

GOLD NUGGET

MARCH 2014

Why does this issue come up?

There are various scenarios in which this issue may come up. One example is in a small district that serves a few number of children. The district may not have a preschool but may have a therapist who provides services. Therefore, the therapist travels to a Head Start, or other location to provide services. Another example, is when a child attends a Head Start program for a majority of their day. The child's schedule may be: Head Start, M-F from 8am-3pm, and services at the school district for 60 minutes once during this week.

Sharing GOLD Data with Kindergarten Teachers

This time of year, preschool coordinators, teachers and families are beginning to think about transitioning children to kindergarten. Kindergarten teachers may not be aware of the rich information on children's development and learning that preschool teachers can share with them. The **DEVELOPMENT AND LEARNING REPORT**, available in GOLD through Teacher access, provides **narrative descriptions of each child's current skills and abilities** in all nine areas. Kindergarten teachers do not need to be familiar with the rating system in GOLD to make use of this report.

Ultimate responsibility of GOLD portfolios

This question often arises when a child is attending a Head Start program and receiving services through a school district. If the child is working towards IEP goals, but is enrolled at two different programs, who should hold the child's GOLD portfolio?

If a child has an IEP and goals they are working towards, ongoing progress monitoring must be recorded and documented in GOLD. Ultimately, it is the school district who gets the team together and has the IEP meetings. Therefore, it is the school district's responsibility to ensure that any child receiving services related to their IEP from their district has that child's progress

There maybe instances in which the child stays at the Head Start for longer periods of time, or where the school district is very small and requests the Head Start to hold a child's portfolio.

A Memorandum of Understanding (MOU) needs to be written so that there is no confusion about what the responsibilities are for each party. An MOU encourages the collaboration between Head Starts and school districts.

There are many positive outcomes that can stem from collaboration between community resources, districts and families. School districts and Head Starts should reach out to one another, and talk about the progress of the children they have shared connections to.

On GOLD, the use of "Team Central" as a collaborative tool can be used to bridge this collaboration. It allows therapists, teachers, and families to upload data about a child. A GOLD administrator at your site can send invitations to Team Central participants. Please contact GOLD specialist, Elizabeth Hamilton, if you need assistance in accessing or utilizing this tool at

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@azed.gov



Topics to be addressed in an M.O.U.

Here are some items to address in an MOU between school districts and Head Starts. These are just some suggestions to include and the MOU should not be limited to solely these topics.

- ◆ Who pays for the portfolio?
- ◆ What happens if Head Start reaches capacity mid-year and a new student with an IEP needs to enroll?
- ◆ How is the district maintaining responsibilities with AzeIP and Child Find?
- ◆ What are the guidelines and responsibilities of participants on "Team Central?"
- ◆ How often will the school district or Head Start need access to this portfolio for data reasons?