head Start site staff; include Disabilities Manager of IEP meeting • The IEP team shall determine eligibility for Special Education in accordance with Federal, State, and SELPA guidelines -Including documentation the child's difficulties are not due to environmental, cultural, or economic factors. • IEP will be reviewed annually and Head Start will be invited to the meeting and or transition and share information about the child progress and outcomes • Provide Head Start with a copy of each child's IEP and other information that would help Head Start provide better services. • Meet regularly with Head Start to discuss the IEP progress, and strategize on weekly lesson plans, and general Head Start Educational requirements.	• Arrange for appropriate staff to attend IEP meetings. • Provide services specifically defined as "Head Start responsibilities" on the IEP. • Participate in annual/transition IEP meetings. • Meet regularly with Head Start to discuss the IEP-IFSP process and attend IEP meetings at least annually.

SPECIAL EDUCATION AND RELATED SERVICE

MDUSD:	Head Start:
• Provide Special Education and related services for preschool-aged students designated on IEP for children in full inclusion Classrooms.	• Provide the regular education service and all comprehensive services available to all children enrolled in Head Start and individualized services based on goals and objectives of IEP.

● Provide Special Education and related services at local Head Start sites whenever possible. ● Provide interpreters and translators for Special Education meetings when required and available. ● Collaborate with Head Start staff to reconvene to make changes in Special Education and related services, as necessary. ● Invite HeadStart to transition IEP meetings for children with IEPs. ● Provide or ensure the provision of Special Education and related services, as specified in the IEP for children that the Local Education Agency (LEA) is mandated to serve. ● Provide Head Start staff with specialists' and therapists' schedules after approval of site supervisor. ● School district staff will follow TUC sign in and sign out procedures at each site. ● Provide Head Start with specialists' and therapists' schedules. ● Provide or ensure the provision of Special Education and related services, as specified in the IEP for children that the LEA is mandated to serve.	● Support families in accessing related services provided by Local Education Agency (LEA). ● Provide interpreters and translators for meetings when requested by Local Education Agency (LEA) and available. ● Request support if needed from Local Education Agency (LEA) regarding child attendance. ● Collaborate with MDUSD and reconvene or make changes in Special Education and related services, as necessary. ● Provide transitional information to the parents prior to the end of preschool. Assist child with the transition to TK/Kindergarten. ● Provide a sign in/sign-out sheet, placed in an accessible location at Head Start sites, so that specialists and therapists can record their attendance. ● Provide the Local Education Agency (LEA) staff access to the child in order to provide Special Education services as described in the child's IEP-IFSP. This may include access to the child, workspace for individual or small group interventions, and other services as mutually agreed.
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PROCEDURAL SAFEGUARDS

MDUSD :	Head Start will:
● Implement all procedural safeguards including confidentiality of records requirements and placement in the least restrictive and placement in the least restrictive environment, for all individuals with exceptional needs placed by the Local Education Agency (LEA) in Head Start, and their parents/guardians, (according to according to California Education California Education Code Sections Code Sections 56500-56506, the effective California Administrative Code, Title 5 regulations, Code, Title 5 and federal law and regulations). ● Inform Head Start personnel and parent/guardian of individual rights and protections.	● Ensure that all procedural safeguards, including confidentiality of records requirements and placement in the least restrictive environment, are provided for all children with IEPs and their parents/guardians, according to California Education Code Sections Code Sections 56500-56506, effective California Administrative Code, Title 5 and HeadStart Performance Standards (45 CFR 1308.6, 1308.19 and 1308.21) as well as other federal laws and regulations. ● Inform Head Start personnel and parent/guardian of individual rights and protections.

● Inform Head Start personnel and parent/guardian of due process hearing and complaint procedures all children placed by the Local Education Agency (LEA) in Head Start, in accordance with California Education Code requirements.	● Inform parent/guardian of due process hearing and complaint procedures and participate in hearings when requested.
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TRAINING/TECHNICAL ASSISTANCE

MDUSD:	Head Start will:
● Co-plan, provide, and participate in joint training and/or information sharing activity on accessing early intervention services from community service providers. ● Train appropriate staff in the use of the jointly developed referral packet. ● Participate in other trainings as identified. ● Provide training to Head Start on possible classroom modifications and accommodations. ● May provide training to Head Start on Local Education Agency (LEA) referral eligibility criteria and IEP-IFSP procedures. ● Notify Head Start of pertinent training sessions, so that staff and parents can attend when appropriate. ● Include children placed in Head Start with an Local Education Agency (LEA)EA-IEP-IFSP in the Pupil Count, consistent with State and Federal requirements. ● Co-plan and provide joint training on the Interagency Agreement. ● Will maintain yearly mandated reporter certification for all school district staff providing services to enrolled children	● Co-plan, provide, and participate in joint training and/or information sharing activity on accessing early intervention services from community service providers. ● Train appropriate staff in the use of the jointly developed referral packet. ● Participate in other trainings as identified. ● Participate in Local Education Agency (LEA) provided training on possible classroom modifications and accommodations. ● May provide training on Head Start referral procedures and eligibility criteria. ● Notify Local Education Agency (LEA) of pertinent training sessions, so that staff and parents can attend when appropriate. ● Meet the obligation for providing a count of children with IEP-IFSP through participation in the IEP-IFSP process. ● Co-plan and provide joint training on the Interagency Agreement.

SUPPORT DURING SCHOOL DISTRICT NON-OPERATING DAYS

MDUSD:	Head Start:
1. MDUSD will provide school calendar prior to beginning of school year. 2. MDUSD will provide support to full inclusion designated classrooms/centers until the end of school district's summer school for the hours of the Extended School Year program (this is typically a ½ day for 4-6 weeks in June.)	1. TUC will provide MDUSD school calendar prior to beginning of school year. (Calendar will include early closure days and non-operating days.) 2. During closure of school district (i.e.; winter break, spring break, presidents' week, holidays, etc.), full inclusion children may attend TUC center with or without school district support or

3. MDUSD will advise families to make arrangements during early closures. 4. School district will not provide support, transportation or specialized services during closure days of the school district (i.e.; winter break, spring break, presidents week, holidays, etc.) a. Children placed by school district in full inclusion classrooms may attend during school district closure days.	specialized services during TUC operating school days 3. When enrolled in a part day part year, full inclusion children will follow TUC part day part year operating calendar (may attend when school district is closed. Such as president's week, holidays, etc.) 4. TUC Center/ classroom will not be open during county closed Holiday's and will close early on early closure days.
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Interagency Agreement

This agreement will be reviewed annually and thereafter revised by mutual agreement. This agreement shall remain in effect until any changes are finalized by signatures from both entities on a revised agreement.



 Wendi Aghily, Director
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 Mount Diablo Unified School District

 Luis Arenas, Chief Early Learning Officer
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