

COMPONENT D

PARENT AND FAMILY ENGAGEMENT

<p align="center">D. PARENT AND FAMILY ENGAGEMENT</p> <p align="center"><u>MSDE Parent and Family Engagement Guidance</u></p> <p align="center"><u>MSDE District Parent and Family Engagement Plan Checklist Update Link</u></p> <p align="center"><u>MSDE School-level Parent and Family Engagement Plan and Compact Checklist</u></p>	
<p>DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:</p> <p>Please use the template provided at the end of the application (found here) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.</p> <p>REQUIRED ATTACHMENTS:</p> <p>The LSS must attach a copy of the following documents in their Title I, Part A Application:</p> <ol style="list-style-type: none"> 1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. 2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families. 3. Tool used for annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan. 4. A list of all Title I school's individual parent and family engagement allocations. <p>NOTE TO LSS: Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts which should be submitted prior to the Program Review.</p> <p>STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1116.</p>	

PARENT AND FAMILY ENGAGEMENT			
Check one	Assurances	Citation	Sample Evidence of Implementation
X Yes	1: Parent and Family Engagement Policy/Plan (LSS and School-level) &	1116(a)(2) 1116b)	LSS and School's Parent and Family Engagement Plans and School-Parent Compact:

<input type="checkbox"/> N/A	<p>School –Parent Compact The LSS ensures it has a written process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan (<i>Required Attachment</i>) <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact that meets statutory requirements. 	<p>1116(c) 1116(d)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of input from parents/families <ul style="list-style-type: none"> <input type="checkbox"/> SANE from parent meetings <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Parents feedback <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/interpreters <input type="checkbox"/> LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> <input type="checkbox"/> District/school website <input type="checkbox"/> Student handbook <input type="checkbox"/> School newsletters <input type="checkbox"/> Plans and compact sent home via back pack/ orientation packet <input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</p>	<p>1116(a)(1)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families: <ul style="list-style-type: none"> <input type="checkbox"/> SANE <input type="checkbox"/> Parents Feedback <input type="checkbox"/> Evidence of LSS outreach/activities <ul style="list-style-type: none"> <input type="checkbox"/> Announcements/Fliers <input type="checkbox"/> Translated documents <input type="checkbox"/> Receipts for accommodations/interpreters
<p>X Yes</p>	<p>3. Parent & Family Engagement</p>	<p>1116(a)(2)(D-E)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communication/outreach regarding

<input type="checkbox"/> N/A	<p>Annual Evaluation</p> <p>The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. (<i>Required Attachment</i>)</p> <p><u>MSDE Parent and Family Engagement Guidance: Barriers</u></p>		<p>evaluation/survey of LSS Parent and Family Engagement Plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Results of data/feedback <input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation <input type="checkbox"/> SAN with meeting notes, if applicable <input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>4. Parent and Family Engagement Reservation (Funds):</p> <ul style="list-style-type: none"> • The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. 	<p>1116(a)(3)(A) 1116(a)(3)(B)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> ○ SANE ○ Announcements/Fliers ○ Parents Feedback ○ Translated documents ○ Receipts for accommodations/interpreters
<p>X Yes</p> <p><input type="checkbox"/> N/A</p>	<p>5. Building Capacity for Involvement</p> <p>The LSS ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of</p>	<p>1116(e)(1-6)</p>	<p>LSS and School Level Documentation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SANE from LSS technical assistance to schools <input type="checkbox"/> SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements)

	parents and family members in improving student academic achievement.		
X Yes <input type="checkbox"/> N/A	6. The LSS ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	1116(f)	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documents are applicable to meet requirements under EL Assurance #2)
X Yes <input type="checkbox"/> N/A	7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment)</i>	1116(a)(2)(B) 1116(e)(1-14)	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: <input type="checkbox"/> SANE from technical assistance and training

KCPS Title I

Family Engagement and Building Capacity for Involvement Strategies

The KCPS values parents and families as critical and valued partners in the system's educational process. The leadership teams at each school as well as the faculty at large in all Title I schools are committed to inclusiveness and family involvement. Formal organizations such as each school's PTA and the county booster's organization, *Support our Schools (SOS)*, as well as informal meetings and workshops, (e.g., reading and math) with parents and families are all designed to provide teacher-family collaboration. Student success, as measured by standardized assessment and internal scoring tools, is the *raison de faire* of the system and central to that effort is a united and inclusive effort by all stakeholders.

Title I parents at all schoolwide schools are encouraged to be participants and become actively engaged in the education of their children through participation and engagement in school-sponsored activities. For English Learner parents, interpreters are available when necessary as is sign language for any hearing impaired parents. Those families who require transportation due to disabilities or lack of means to get to and from meetings are afforded such assistance on an as-needed basis. Child care for school-age and younger children is available at reading and math workshops as well as during PTA and other school-sponsored meetings. Parents are also called on to propose, help plan for, and attend meetings and workshops to help them better partner with teachers and other staff at each school. All of these opportunities are provided to parents and other family members in order to remove barriers to family engagement and encourage parental participation, including input and planning for school events, which are vital to school-home partnerships and to student achievement. The following pages are designed to provide more specificity relative to Parent and Family Engagement in Kent County

Title I funds for "parent and family engagement" are provided and are designed to assist schools in enlisting the assistance of these stakeholders in order to collect ideas for school activities and aid in the development of goals for Family Engagement Compacts and Plans. The formula for each school's budget are also found on the following pages.

Parent and Family Engagement

In order to encourage Title I parent and family engagement, the Kent County School System, both at the district and school levels, seek to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)]. Parent and Family Engagement strategies are woven throughout the Kent County Public Schools *Title I/ESSA Parent and Family Engagement Plan (2019 – 2020)* as well as *Parent and Family Plans* and *Home-School Compacts* at each of the Title I schools.

Local Educational Agency Action

The 2018-2019 Family Engagement Policy/Plan meeting was held on Thursday, January 3, 2019 at the Henry Highland Garnet Elementary School and included discussions about the Policy/Plan for KCPS (including suggested modifications) as well as references to each school's *Plan* and *Compact*. A similar meeting will be held in January, 2020.

The LSS's Process for Involving Parents and Families in the Development of the District-Wide Parent and Family Engagement Policy/Plan.

In December each schoolwide Title I school principal is contacted and asked to provide names of parents who would be willing to serve on the KCPS Advisory Council and assist in developing the *Title I Parent and Family Engagement Plan*. Individual invitations are sent to parents whose children attend each of the schools. A meeting is held at a central location (in 2019 it was held on January 3rd at Garnet Elementary School). The meeting agenda included a welcome, purpose, review and discussion of the current *Plan*, academic achievement, budget and other areas of concern as well as questions. Parents were encouraged to share their ideas and recommendations regarding changes, additions etc. to the *Plan*. The outcomes of such meetings are a) to communicate the efforts of the district toward involving parents and educators in building strong relationships, b) encourage parents to participate in the planning and implementation of the Plan and, c) promote the academic goals of the system and review the existing Plan prior to soliciting parent input on next year's *Plan* and its budget. At the January, 2019 meeting Parents specifically requested that students be offered as many academic opportunities to succeed as possible, and at the elementary level. They recommended that interventions be continued in the content areas of math and reading at each school. Parents also requested that they continue to be included in planning and that their views and suggestions be considered throughout the school year.

It should be noted that the *Plan* is discussed at each school-based parent meeting and posted on the district website for input. It is also shared at partner meetings with the Judy Center and 21st Century program and monthly with school-level interventionists. Parents are encouraged to continue their efforts and are assured that they would be included in the planning process throughout the year.

District Level Engagement Plan Evaluation

KCPS employs an evaluation form that asks parents to comment on the effectiveness of the *Title I Parent and Family Engagement Plan* and provide additional suggestions for improvement of the process and the *Plan* (see samples that follow.) In addition, school-level parent meetings include evaluations that ask parents to comment on the Plan as well as school level *Plans* and *Compacts*.

School Level Parent and Family Engagement Plan Review

The district Title I Coordinator meets monthly with school-based interventionists who, in turn, work closely with school principals in order to maintain a *Parent Engagement Plan* at each Title I school designed to meet ESSA requirements. A peer review for each *Plan* is conducted by interventionists at the September and October interventionists' meetings in order to ensure that plans include parental input and review as well as the required components. The Title I Coordinator also reviews *Plans* with principals in order to ensure compliance. A memo is signed by both the Title I Coordinator and each principal in the summer or early fall attesting to the inclusion of parental engagement and the inclusion of required components. Copies of school *Engagement Plans* are kept on file at the district level and at each school. These plans as well as the county *Parent and Family Engagement Plan* are shared with and distributed to parents and families at school-level meetings

School-Parent Compact

In order to ensure that each Title I school develops a *Parent-School Compact* each Schoolwide Title I school is required to modify and annually share its Compact with parents and other stakeholders as well as the Title I Coordinator. *Compacts* and *Plans* are developed in the fall based on the previous year's assessment data, parent input, as well as input shared at orientation meetings, back to school events, workshops, and school-based meetings (see samples following). Statutory requirements are shared with parents at these meetings. Agendas are forwarded to the central office and the Title I Coordinator attends as many of these meetings as his schedule permits. Parents may access *Compacts* through each school's website and copies are sent home early in the school year. Each school retains copies of sign-in sheets and upon request copies are forwarded to the district Title I office for documentation.

Distribution of Parent and Family Engagement Funds

The district Title I office collects all sign-in sheets and minutes from parent meetings in order to ensure that parents have input in the collaborative development, implementation, and review of the Title I allocation for parent and families' engagement. Recommendations for those allocations are collaboratively arrived at through the school-level and district level committee process and include parent recommendations and priorities.

Monitoring Parent and Family Engagement

At the district level Interventionists' meetings each school shares its *Compact* and reviews its alignment with MSDE requirements. Feedback is provided to each school via peer review and Title I Coordinator reviews. Interventionists work closely with their principals making sure that meetings include parents and adhere to Title I Family Engagement requirements. The Title I Coordinator reports and updates administrative staff on Family Engagement activities and requirements at meetings held with principals throughout the year.

Persons Responsible for Monitoring Parental Involvement Along with the Title I Coordinator

Those responsible for monitoring parent involvement besides the Title I Coordinator are:

Brenda Rose	Principal, Henry Highland Garnet Elementary School
Kris Hemstetter	Principal, Rock Hall Elementary School
Arlene Redding	Principal, Galena Elementary School
Mary Helen Spiri	Principal, Kent County Middle School

In addition, the following also monitor parent involvement

Heather Davis, Interventionist, H.H. Garnet Elementary School
Chris Austin, Interventionist, Galena Elementary School
Marlene Vosburg, Acting Interventionist, Rock Hall Elementary School
Chanelle Copper, Home-School Coordinator, Kent County Middle School

DOCUMENTATION

A Title I Parent and Family Engagement Policy/Plan is updated annually and distributed to parents and families at each school during family-wide afternoon and evening events (see following pages.) A copy of the current Plan follows in both English and Spanish format.

An evaluation of the annual parents'/stakeholders' county planning meeting is completed by participants. School level SANE documents are filed at each school) (see samples following pages.)



BOARD OF EDUCATION OF KENT COUNTY

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Parent and Family Engagement Calculations **and Budget Description**

The Parent and Family Engagement allocation for Kent County Public Schools Title I schools totals slightly more than the federal/state prescribed minimum of 1% of the district's 2019 -2020 allocation (see Sec. 116(a)(3)(A) of ESEA.) The total for 2019 -2020 is \$7,013 or 1.053% of the \$666,140.00 KCPS allocation. This funding is used to host family activities designed to increase parent engagement. It provides resources for parents to assist with home-school connections in order to improve student achievement. Funds are also used to sponsor activities such as speakers at parent events, including reading and math workshops, as well as provide materials for newsletters and other resources, e.g., workshop handouts and make-it-take its. Funds provided for each of the four Title I schools are based on proportional needs and poverty percentage levels of students at each school as follows:

Rock Hall Elementary School

69.30% FARMS (158/228) @ \$6.10/student X 228 = \$1,391.00

Henry Highland Garnet Elementary School

67.04% FARMS (242/361) @ \$6.00/student X 361 = \$2,166.00

Kent County Middle School

57.45% FARMS (239/416) @ \$5.00/student X 416 = \$2,080.00

Galena Elementary School

51.74% FARMS (178/344) @ \$4.00/ student X 344 = \$1,376.00

Total: (four schools) \$7,013.00

Title I Budget

Note
L. Taylor - led
discussion
01/03/19

System-wide Total \$612,200 (federal/state formula driven by no. of students and poverty level)
By comparison: Balt. City received 53M Title I funds in 2017.

The schools' share is 492,721 (85%) with the rest going toward fixed charges and system-wide initiatives e.g., site licenses for software, indirect costs (a "tithe" from MSDE to the system for processing and financial costs included), ESSA /Title I pamphlets, The coordinators salary (50K) etc.

The schools' budgets include the cost of their interventionists (including FICA, pension costs), tutors and materials of instruction. Each school identifies its needs based on student achievement data and using a priority system uses their allotments (that are based on a formula that includes no. of students; & no. of FARMS students to compute)

RHES highest FARMS % @ 64% (259 students total) 101,894) (skol identified as most in need receives +30K "braided" from literacy grant)

HHGES next @ 63% FARMS (351 students total) 134,107

KCMS third @54% (but with 449 students) 145,7565

GALES last with 52% FARMS (350 students) 110,914

Each school also has what is called "Family and Parent Engagement" budgets again formula based that range from 1,200 – 1,700 again based on FARMS and total enrollment data

Parents are urged to continue to meet with SITs in order to identify needs and prioritize funds to meet those needs. The System's 58,745 we will discuss as well today.

55 coordinator's package (salary, FICA travel expenses among schools) plus site licenses and pamphlets and "indirect costs" of 15K = 73+K



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December 10, 2018

Dear Parents/Guardians:

You are cordially invited to attend our annual county level Title I Parent Advisory Council meeting scheduled for Thursday, January 3, 2019. This meeting will be held at Henry Highland Garnet Elementary School's media center from 3:00 - 4:00 P.M.

The purpose of the meeting is to share Kent County's Title I Parent and Family Engagement Policy, budget, and activities for the 2018 – 2019 school year and begin planning for 2019 – 2020. Your feedback and involvement will help ensure the success of our children.

Please feel free to bring a friend. We look forward to seeing you on January 3rd. Please RSVP to Ms. Susan Cooksey at 410-778-7116 or scooksey@kent.k12.md.us

Sincerely,

Lloyd W. Taylor, Ed.D.
Title I Coordinator



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KENT COUNTY PUBLIC SCHOOLS TITLE I/ESSA PARENT AND FAMILY ENGAGEMENT PLAN 2019 - 2020

The Kent County Public School System's Title I Office will plan and support programs procedures and activities for involving parents and family members in all schools that implement an ESSA compliant Title I program during the 2019 – 2020 school year. The purpose of this Plan is to communicate the efforts of the system to engage and involve parents, other family members and educators in order to build strong partnerships at each school and promote the academic goals necessary to support high expectations and achievement for all students. To support this plan, the Title I Office will:

- 1. Involve parents jointly in providing input and revising the *Title I Parent and Family Engagement Plan* which is part of the KCPS Master Plan.**
 - a. Invite parents from each Title I school to annually review and provide Input and feedback on the district level Title I Parent and Family Engagement Plan and,**
 - b. At least annually revise the district level Plan based on parent input and feedback.**
- 2. Provide assistance to schools in planning and implementing effective parent engagement activities designed to improve academic achievement**
 - a. Host monthly meetings with Title I interventionists and other parent-school liaisons including, when possible school level administrators, to support the implementation of school-based parent workshops and activities.**
 - b. Visit schools regularly to ensure that their school-based *Parent and Family Engagement Plans* are being implemented.**
 - c. Participate in and provide technical assistance to schools as needed to implement school-based Title I activities including the sharing of School-**

Parent Compacts during parent teacher conferences held throughout the school year.

- 3. Provide assistance to parents in understanding requirements as enumerated in the *Every Student Succeeds Act* of 2017 (ESSA) and attendant updates as well as Maryland state and local Standards and assessments, along with associated Title I requirements in order to support student progress designed to improve student achievement.**
 - a. Post resources on school-based websites**
 - b. Include ESSA Title I requirements in the district's Parent Handbook and on the KCPS website.**
 - c. Provide parenting tips for parents and other family members designed to support student achievement.**
 - d. Offer or assist with parent workshops at schools.**
 - e. Provide state and local standardized assessment resources, Common Core Standards resources, and parenting tips on how to support students at home**
 - f. Assist with workshops on the monitoring student progress and increasing parent-teacher communications in order to increase student achievement**
 - g. Assist schools as necessary with scheduled parent-teacher conferences.**
- 4. Provide assistance to interventionists and parent-school coordinators for staff Professional Development on how to increase communication and outreach to parents as partners.**
 - a. Communicate tips for working with parents as partners during Professional Learning Communities and staff meetings.**
 - b. Build the schools' and districts' capacity for strong parent engagement by using multiple means to contact parents.**
 - c. Capitalize on the talents of parents to coordinate programs and share their expertise in order to build parent-student-teacher partnerships.**
 - d. Assist with planning school initiated parent engagement workshops and ensure alignment with school needs and evaluation feedback as found in School Improvement Plans**
- 5. Coordinate joint community service programs and resources to increase parent involvement activities**
 - a. Work with the 21st Century Summer Program as well as the Horizons Summer Program both designed to increase student achievement.**
 - b. Work collaboratively with the Judy Center in order to provide community resources for parents.**
- 6. The Title I Office personnel and school-based personnel along with parents and family members will seek to collaborate in order to increase parent**

knowledge and skills when working with their children in order to increase student achievement.

7. Administer annually the Title I Parent Interest Survey designed to identify and assist schools in providing workshops for parents and students and share results at monthly district level Title I interventionists' meetings.
 - a. Assist school personnel as needed in Including parents in planning workshops
 - b. Tailor parent sessions to meet individual and group needs.
 - c. Utilize school-based website, including the district level website as well as newsletters in order to provide tips for parents on how to support learning in the home.
 - d. Assist building level parent outreach programs and activities focused on reading/writing, math, science, STEM and technology.
 - e. Assist as needed in conducting PARCC and local curriculum information meetings to inform parents of assessments and standards in order to support learning at home
8. Provide written communication to parents in translated languages and formats that they can understand.
 - a. Translate district and school-based communications in parents' native languages.
 - b. Provide translators for district and school-based meetings in native languages
9. Provide a variety of venues to maximize parental engagement and communicate the information to parents who are unable to attend the sessions
 - a. Assist with parent involvement sessions with other agencies in venues such as schools, churches, and community centers in a variety of areas with the county.
 - b. Send home communications to parents who are unable to attend sessions.
10. Use monthly Title I interventionists' meetings to jointly advise and direct matters related to parent involvement for all Title I school leadership teams.
11. Articulate parent engagement expectations related to Title I requirements at monthly interventionists' meetings
12. Administer school level parental engagement surveys annually and share results at monthly district level Title I meetings

DEL CONDADO DE KENT

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ESCUELAS PÚBLICAS DEL CONDADO DE KENT TÍTULO I/ ESSA PLAN DE PARTICIPACIÓN FAMILIAR

La oficina de Título I de las Escuelas Públicas del Condado de Kent apoyará programas, procedimientos y actividades para involucrar a los padres de familia dentro de todas las escuelas en donde se implementa el programa de Título I conforme al ESSA. El propósito de este plan es el de comunicar los esfuerzos del Sistema para involucrar a los padres de familia y educadores en la construcción de relaciones fuertes que promuevan los objetivos académicos que apoyen las altas expectativas y desempeño académico de los estudiantes. Para apoyar este plan, la oficina del Título I hará lo siguiente:

- 1. Participar junto con los padres de familia en suministrar opiniones y revisar el Plan de Participación Familiar de Título I el cual forma parte del Plan Principal de Condado de Kent.**
 - a. Invitar a los padres de familia de cada escuela de Título I anualmente a que revisen y ofrezcan sus opiniones el Reglamento de Participación Familiar de Título I a nivel de distrito.**
 - b. Revisar el Reglamento de Participación Familiar de Título I a nivel de distrito basado en las opiniones que los padres de familia hayan ofrecido por lo menos una vez al año.**
- 2. Ofrecer asistencia a las escuelas en la planeación e implementación efectiva de actividades de participación familiar diseñadas para mejorar el desempeño académico.**
 - a. Organizar juntas mensuales con los Interventores de Título I y con los intermediarios entre la escuela y la casa para apoyar en la implementación de talleres y actividades para las familias basados en la escuela.**
 - b. Visitar las escuelas regularmente para asegurar que se estén implementando los planes de participación escolar de esa escuela.**
 - c. Participar y otorgar asistencia técnica a las escuelas como sea necesario en la implementación de actividades de título I a nivel de escuela.**
- 3. Ofrecer asistencia a los padres de familia en la comprensión de los requisitos numerados en el Acto del 2017 Todos los Estudiantes son Exitosos (ESSA) así como en las evaluaciones locales y estatales de Maryland, junto con los requisitos asociados con el Título I para poder ayudar con el progreso de los estudiantes y mejorar el desempeño estudiantil.**

- a. **Publicar fuentes de información en las páginas de internet de cada escuela.**
- b. **Incluir los requisitos de ESSA Título I en el Manual de los padres de familia del distrito y en la página de internet de KCPS.**
- c. **Ofrecer a los padres y otros miembros de la familia consejos para apoyar a los estudiantes a través de talleres y juntas de padres de familia organizadas por los directores e interventores de Título I.**
- d. **Ofrecer o asistir en talleres para los padres de familia en cada escuela.**
- e. **Ofrecer fuentes de información acerca de PARCC, apoyos estándares para la preparación al colegio y una carrera, y consejos para los padres de familia acerca de cómo ayudar a sus estudiantes en casa a través de talleres y juntas organizadas por los directores e interventores de Título I.**
- f. **Organizar talleres en el monitoreo del progreso del estudiante e incrementar la comunicación entre los padres y maestros para aumentar el desempeño estudiantil.**
- g. **Asistencia a las escuelas como sea necesario en la programación de conferencias de padres y maestros.**
4. **Ofrecer asistencia a interventores y coordinadores entre padres y escuelas en la organización de Desarrollos Profesionales para el Personal acerca de cómo aumentar la comunicación y acercamiento con los padres como compañeros.**
 - a. **Compartir consejos acerca de cómo trabajar con los padres como compañeros durante juntas de Comunidades Profesionales de Educación y del personal.**
 - b. **Fortalecer la capacitación de las escuelas y el distrito para poder tener una participación familiar fuerte usando distintas maneras para comunicarse con los padres.**
 - c. **Aprovechar los talentos de los padres de familia para coordinar programas, compartir habilidades y así ayudar a fortalecer las relaciones de padres, estudiantes y maestros.**
 - d. **Compartir agendas de talleres de participación familiar y asegurar que vayan de acuerdo con las opiniones de las evaluaciones y necesidades de la escuela como se encuentra especificado en los Planes de Mejoras de la Escuela.**
5. **Coordinar juntos programas de servicio comunitario y fuentes de información para incrementar actividades de participación familiar.**
 - a. **Trabajar junto con el Programa de Verano de 21st Century y el Programa de Verano Horizons, ya que ambos están diseñados para aumentar el desempeño estudiantil.**
 - b. **Trabajar junto con el Centro de Judy para asistir a los padres a trabajar de manera colaborativa con los educadores del de manera efectiva con sus hijos. Asistencia para ofrecer fuentes de información y ayuda de la comunidad a los padres de familia.**
 - c. **Trabajar muy cercanamente con el coordinador de Título III (ESOL) para asegurarse que los padres de los estudiantes de ESOL estén**

representados en los programas de servicio de alcance a padres y familias así como talleres.

6. El personal de la Oficina de Título I y el personal docente de cada escuela colaborará para incrementar el conocimiento y habilidades de los padres de familia cuando se encuentren trabajando con sus hijos para poder aumentar el desempeño estudiantil.
7. Administrar anualmente la Encuesta de Interés Familiar de Título I para poder identificar y diseñar talleres para padres y estudiantes y compartir los resultados mensualmente en las juntas a nivel de distrito de los interventores de Título I. Además:
 - a. Ayudar al personal docente como sea necesario en incluir a los padres en la planeación de talleres
 - b. Diseñar las sesiones de los padres de manera que cubran las necesidades individuales y de grupo.
 - c. Utilizar las páginas de internet de cada escuela y sus periódicos de noticias para ofrecer consejos a los padres acerca de cómo fomentar el aprendizaje en casa.
 - d. Como parte de la iniciativa a nivel de condado para la alfabetización (Fondo llamado Striving Readers Grant) ofrecer programas y actividades de acercamiento familiar con enfoque en las matemáticas, lectura, ciencias naturales, salud, escritura, STEM y tecnología. Talleres y juntas de padres de familia serán organizados durante el año escolar por los coordinadores del fondo y el educador de desarrollo profesional del condado entero en cooperación con los interventores del Título I.
 - e. Organizar juntas de información de PARCC y Conocimientos Básicos para informar a los padres de familia acerca de las evaluaciones y estándares para apoyar el aprendizaje en casa.
 - f. Los directores e interventores enlistarán y compartirán con padres y familiares recomendaciones acerca de cómo son distribuidos los fondos del Título I así como su utilización durante las juntas de padres de familia de toda la escuela.
8. Ofrecer comunicados por escritos a los padres de familia en un formato e idioma traducido que puedan entender.
 - a. Traducir comunicados a nivel de escuela o de distrito en los idiomas nativos de los padres de familia.
 - b. Ofrecer traductores en idioma nativos para juntas de padres a nivel de escuela y de distrito.
9. Ofrecer una variedad de formas para tener una máxima participación familiar y comunicar la información a los padres de familia que no hayan podido asistir a las sesiones.
 - a. Organizar sesiones de participación familiar junto con otras organizaciones en lugares como escuelas, iglesias, centros comunitarios en una variedad de áreas céntricas localizadas dentro de la comunidad.

- b. Mandar comunicados a casa a los padres de familia que no hayan podido asistir a las sesiones.**
- 10. Usar juntas mensuales de Interventores de Título I para poder, en grupo, aconsejar y dirigir asuntos relacionados con la participación familiar en todos los programas de equipos de liderazgo escolar del Título I.**
- 11. Articular expectativas de la participación familiar dentro de las juntas mensuales de Título I.**
- 12. Administrar anualmente a nivel de distrito encuestas de participación familiar y compartir los resultados de la evaluación durante juntas mensuales de Título I a nivel de distrito.**

2018 -2019 School Budgets, Title I – 09/30/18

(based on 09/30/17 Enrollment
& 10/30/17 FARMS))

School	Enrollment 09/30/17	FARMS 10/30/17	FARMS %	School Funding Amt.	Schools' Interv. Cost	Schools' Budgets (less interv.)	School	
RHES	259	166	64.09%	\$101,894	\$73,778	\$28,114	RHES	*
HHGES	351	221	62.96%	\$134,107	\$108,219	\$25,888	HHGES	
KCMS	449	243	54.12%	\$145,756	\$53,355	\$92,401	KCMS	
GALES	351	185	52.71%	\$110,964	\$104,354	\$6,611	GALES	

* The Literacy Grant pays 33% of the RHES interventionist's cost (\$37,227) -- braided

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Rachel Goulson
12058 Pomeroy Hill Ct
Worton, Md 21678

KENT COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES

5608 BOUNDARY AVENUE

ROCK HALL, MARYLAND 21661

Wayne + Jacqueline Walters
20967 Rock Hall Avenue
Rock Hall, Md 21661

Megan New
21375 East Sharp Street
Rock Hall, Md 21661

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Stephanie Zottarelli
12141 Homestead View Rd
Worton, Md 21678

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Francesce Sullivan
12188 Still Pond Creek Rd
Worton, Md 21678

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Stephanie Krastel
115 Cedarwood Drive
Galena, Md 21635

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Nicole Lindenboach
29400 Old Locust Grove Rd
Kennedyville, Md 21645



Kent County Public Schools
Serving Community Schools

Gail Manley <gmanley@kent.k12.md.us>

Addresses for title one meeting Jan 3

Florence Terrill <fterrill@kent.k12.md.us>

Thu, Nov 29, 2018 at 4:03 PM

To: Gail Manley <gmanley@kent.k12.md.us>, Lloyd Taylor <ltaylor@kent.k12.md.us>

Please find below the addresses for our Title One Countywide meeting for Jan.3rd.
Thanks,
Flo

Francoise Sullivan
12188 Still Pond Creek Rd.
Worton, Md. 21678

Stephanie Krastel
115 Cedarwood Drive
Galena, Maryland 21635

Nicole IndenBosch
29400 Old Locust Grove Rd.
Kennedyville, Md. 21645

Rachel Poulson
12058 Parson Hill Ct.
Worton,md. 21678

Candice Wagner
12103 Augustine Herman Hwy.
Kennedyville, Md. 21645

Carlena Aldrich
26612 Maple Avenue
Still Pond , Md. 21667



Lloyd Taylor <ltaylor@kent.k12.md.us>

Invitation addresses for Parent Title 1 Meeting on January 7

2 messages

Mon, Dec 3, 2018 at 3:59 PM

Christine Austin <caustin@kent.k12.md.us>
To: Gail Manley <gmanley@kent.k12.md.us>
Cc: Lloyd Taylor <ltaylor@kent.k12.md.us>

Gail, Here are a few parents who have agreed to attend the Title One meeting. I have to get Stephanie Zottarelli's address as well. I will e-mail you when I get it.

~~Wayne and Jacqueline Walters~~
20967 Rock Hall Avenue
Rock Hall, MD 21661

Megan Crew
21375 East Sharp St
Rock Hall Md 21661

Tue, Dec 4, 2018 at 3:41 PM

Gail Manley <gmanley@kent.k12.md.us>
To: Lloyd Taylor <ltaylor@kent.k12.md.us>

fyi
[Quoted text hidden]

Gail C. Manley
Executive Assistant to the Superintendent
Kent County Public Schools
5608 Boundary Avenue
Rock Hall, MD 21661
410-778-7113
gmanley@kent.k12.md.us

Email privacy:

The information in this e-mail and any attachments is confidential and may be subject to legal professional privilege. It is intended solely for the attention and use of the named addressee(s). If you are not the intended recipient, or person responsible for delivering this information to the intended recipient, please notify the sender immediately. Unless you are the intended recipient or his/her representative you are not authorized to, and must not, read, copy, distribute, use or retain this message or any part of it.

12/7/2018

Kent County Public Schools Mail - Title One meeting



Lloyd Taylor <lttaylor@kent.k12.md.us>

Title One meeting

1 message

Christine Austin <caustin@kent.k12.md.us>
To: Gail Manley <gmanley@kent.k12.md.us>
Cc: Lloyd Taylor <lttaylor@kent.k12.md.us>

Wed, Dec 5, 2018 at 4:20 PM

Parent address for invitation.

~~Stefanie Zottarelli~~
12141 Homestead View Road
Worton, MD 21678

Thanks Gail!

Hope all is well!



Search mail

Compose

17 of 1,819

Addresses for title one meeting Jan 3 Inbox X

Inbox 37

Starred

Snoozed

Sent

Drafts

More

Florence Terrill

to Gail, me

Please find below the addresses for our Title One Countywide meeting for Jan.3rd.
Thanks,
Flo

~~Francise Sullivan~~
12188 Still Pond Creek Rd.
Worton, Md. 21678

~~Stephanie Krastel~~
115 Cedarwood Drive
Galena, Maryland 21635

~~Nicole IndenBosch~~
29400 Old Locust Grove Rd.
Kennedyville, Md. 21645

Rachel Poulson

12058 Parson Hill Ct
Worton MD 21678

Thu, Nov 29, 4:04 PM (8 days ago)



Lloyd Taylor <ltaylor@kent.k12.md.us>

Tuesday's Mtg.

1 message

Lloyd Taylor <ltaylor@kent.k12.md.us>

To: Gina Jachimowicz <gjachimowicz@kent.k12.md.us>, Mary Helen Spiri <mhspiri@kent.k12.md.us>, Brenda Rose <brose@kent.k12.md.us>, Arlene Reading <areading@kent.k12.md.us>, Christine Austin <caustin@kent.k12.md.us>, Kris Hemstetter <khemstetter@kent.k12.md.us>, Chanelle Copper <ccopper@kent.k12.md.us>, Flo Terrill <fterrill@kent.k12.md.us>, Heather Davis <hdavis@kent.k12.md.us>

Wed, Jan 2, 2019 at 1:19 PM

Just a reminder that our county-wide Title I Parent Engagement Meeting will be held tomorrow (Tuesday, 01/03/19) in the media center at HHGES starting at 3:00 P.M. All parents and other stakeholders are welcome to attend. Each school should be prepared to share how the Title I program in their school is assisting students in gaining academic achievement in math and reading. We will also spend time discussing county and school budget priorities and gather suggestions from parents and staff in attendance. Please remember to sign in as you enter the meeting. We look forward to seeing you tomorrow.



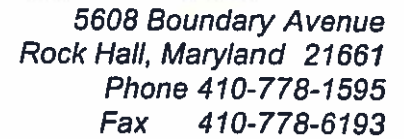
BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

~ Title I Meeting ~
Kent County Title I County-Wide Parent Engagement Meeting
Thursday, January 3, 2019

~ Sign-In ~

NAME	SCHOOL
Maureen Rannelle	HHGES
Ally Ship	C.O.
Brenda Rose	HHGES
Ala Terrell	GALES
Heather Davis	HHGES
Shirley Rogers	HHGES
Bishop Fr. Wm	CMS.
Jackie Warren	RHES
Chanelle Copper	KCMS
Christine Austin	RHES
Sara Moore	KCMS
Marigay Green	KCMS
Alexa Readey	GALES
Rita Hembert	RHES
Peggy L. Blount	KCMS
MT Sidi	KCMS
Jess Arminio	KCMS
Angelica Walls	KCMS
Michael Roman	KCMS
Stene Miller	KCMS
Ron Walters	KCMS
Charles Hoid	RHES





BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

Kent County Title I District-Wide Parent Engagement Meeting
Thursday, January 3, 2019
Garnet Elementary School
3:00 P.M. – 4:00 P.M.
~ AGENDA ~

Expected Outcomes

- ~ Communicate efforts of the district to involve parents and educators in building a strong partnership**
- ~ Promote the academic goals of the system to support high expectations and achievement for all students**
- ~ Review the District Wide Parent Engagement Plan and modify**
- ~ Discuss how the district's and schools' budgets will be spent to support students and solicit suggestions for 2019 - 2020**

I. Welcome

II. Purpose

III. Power Point presentation on Title I/ESSA

III. Review/discuss of the Title I *District Family Engagement Plan* and amend as per the group's recommendations

IV. Academic Achievement/Title I goals based on Needs Assessments at each School (Title I schools' summaries)

V. School Sharing of parent engagement strategies (before and during the year) including the essential roles of parents and other family members

V. Family Engagement Plan Budgets' (district-wide and schools) discussion

VII. Take-ways; Evaluation

Title I District Annual Meeting

Kent County Public Schools

Henry Highland Garnet Elementary

Successful Learning for All Students

2018-2019



Welcome to the Title I Annual Meeting for Parents



Purpose



- ~ **Communicate the efforts of the district to involve parents and educators in building a strong partnership**
- ~ **Promote the academic goals of the system to support high expectations and achievement for all students**
- ~ **Discuss how the budget will be spent to support students and solicit suggestions for 2019 - 2020**

What is the Title I Program?



- ✦ Funds to provide programs to help children who are struggling in reading and math
- ✦ Extra help (in addition to what they learn in math and reading in the classroom)
- ✦ Enrichment
- ✦ Funding provided under ESSA-2016
- ✦ ELL support and Special Education support, Collaborative Literacy Grant
- ✦ Homeless and Foster students

ESSA- Every Student Succeeds

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

History of ESEA

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law. ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

Update on School's Progress



✦ Student Achievement Results

✦ What does this mean?

✦ PARCC Assessments

✦ MAP Assessments

✦ What does this mean?

Types of Programs



School-wide Program

- ✦ All students participate in the program
- ✦ Special Education Students
- ✦ English Language Learners
- ✦ Homeless and Foster Students

Targeted Assistance

- ✦ Only the students identified for the program based on performance on assessments (KCPS does not have targeted assistance programs).

Title I Parent Engagement Funds



- ✦ Amount of funds available for this year for our school/district.
- ✦ How were parent engagement funds used last year?
- ✦ How can parents be involved with deciding how funds are spent this year?

Parent Engagement Requirements




- ✦ Annual Title I Meeting(January 3, 2019)
- ✦ Title I District Level Parent Policy
- ✦ Title I School Level Parent Policy
- ✦ Title I Parent Compact and Parent Engagement Plan
- ✦ Feedback on ways to spend parent involvement funds
- ✦ Title I School Parent Advisory Council
- ✦ District Annual Title I Meeting and Parent Involvement Advisory Council

Process for Contacting Staff



- ✦ If you have questions or concerns relating to your child's performance in school other issues, please feel free to contact the school
- ✦ Classroom teacher
- ✦ Guidance Counselor
- ✦ Principal
- ✦ Assistant Principal(KCMS)

How Can I Be Involved in My Child's Progress at School

- 
- ✦ Parent Workshops
 - ✦ Teacher Conferences
 - ✦ PTA
 - ✦ School Improvement Team Meetings
 - ✦ Parent Advisory Council Meetings
 - ✦ School Board Meetings

Parent Rights under ESSA



- ✦ Parent Engagement
- ✦ Request opportunities to meet regularly with staff for parent involvement
- ✦ Participate in decisions affecting your child
- ✦ Input on Sip and Parent Compact
- ✦ The Title I Complaint Policy

Homeless



- ✦ McKinney-Vento Act and Foster Care Provisions
- ✦ Title I Reservation
- ✦ KCPS Homeless Liaison (Mrs. Williams, Supervisor of Student Services- 410-810-3170)
- ✦ Title I Coordinator (Lloyd Taylor- 410-778-6954)

Questions ? Comments ? Suggestions?



Please Complete the Meeting Evaluation Form

Thank You for Coming!

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

- | | Agree
1 | 2 | Neutral
3 | 4 | Disagree
5 |
|--|------------|---|--------------|---|---------------|
| 1. I understand the goals of the KCPS PAC and how I can become involved with Title I | 1 | 2 | 3 | 4 | 5 |
| 2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school | 1 | 2 | 3 | 4 | 5 |

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

- ☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."
- ☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):
- ☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

- | | |
|---|---|
| <input type="checkbox"/> Schedule conflicts | <input type="checkbox"/> Lack of Transportation |
| <input type="checkbox"/> Meeting Notification Methods | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Types of Parent Involvement Activities Offered | <input type="checkbox"/> Other (explain) |

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

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Please circle your response

	Agree 1	2	Neutral 3	4	Disagree 5
1. I understand the goals of the KCPS PAC and how I can become involved with Title I	1				

2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school	1	2	3	4	5
--	---	---	---	---	---

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

☒ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):

☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

<input type="checkbox"/> Schedule conflicts	<input type="checkbox"/> Lack of Transportation
<input type="checkbox"/> Meeting Notification Methods	<input type="checkbox"/> Lack of Child Care
<input type="checkbox"/> Types of Parent Involvement Activities Offered	<input type="checkbox"/> Other (explain)

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

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Please circle your response

- | | Agree
1 | 2 | Neutral
3 | 4 | Disagree
5 |
|--|------------|---|--------------|---|---------------|
| 1. I understand the goals of the KCPS PAC and how I can become involved with Title I | 1 | | | | |
| 2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school | 1 | | | | |

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

- ☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."
- ☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):
- ☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schedule conflicts | <input type="checkbox"/> Lack of Transportation |
| <input type="checkbox"/> Meeting Notification Methods | <input checked="" type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Types of Parent Involvement Activities Offered | <input type="checkbox"/> Other (explain) |

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

tutor back at RHES
PTA ^{greater} involvement at RHES

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALEs and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

	Agree 1	2	Neutral 3	4	Disagree 5
1. I understand the goals of the KCPS PAC and how I can become involved with Title I	1				

2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school	1	2	3	4	5
--	---	---	---	---	---

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):

☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

<input type="checkbox"/> Schedule conflicts	<input checked="" type="checkbox"/> Lack of Transportation
<input type="checkbox"/> Meeting Notification Methods	<input checked="" type="checkbox"/> Lack of Child Care
<input type="checkbox"/> Types of Parent Involvement Activities Offered	<input type="checkbox"/> Other (explain)

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

offer babysitting services & food so parents can attend without dinner issues.

6. Suggestions for ways to spend Title I Parent Engagement Funds: - Coaches/Tutors for individuals Hire Teachers

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

	Agree (1)	2	Neutral 3	4	Disagree 5
1. I understand the goals of the KCPS PAC and how I can become involved with Title I	(1)				

2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school	1	2	(3)	4	5
--	---	---	-----	---	---

more of an informative meeting of sharing ideas of each school ★

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

_____ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

_____ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):

_____ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

_____ Schedule conflicts	_____ Lack of Transportation
_____ Meeting Notification Methods	_____ Lack of Child Care
_____ Types of Parent Involvement Activities Offered	_____ Other (explain)

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

Have a family night for title I family.

6. Suggestions for ways to spend Title I Parent Engagement Funds:

Find ways to get more parents to attend meetings.

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

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Please circle your response

	Agree		Neutral		Disagree
1. I understand the goals of the KCPS PAC and how I can become involved with Title I	①	2	3	4	5

2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school	1	②	3	4	5
--	---	---	---	---	---

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

☐ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

☒ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s): CONTINUE THE STRONG CONNECTION BETWEEN PARENTS AND STAFF THE SCHOOLS TEACHERS.

☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

<input type="checkbox"/> Schedule conflicts	<input type="checkbox"/> Lack of Transportation
<input type="checkbox"/> Meeting Notification Methods	<input checked="" type="checkbox"/> Lack of Child Care
<input checked="" type="checkbox"/> Types of Parent Involvement Activities Offered	<input type="checkbox"/> Other (explain)

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

CELEBRATING SUCCESSSES AND USING THE MOMENT TO TALK ABOUT WAYS TO IMPROVE.

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

- | | Agree | | Neutral | | Disagree |
|--|----------------------------------|---|---------|---|----------|
| 1. I understand the goals of the KCPS PAC and how I can become involved with Title I | <input checked="" type="radio"/> | 2 | 3 | 4 | 5 |
| 2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school | <input checked="" type="radio"/> | 2 | 3 | 4 | 5 |

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):

☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

- | | |
|---|---|
| <input type="checkbox"/> Schedule conflicts | <input type="checkbox"/> Lack of Transportation |
| <input type="checkbox"/> Meeting Notification Methods | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Types of Parent Involvement Activities Offered | <input type="checkbox"/> Other (explain) |

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

- | | Agree | | Neutral | | Disagree |
|--|-------|---|---------|---|----------|
| 1. I understand the goals of the KCPS PAC and how I can become involved with Title I | ① | 2 | 3 | 4 | 5 |
| 2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school | ② | 2 | 3 | 4 | 5 |

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."

☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):

☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schedule conflicts | <input type="checkbox"/> Lack of Transportation |
| <input type="checkbox"/> Meeting Notification Methods | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Types of Parent Involvement Activities Offered | <input type="checkbox"/> Other (explain) |

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:

2019 -2020 Title I Parent Involvement Plan Survey and District-Wide Meeting Evaluation

Parents of students at RHES, HHGES, GALES and KCMS:

Please take a few moments to read the 2019-2020 Kent County Title I Parent Engagement Plan and complete the survey below. If you have any questions regarding the Title I Parent Involvement Plan, please feel free to call Dr. Lloyd Taylor, KCPS Title I Coordinator at 410-778-6594. Thank you for completing the survey; your feedback is most appreciated.

Please circle your response

- | | Agree | | Neutral | | Disagree |
|--|-------|---|---------|---|----------|
| 1. I understand the goals of the KCPS PAC and how I can become involved with Title I | ✓ 1 | 2 | 3 | 4 | 5 |
| 2. I was able to contribute my ideas about the plan and parent involvement barriers at my child's school | ✓ 1 | 2 | 3 | 4 | 5 |

3. Please provide feedback on the KCPS Title I Parent Involvement Plan:

- ☒ I agree with the KCPS Parent Engagement Plan. Kept it "as is."
- ☐ I agree with the ICPS Parent Engagement Plan but have the following recommendation(s):
- ☐ I do not agree with the KCPS Parent Engagement Plan (explain)

4. Barriers to increasing parent involvement at Title I activities are:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schedule conflicts | <input type="checkbox"/> Lack of Transportation |
| <input type="checkbox"/> Meeting Notification Methods | <input type="checkbox"/> Lack of Child Care |
| <input type="checkbox"/> Types of Parent Involvement Activities Offered | <input type="checkbox"/> Other (explain) |

5. Suggestions for ways to break down barriers to parent engagement and increase parent involvement in Title I activities:

6. Suggestions for ways to spend Title I Parent Engagement Funds:



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

~ NOTES ~

*2018 – 2019 Kent County District-Wide
Parent and Family Engagement Meeting
HHGES, January 3, 2019
3:00 P.M.*

The annual Kent County District-Wide Parent and Family Engagement Meeting was convened at 4:04 P.M. on Thursday, January 3, 2019. Title I Coordinator, Lloyd Taylor, welcomed twenty-two participants that included parents, other family members, and stakeholders, as well as Title I principals and interventionists. The purpose of the meeting was reviewed (see agenda) and was followed by a Power Point presentation, *Successful Learning for All Students*, whose purpose was to familiarize participants with Title I/ESSA including federal/state requirements and, more specifically, Kent iterations. The Power Point was narrated by Dr. Taylor and GALES interventionist Flo Terrell and included a Q & A at its conclusion. The Kent County Title I Parent Engagement Plan (English and Spanish versions, attached) was shared and discussed. All attendees were asked for input relative to the Plan, both during the meeting and later, to be sent to interventionists for discussion at their February monthly meeting. It was also explained that a "Title I Recommendation Log" would be placed at each school and would be made available to parents. Representatives from each school (principals and interventionists) then took the opportunity to share "what Title I looks like in my building." Parents and staff next discussed engagement strategies at each school including the "essential roles of parents and other family members in student academic achievement" and how the school and home might work more closely together. Dr. Taylor concluded the meeting with a review of the Title I budget, specifically Family Engagement Plan Budgets and the county and schools' share of the current \$612,200 Kent County Title I allocation. Attention was given and dialogue followed as to how those funds might best be used at both the county and school levels going forward. Attendees were again encouraged to provide input at the county meeting as well as at school level meetings that include Title I agenda items. After a final committee-wide conversation evaluations were distributed and completed (see attached). The meeting was adjourned at 4:21 P.M.



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

January 21, 2019

Dear

Thank you for attending our Title I District Parent and Family Engagement meeting on Thursday, January 3rd. Your contribution to the discussions and suggestions you provided were most helpful and appreciated. I have shared the participants' comments with Title I administrators and teachers, and that input has been added to our plan which is being updated and revised. It may be viewed on the district's webpage under Title I. We are also hopeful that you will continue to participate in your school's Title I planning during the spring and summer months and throughout the year.

Enclosed you will find a copy of a revised district *Parent and Family Engagement Plan* that includes suggestions made at the district-wide meeting. Please feel free to review it and let your principal or me know if you have any other comments or suggestions. As mentioned, the *Plan* is organic, evolving over time based on ongoing input from educators, parents and other stakeholders.

Again, thanks for your partnership and the opportunity to work collaboratively to ensure our plans is as detailed and inclusive as possible.

Sincerely,

Lloyd W. Taylor, Ed.D.
Title I Coordinator

COMPONENT E

**EQUITABLE SERVICES,
PARTICIPATION OF CHILDREN
ENROLLED IN PRIVATE SCHOOLS**

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Equitable Services Requirements under ESSA: Non-Regulatory Guidance-New Guidance-Pending

MSDE Equitable Service Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for:
 - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
 - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117.

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>1. Delivery of Services The LSS ensures it (select one of the following):</p> <p>Provides services directly to the eligible private school students?</p> <p>Enters into a third party contract to provide services to eligible private school students?</p> <p>Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? Please identify LSSs involved.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Provide the date(s) services will begin.</p> <p>_____</p>		<input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable <input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children <input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials The LSS ensures it has a written process for inviting private schools to participate in the</p>	<p>1117(a)(1)(A) 1117(b)(1)(b)(5)</p>	<input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials

<p>Title I, Part A program. (Required Attachment #1a)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.) <input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data) 	
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p>	<p>3. Ongoing Consultation The LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. (Required Attachment #1a)</p>	<p>1117 (b)(1-5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <input type="checkbox"/> SANE documentation including topic specific agendas; emails, notes from phone calls. <input type="checkbox"/> If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools. 	<p>1117 (b)(1-5)</p>
<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A</p>	<p>4. Equitable Services to Students The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.</p>	<p>1117(a)(1)(A) 8501(c)</p> <ul style="list-style-type: none"> <input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services 	<p>1117(a)(1)(A) 8501(c)</p>
<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A</p>	<p>5. Teachers and Families Participation The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.</p>	<p>1117 (a)(1)(B)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <input type="checkbox"/> Agenda topic-specific SANE <input type="checkbox"/> List of professional development activities provided or scheduled to be provided to the classroom 	<p>1117 (a)(1)(B)</p>

			<p>teachers</p> <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. □ Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	6. Dispute Resolution The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	<input type="checkbox"/> Copy of dispute resolution process <input checked="" type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution <input type="checkbox"/> If applicable, evidence of resolving disagreements
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	7. Supervision and Evaluation The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>(Required Attachment #1b & c)</i>	1117(b)(1) 1117 (d)(1)	Evidence LSS Supervises: LSS Program Oversight <ul style="list-style-type: none"> □ Schedules of Title I staff □ Timeline/schedules for monitoring visits □ LSS written process and procedures for monitoring private schools □ Monitoring feedback may include

			<p>letters, emails, reports or notes to Title I staff providing services or private school officials on student progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LSS and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers providing services meet state certification and licensure requirements <input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p><i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Fiscal Oversight:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable <p>Evidence of Evaluation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress reports/EOY reports on effectiveness of services <input type="checkbox"/> SANE documenting modification to program, if applicable.
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E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS
Equitable Services Requirements under ESSA: Non-Regulatory Guidance-New Guidance Pending
MSDE Equitable Service Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all **REQUIRED ATTACHMENTS** and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

The LSS must include the following documents in their Title I, Part A Application:

1. A written process for:
 - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
 - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117.

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>1. Delivery of Services The LSS ensures it (select one of the following):</p> <ul style="list-style-type: none"> • Provides services directly to the eligible private school students? • Enters into a third party contract to provide services to eligible private school students? • Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? Please identify LSSs involved. _____ _____ _____ • Provide the date(s) services will begin. _____ 		<ul style="list-style-type: none"> <input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable <input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children <input type="checkbox"/> Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable <input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program.</p>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ul style="list-style-type: none"> <input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials

	(Required Attachment #1a)		<ul style="list-style-type: none">○ If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.)□ List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
X Yes □ N/A	3. Ongoing Consultation The LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. (Required Attachment #1a)	1117 (b)(1-5)	<ul style="list-style-type: none">□ Evidence Consultation Topics are addressed:<ul style="list-style-type: none">○ SANE documentation including topic specific agendas; emails, notes from phone calls.□ If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.
X Yes □ N/A	4. Equitable Services to Students The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.	1117(a)(1)(A) 8501(c)	<ul style="list-style-type: none">□ List of participating private school children□ Multiple selection criteria used to select for services
□ Yes X N/A	5. Teachers and Families Participation The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117 (a)(1)(B)	<ul style="list-style-type: none">□ Evidence of professional development for teachers, if applicable:<ul style="list-style-type: none">○ Agenda topic-specific SANE○ List of professional development activities provided or scheduled to

			<p>be provided to the classroom teachers</p> <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. □ Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
<input type="checkbox"/> Yes X N/A	6. Dispute Resolution The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	<ul style="list-style-type: none"> □ Copy of dispute resolution process □ If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution □ If applicable, evidence of resolving disagreements
<input type="checkbox"/> Yes X N/A	7. Supervision and Evaluation The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.	1117(b)(1) 1117 (d)(1)	Evidence LSS Supervises: LSS Program Oversight <ul style="list-style-type: none"> □ Schedules of Title I staff □ Timeline/schedules for monitoring visits □ LSS written process and procedures for monitoring private schools

(Required Attachment #1b & c)

- ☐ Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress
- ☐ Sample lesson plans and student work
- ☐ Consultation between LSS and third party vendor, if applicable

Qualifications of staff providing services:

- ☐ Teachers providing services meet state certification and licensure requirements
- ☐ Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure.

(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)

Fiscal Oversight:

- ☐ Title I property labels, if applicable
- ☐ Inventory list, if applicable

Evidence of Evaluation may include:

- ☐ Progress reports/EOY reports on effectiveness of services
- ☐ SANE documenting modification to program, if applicable.

STAFF RESPONSIBLE: In addition to the KCPS Title I Coordinator, Dr. Lloyd Taylor, other central office staff by name, title, and department responsible for monitoring Equitable Services (non-public schools) implementation, fiduciary issues and program effectiveness are as follows:

Name	Position
Dr. Karen Couch	Superintendent
Mrs. Jane Towers	Director of Finance
Mrs. Gina Jachimowicz	Director of Teaching and Learning
Mrs. Tracey Williams	Supervisor of Student Services
Mrs. Tracy Gulbrandsen	Data Specialist

2019 – 2020 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

1. Delivery of Services N/A

2. KCPS process for:

X

Inviting private schools to participate in the Title I, Part A program;

Kent County Public Schools annually sends letters to all private schools within the district and invites them to a federal program entitlement meeting. The meeting was held on Wednesday, April 10, 2019 with invitations sent on March 20, 2019. These dates will be held on the same timetable in 2020 and were chosen so as to ensure a) time for private school representatives to RSVP for the meeting and b) ample time for KCPS/private school planning sessions for any school opting to participate in Title I services. A follow-up email was sent the week prior to the meeting. The invitation included a RSVP and stated that a non-response implied that the private school was not interested in participating in Title I, Part A funding opportunities for the 2019-2020 academic year. Follow-up phone calls were placed to non-responders. Had any of the private schools chosen to participate, follow-up consultations meetings would have been scheduled quarterly to ensure that equitable services for private school students would start at the beginning of the academic year.

☐ Reaching agreement on how to provide equitable and effective
N/A

☐ Transmitting the results of such agreement to the State Ombudsman.
N/A

3. The KCPS process of ongoing consultation with private school officials to provide equitable participation to students in private schools. Include how the LEA ensures that services to private school students start at the beginning of the school year.

4.

Annual letters are sent to private school officials in the spring of each school year (see following attachment.) Should any of the private schools choose to participate (and they did not opt to do so for 2019-2020 academic year) services for those schools would be scheduled to start at the beginning of the school year (see following *Timeline* attachment for 2019 - 2020).

4. Equitable Services to Students N/A

5. The KCPS process for ensuring that teachers and families of the children participate, on an equitable basis, for services and activities developed pursuant to section 1116.

One school participated in the initial informational 2019-2020 meeting however, none of the private schools including this one opted to participate in KCPS Title I, Part A services (see the following attachments with 2019-201220 invitations, Phone Log, and RSVPs.)

6. The KCPS dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.

N/A

7. The KCPS process to supervise and evaluate the Title I program serving private school students.

N/A

Please note that the Delivery of Services is not applicable for 2019-2020 and therefore no services will be provided to private school students. As a result, MOUs, as well as third party contracts are not attached or included.

None of the private schools in Kent County opted to participate in or receive Title I funding for 2019-2020. As noted above, however, a process and timeline is in place should schools choose to do so going forward (see attachment below.)

Kent County Public Schools
Equitable Services Timeline & Process 2019-2020

October 2019	Obtain a complete list of MSDE approved non-public schools and church schools within Kent County
February 2020	Mail invitations via certified U.S. Mail to all MSDE approved non-public schools to the March consultation meeting at which information regarding the SY 2020-2021 Title I program will be shared
February 2020	Conduct follow-up communication including phone calls and emails to non-public schools officials who did not respond to invitations
March 2020	Consultation meeting with all MSDE approved non-public school officials for a presentation of Title I and other germane Federal Grant Programs.
April-May 2020	<p>If there are non-public schools that indicate interest:</p> <ul style="list-style-type: none"> • Conduct follow-up consultations with those schools • Match addresses of private school students from low-income families to participating public school attendance areas • Determine the multiple, educationally related selection criteria • Based on consultations, design services that meet participants' needs.
May 2020	<p>If there are participating non-public schools:</p> <ul style="list-style-type: none"> • Provide Title I equitable services affirmation form for signature • Discuss implementation and scope of Title I services
July –September 2020	<p>If there are participating non-public schools:</p> <ul style="list-style-type: none"> • Finalize equitable services for identified students • Begin services for those students • Initiate professional development activities based on the consultation agreement if appropriate.
September 2020 and ongoing	Hold on-going consultations and quarterly planning meetings
October 2020	Begin the initial consultation cycle for SY 2021

Kent County -- Private/Non-Public Schools

Chestertown Christian Academy

401 Morgnec Road

Chestertown, MD 21620

Phone: (410) 7789-5855 **Fax:** (410) 778-5104

Principal: Joe Baugher

Baug5435@hotmail.com

Friendship Montessori School

25528 Worton Lynch Road, P.O. Box 6

Worton, MD 21678

Phone: (410) 778-5663

Director: Holli Mathison

hollifriendship@yahoo.com

Kent School

6788 Wilkins Lane

Chestertown, MD 21620

Phone: (410) 778-4100 **Fax:** (410) 778-7357

Head of School:

cgorvcki@kentschool.org

Radcliffe Creek School

201 Talbot Avenue, Suite A

Chestertown, MD 21620

Phone: (410) 778-8150 **Fax:** (410) 778-8176

Head of School: Meg Bamford

mbamford@radcliffecreekschool.org

SENDER: COMPLETE THIS SECTION

1. Article Addressed to:
Ms. Hollie Mathison, Director
Friendship Montessori School
PO Box 6
Worton, Md 21678

2. Article Number (Transfer from service label)
7016 0600 0000 8606 2422

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent
B. Received by (Printed Name) 3.25.19
C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

3. Service Type
☐ Priority Mail Express®
☐ Registered Mail™
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

1. Article Addressed to:
Mr. Joseph Baugher
Chesertown Christian Academy
401 Morgne Rd
Chesertown, MD 21620

2. Article Number (Transfer from service label)
7016 0600 0000 8606 1548

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent
B. Received by (Printed Name) 3-25
C. Date of Delivery
D. Is delivery address different from item 1? ☐ Yes ☒ No
If YES, enter delivery address below:

3. Service Type
☐ Priority Mail Express®
☐ Registered Mail™
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

First-Class Mail
Postage & Fees Paid
USPS
Permit No. G-10



USPS TRACKING#

9590 9402 2588 6336 4567 45

United States
Postal Service

• Sender: Please print your name, address, and ZIP+4® in this box*

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Lloyd Taylor, Ed.D.

First-Class Mail
Postage & Fees Paid
USPS
Permit No. G-10



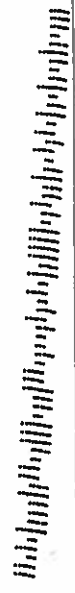
9590 9402 2588 6336 4567 52

United States
Postal Service

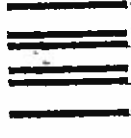
• Sender: Please print your name, address, and ZIP+4® in this box*

KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Lloyd Taylor, Ed.D.



First-Class Mail
Postage & Fees Paid
USPS
Permit No. G-10



USPS TRACKING#

9590 9402 2588 6336 4566 08

United States
Postal Service

• Sender: Please print your name, address, and ZIP+4® in this box*

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5608 BOUNDARY AVENUE
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Lloyd Taylor, Ed.D.

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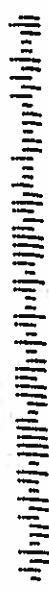
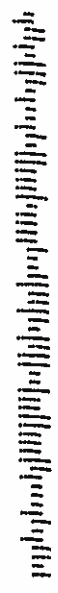
9590 9402 2588 6336 4565 92

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5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

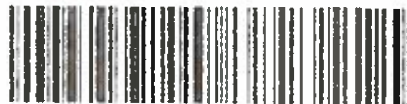
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9590 9402 2588 6336 4567 52

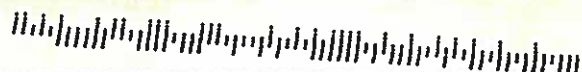
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PM 3:2

9590 9402 2588 6336 4565 92



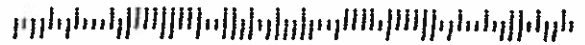
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Postal Service

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KENT COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICES
5608 BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661

Lloyd Taylor, Ed.D.



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- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Joseph Baugher
Chestertown Christian Academy
401 Morgneec Rd
Chestertown, MD 21620



9590 9402 2588 6336 4566 08

2. Article Number (Transfer from service label)

7016 0600 0000 8606 1548

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* ☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

3.25.14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☒ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Registered Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restrict Delivery
- ☒ Return Receipt for Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ms. Holli Mathison, Director
Friendship Montessori School
PO Box 6
Worton, Md 21678



9590 9402 2588 6336 4567 45

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2422

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* ☐ Agent
☐ Addressee

B. Received by (Printed Name)

Holl Mathison

C. Date of Delivery

4/3/15

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☒ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Registered Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restrict Delivery
- ☒ Return Receipt for Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Meg Bamford
Head of School - Radcliffe
201 Talbot Blvd. Suite A
Chestertown, MD 21620



9590 9402 2588 6336 4567 52

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2415

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]* ☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

3.25.14

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☒ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Registered Mail
- ☐ Mail Restricted Delivery

- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restrict Delivery
- ☒ Return Receipt for Merchandise
- ☐ Signature Confirmation
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt



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☒ Return Receipt (hardcopy) \$.50
☐ Return Receipt (electronic) \$
☒ Certified Mail Restricted Delivery \$ 3.50
☐ Adult Signature Required \$
☐ Adult Signature Restricted Delivery \$ 2.80

Postage

\$ 6.80
Total Postage and Fees

Postmark Here
Sent to
Ms. Holli Mathison, Dir. Friendship Ms
Street and Apt. No., or PO Box No.
PO Box 6

City, State, ZIP+4®
Worton MD 21678

PS Form 3800, April 2015 PSN 7530-02-000-0047 See Reverse for Instructions



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☐ Certified Mail Restricted Delivery \$ 3.50
☐ Adult Signature Required \$ 2.80
☐ Adult Signature Restricted Delivery \$

Postage

\$ 6.80
Total Postage and Fees

Sent to
Mr. Joseph Baugher
Street and Apt. No., or PO Box No.
401 Morganec Rd

City, State, ZIP+4®
Chester town Md

PS Form 3800, April 2015 PSN 7530-02-000-0047 See Reverse for Instructions

KENT COUNTY PUBLIC SCHOOLS
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ROCK HALL, MARYLAND 21661

SENDER: COMPLETE THIS SECTION

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1. Article Addressed to:

Ms. Meg Bamford
 Head of School - Radcliffe
 201 Talbot Blvd. Suite A
 Chestertown, MD 21620



9590 9402 2588 6336 4567 52

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2415

PS Form 3811, July 2015 PSN 7530-02-000-9053

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COMPLETE THIS SECTION ON DELIVERY

A. Signature
☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Collect on Delivery Restricted Delivery Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

SENDER: COMPLETE

- Complete items 1, 2, and 3.
 ■ Print your name and address on the reverse so that we can return the card to you.
 ■ Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Ms. Nancy Mugele, Head of School
 Kent School Inc
 6788 Wilkins Lane
 Chestertown, Md 21620



959019402 2588 6336 4565 92

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2408

PS Form 3811, July 2015 PSN 7530-02-000-9053

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DELIVERY

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☒ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Collect on Delivery Restricted Delivery Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
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☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

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Mr. Joseph Baugher
 Chestertown Christian Academy
 401 Morgne Rd
 Chestertown, MD 21620



9590 9402 2588 6336 4566 08

2. Article Number (Transfer from service label)

7016 0600 0000 8606 1548

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent
 B. Received by (Printed Name) ☒ Addressee
 C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Restricted Delivery
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☒ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

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 PO Box 6
 Worton, Md 21678



9590 9402 2588 6336 4567 45

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2422

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent
 B. Received by (Printed Name) ☐ Addressee
 C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Mail
☐ Mail Restricted Delivery
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
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☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

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<input checked="" type="checkbox"/> Return Receipt (hardcopy)	\$.50
<input type="checkbox"/> Return Receipt (electronic)	\$
<input checked="" type="checkbox"/> Certified Mail Restricted Delivery	\$ 3.50
<input type="checkbox"/> Adult Signature Required	\$ 2.80
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

6.80

Total Postage and Fees

Sent To

Ms. Meg Bamford Head of School

Street and Apt. No., or PO Box No.

201 Talbot Blvd. Suite A

City, State, ZIP+4[®]

Chestertown, Md 21620

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse

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7016 0600 0000 8606 2408



School

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<input checked="" type="checkbox"/> Return Receipt (hardcopy)	\$.50
<input type="checkbox"/> Return Receipt (electronic)	\$
<input checked="" type="checkbox"/> Certified Mail Restricted Delivery	\$ 3.50
<input type="checkbox"/> Adult Signature Required	\$ 2.80
<input type="checkbox"/> Adult Signature Restricted Delivery	\$

Postage

256.80

Total Postage and Fees

Sent To

Ms. Nancy Mugele, Kent

Street and Apt. No., or PO Box No.

6188 Wilkins Lane

City, State, ZIP+4[®]

Chestertown, Md 21620

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse

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1. Article Addressed to:

Ms. Meg Bamford
Head of School - Radcliffe
201 Talbot Blvd. Suite A
Chester town, MD 21620



9590 9402 2588 6336 4567 52

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2415

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COMPLETE THIS SECTION ON DELIVERY

A. Signature

☒ Agent
☐ Addressee

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D. Is delivery address different from item 1? ☐ Yes
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3. Service Type
- ☐ Priority Mail Express®
 - ☐ Registered Mail™
 - ☐ Registered Mail Restricted Delivery
 - ☒ Certified Mail®
 - ☐ Certified Mail Restricted Delivery
 - ☐ Collect on Delivery
 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Return Receipt for Merchandise
 - ☐ Signature Confirmation™
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1. Article Addressed to:

Ms. Nancy Mugele, Head of School
Kent School Inc
6788 Wilkins Lane
Chester town, Md 21620



9590 9402 2588 6336 4565 92

2. Article Number (Transfer from service label)

7016 0600 0000 8606 2408

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DELIVERY

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

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 - ☐ Collect on Delivery Restricted Delivery
 - ☐ Return Receipt for Merchandise
 - ☐ Signature Confirmation™
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Kent County Public Schools

Growing a Community of Leaders

March 20, 2019

TO: Ms. Meg Bamford, Head of School
Radcliffe Creek School
201 Talbot Avenue, Suite A
Chestertown, MD 21620

FROM: Lloyd W. Taylor, Ed.D., Title I Coordinator

DATE: March 21, 2019

RE: Non-public Schools' Participation in Federal Grants for 2019-2020

The Kent County Public School district receives grant funding through a variety of Federal and State entitlement programs each year. These grants provide funding for local school systems in order to implement activities aimed at improving student achievement through a variety of program initiatives. You may be familiar with the Title I grant which is one of those programs.

Students and staff from non-public schools are entitled to participate in the Title I "Improving Basic Programs" grant, Title II-A "Systems of Support and Excellent Teaching and Leading" grant, Title IV "Student Support and Academic Enrichment" grant. KCPS officials responsible for managing these programs would like to update you on how, after meeting eligibility requirements, federal and state funds may be used by non-public schools. Toward that end, we will hold an informational meeting on Wednesday, April 10, 2019 starting at 9:30 A.M. at the Kent County Public Schools' Central Office in Rock Hall. The address is found below. Please RSVP using the form at the bottom of this letter and return it to Dr. Lloyd Taylor, Kent County Public Schools, no later than April 5, 2019. If you have any questions regarding this meeting, please feel free to contact me at 410-778-1595. I look forward to your reply.

Sincerely,


Lloyd Taylor, Ed.D.
Title I Coordinator




I will attend the informational meeting on April 10, 2019 at 9:30 A.M.

I am unable to attend, and will not be participating in the Title I program during the 2019-2020 academic year.


Signature


Institution School


Date

 I will attend the informational meeting on April 10, 2019 at 9:30 A.M.

X I am unable to attend, and will not be participating in the Title I program during the 2019-2020 academic year.

Wang Mue
Signature

5608 Boundary Avenue Rock Hall, MD 21661

Kent School
Institution

410-778-1595

3/25/19
Date

(f) 410-778-6193

PHONE LOG
NON-PUBLIC SCHOOL INVITATIONS
RE: RSVP'S

04/08/19 10:30 A.M. Called Friendship Montessori School
was told "We will not be attending" [the 04/10 mtg. for
non-public schools]

04/08/19 10:42 A.M. Called Chestertown Christian Academy spoke to secretary
who reported: "Thank you for the invitation but we are not
interested this year" [in attending the non-public mtg. scheduled
for 0/410]p



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

~ TITLE I MEETING ~

Date: Wednesday, 04/10/19 2:00 P.M.

Purpose: Kent County Title I Non-Public Participation Meeting

SIGN-IN

NAME

SCHOOL/POSITION

Mea Bamford

Head of Radcliffe Creek
C.O. Title I Center School

Shelley

LAC & Title I

Jamie Supply

Cyria Jochimowicz

Director of Teaching Learning

Keri Hutchins

Literacy Facilitator



Kent County Public Schools

Growing a Community of Leaders

Kent County Non-Public Title I (ESSA) and Title II-A Opportunities for Participation

Wednesday, 04/10/19
2:00 P.M.

~Agenda~

- I. Introductions and Sign-In
- II. Purpose of the Meeting
- III. Criteria for Eligibility, Titles I, II, IV
 - A. Non-Public Schools in Kent County
 - B. School Eligibility (Review of FARMS)
 - C. Student Eligibility
 - D. School Exercises its Option to Participate
 - E. Formula for Determining Funding for participating Non-Public Schools
 - F. PD Opportunities
 - G. Calendar of Events
 - H. School Exercises its Option to Participate
 - I. School May Participate in All of the Titles (I, II, IV), Some or None of Activities
- IV. Next Steps (if applicable)



BOARD OF EDUCATION OF KENT COUNTY

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Fax 410-778-6193

Non-Public Schools and Institutions Participation in Federal Grant Programs Meeting

Wednesday, April 10, 2019
~ *Post-Meeting Notes* ~

The *Non-Public Schools and Institutions Participation in Federal Grant Programs (Titles I, II, and IV) Meeting* for 2019-2020 was held on Wednesday, April 10, 2019 at the Kent County Public Schools' Central Office. Present were Mrs. Janice Steffy; Title IV Coordinator, Ms. Keri Hitchens, Literacy Facilitator, Mrs. Gina Jahimowicz, Title IV Director; Mrs. Meg Bamford, Head of School, Radcliff School; and, Dr. Lloyd Taylor, Title I Coordinator. Invited but not in attendance were representatives from the Friendship Montessori School, Kent School, and the Chestertown Christian Academy (see attached invitations).

A review of Title I, Title II, and Title IV policies, procedures and requirements for non-public school participation in each of the federal grant programs were discussed. Mrs. Bamford indicated that although her school would not be interested participating in Title I grant activities at this time, she would consider participation in Kent County Title I, II, and IV sponsored professional development activities for members of her administrative and/or teaching staff for the 2019 – 2020 academic year. She was informed that invitations will be mailed to her at the beginning of the school year and prior to each scheduled PD activity.

There being no further business, the meeting was adjourned at 2:55 P.M.

Signed

A handwritten signature in blue ink, which appears to read "Kay M. Taylor", is written over a horizontal line.



BOARD OF EDUCATION OF KENT COUNTY

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Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

Kent County Non-Public Title I and Title II-A Opportunities for Participation

Tuesday, 04/10/19
1:00 P.M.

Evaluation

Please indicate with a "Yes" or "No" your evaluation of the Non-Public Title I/Title II-A "Opportunities for Participation" meeting held on 04/10/19

Question

YES NO MAYBE

Were the Title I and Title II-A and Title IV Programs satisfactorily explained during the meeting?

✓

Were options for participation reviewed during the meeting?

✓

Will your institution participate in the Title I Program during the 2019-2020 academic year?

✓

Will your school participate in the Title II-A Program during the 2019-2020 academic year?

✓

Will your school participate in the Title IV Program during the 2019-2020 academic year?

✓

Will you require more information relative to the 2019-2020 Title I, Title II-A, or Title IV Programs in Kent County?

✓

Comments:



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

To Whom It May Concern:

After having met with Kent County Public School officials on April 10, 2019, and discussed Title I (under ESSA), Title II, and Title IV programs, our non-public school for the 2019 – 2020 academic year has opted to:

_____ Participate in the one or more of the Title programs listed above.

✓
_____ Not participate at this time in the Title programs listed above. I understand that this decision does not preclude staff at our school from participating in KCPS sponsored Professional Development (PD) activities. Should our staff Members wish to participate I will inform Mrs. Jachimowicz prior to the beginning of the school year.

Meghan Baur
Signature

Radclyffe Creek
Institution
School

4/10/19
Date

Component F

Education for Homeless Children & Youth

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH
Education for Homeless Children and Youth Program: Non-Regulatory Guidance
MSDE Homeless Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

Please use the template provided at the end of the application ([found here](#)) to complete all REQUIRED ATTACHMENTS and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.

REQUIRED ATTACHMENTS:

1. Written process that includes how the Title I office will coordinate with the Homeless Education.
2. If applicable, job description of homeless liaison position.
3. If applicable.
 - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LSS used to arrive at the figure on this section.
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p> <p><i>(Required Attachment)</i></p>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> <input type="checkbox"/> copy of needs assessment used <input type="checkbox"/> copy of homeless enrollment data <input type="checkbox"/> copy of support services data
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.</p>	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <input type="checkbox"/> Funds used for full or part of the homeless education liaison or additional staff <input type="checkbox"/> Funds used for excess transportation <input type="checkbox"/> Funds used for instruction and support services <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities.

HOMELESS EDUCATION, STAFF RESPONSIBLE: In addition to the Title I Coordinator, Dr. Lloyd Taylor, the names, title and department of person(s) responsible for ensuring compliance with Education for Homeless Children and Youth are as follows:

Name	Position	Responsibilities
Dr. Karen Couch	Superintendent	-Overall monitoring of all school and system fiscal programs -Overall monitoring of all SIP's and implementation and evaluation of instructional programs Oversees PLC professional development and implementation
Mrs. Gina Jachimowicz	Director of Teaching and Learning	-Overall monitoring of system goals/Master Plan Assists in organizing and facilitating peer review of SIPs
Mrs. Jane Towers	Supervisor of Finance	-Overall monitoring of fiscal implementation and record keeping
Mrs. Tracey Williams	Student Services Supervisor	-Coordinates Homeless Program and is liaison with state/local agencies -Coordinates selected federal and other KCPS grants
Mrs. Janice Steffy	Grants Coordinator	

EDUCATION FOR HOMELESS CHILDREN AND YOUTH			
Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p> <p><i>(Required Attachment)</i></p>	1113(c)(3)(A)(i)	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of homeless enrollment data ○ copy of support services data
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.</p>	1113(c)(3)(A)(c)(i)	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison of agreed reservation set-aside for allowable activities.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

2019 -2020

The Kent County Public Schools (KCPS) Supervisor of Pupil Services is the LSS's liaison with state and local child and welfare agencies. The Title I Coordinator and the Pupil Services Supervisor collaborate on the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act and ESSA requirements. They meet both informally and at monthly Administrative and Supervisory Meetings as well as at the annual Agencies Meeting. This meeting devoted is devoted to foster care students and homeless youngsters. It is hosted by the KCPS in order to discuss issues relating to those populations. It should be noted that the KCPS representative serves on the county-wide agencies committee that meets on an as-needed basis to discuss homelessness in Kent County (along with foster care issues et al.) She then shares that information with the Title I Coordinator including numbers of homeless students, schools they attend, and services being rendered for those youngsters by both the KCPS and other local and state agencies. In-house discussions and updates relative to homeless students are also handled in this fashion.

In addition, the Title I Coordinator meets on a monthly basis and informally with the Superintendent's Executive Secretary in order to monitor Title I (reservation set-aside funds) spending for homeless students. Memoranda are emailed to both principals and guidance counselors at each school and shared with interventionists at Title I schools during their monthly meetings. Together these stakeholders help ensure communication is ongoing and consistent in order to provide services, e.g., clothing, medical and dentals services, counseling services, assistance in funding field trips, tutoring, and the purchase of school and personal supplies such as backpacks and notebooks, for homeless students at all Kent County public schools.

During 2019 -20 Title I budget preparation, both historical data on the use of Title I homeless set-aside funds and recommendations for 2019-20 were solicited from the Supervisor of Pupils Services, interventionists, and principals. This was carried out in order to ensure the availability of sufficient funds during the year for eligible students. Emphasis was placed on the proper identification of homeless students using the state/federal guidelines as well as services available for eligible pupils. Funding requests in the Title I Grant Proposal for 2019-2020 reflect that input as well as the use of projected enrollments, last year's homeless population, local unemployment data and recommendations from principals and guidance counselors. In addition, expenditures for 2018-19 were evaluated as part of the reservation request. It should be noted that Kent, the smallest county in Maryland (by population) enjoys numerous business and other philanthropic and faith-based organizations in addition to private citizens who willingly offer assistance to the homeless population. The winter shelter provided by three local churches is but one example, others include the local Elks Club (clothing and toiletries), several local churches (backpacks for weekend meals) and the local food pantry among others. As a result, it is

important that communication among those entities and KCPS be ongoing in order to avoid duplication of services. The Supervisor of Pupil Services in her role as a member of the Agencies committee and in consultation with the Title I Coordinator serves as lead for the KCPS.

Funding for transportation of homeless Kent County students to and from their respective schools is not provided through limited Title I funds. This expense is borne by the KCPS through its education budget. School placements are based on state regulations regarding homeless children and youth. The KCPS Supervisor of Pupil Services, the KCPS Supervisor of Transportation as well Department of Human Services (DHS) representatives are all involved in each child's placement at his/her school as well as any associated transportation issues. Any funding matters that may arise in future years will be discussed at monthly meetings hosted by the DHS. However, based on a number of previous years' collaborations and past practice, no concerns regarding funding for the transportation of homeless students are anticipated during 2019-2020.



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

KENT COUNTY, MARYLAND HOMELESS SHELTERS

Kent County does not have any permanent homeless shelters within its borders as of June, 2019. However, annually, for the past eight years, temporary shelters have been located in three area churches during the winter months of January, February, and March. This program for homeless Kent County residents is coordinated by the regional Homeless Round Table, an arm of Mid Shore Behavioral Health, along with the Kent County Samaritan Group. They, along with representatives of participating churches, meet prior to and during these winter months in order to administer the programs including logistical support, i.e., purchasing food and preparing meals, providing clothing etc., for shelter guests. In addition, this group, led in 2019 by Associate Pastor John Ames of the Presbyterian Church of Chestertown, monitors the shelters, screens volunteers as well as guests and, at its conclusion, evaluates the program's effectiveness.

Area churches that provided shelter in 2019 have indicated a willingness to participate again in 2020. They are:

January

Chestertown Church of the Nazarene
6943 Church Hill Road
Chestertown, MD 21620
Pastor, James Diggs

February

Christ United Methodist Church
401 High Street
Chestertown, MD 21620
Pastor, David Ryan

March

Presbyterian Church of Chestertown
905 Gateway Drive
Chestertown, MD 21620
Associate Pastor, John Ames



KENT COUNTY PUBLIC SCHOOLS
Rock Hall, Maryland

Locator: 2.03

TITLE: Supervisor of Student Services

QUALIFICATIONS: As a minimum, must meet the requirements for a certificate as an administrator appropriate to this position as required by the Maryland State Board of Education By-Law 13A.12.04.07.

REPORTS TO: Superintendent of Schools

SUPERVISES: Student Services Staff: Secretary of Student Services, Administrative Assistant for Data, Pupil Personnel Worker, School Counselors, School Nurses

JOB GOAL: To provide leadership for a comprehensive Student Services Program as required and outlined in COMAR 13A.05.05.01-03, which seeks to maximize the achievement, attendance, health, and emotional needs of students.

PERFORMANCE RESPONSIBILITIES

1. Writes, reviews, and revises policies and procedures pertinent to Student Services so as to ensure compliance with Federal and State laws.
2. Monitors the student records system to ensure that approved information is kept current in the students' cumulative record.
3. Gathers, organizes, and maintains the student attendance accounting system, and files complaints for truancy with the District Court as appropriate.
4. Supervises the maintenance of student records and reports on student discipline, suspension, and expulsion.
5. Coordinates and directs the registration and enrollment process for all students.
6. Ensures compliance with Maryland regulations regarding students in State Supervised Care and Informal Kinship Care.
7. Provides Student Services staff with clarification and guidance regarding issues of student custody.
8. Monitors students enrolled who are in an Out-of-County Living Arrangement, and submits report to the state for reimbursement.
9. Supervises the maintenance of official records of former students and the issuance of transcripts.
10. Plans and supervises the implementation of an effective system-wide school counseling program that includes the three domains outlined by the American School Counseling Association (ASCA).



11. Coordinates and oversees the 504 process from initial referral through plan implementation so as to ensure compliance with Federal laws.
12. Supervises and evaluates assigned staff members and programs.
13. Establishes effective partnerships with various offices and agencies within the community that may provide specialized or professional help to students, their parents, and their families.
14. Coordinates school health programs and referrals to school and community resources.
15. Serves as a member of the School Health Council and other related community committees.
16. Coordinates effective processes for case management of students with problems related to attendance, inappropriate behaviors, and dropout.
17. Works with the administrator of the alternative program to ensure effective processes are in place that comply with Federal and State laws.
18. Serves as the Superintendent's designee for disciplinary issues that require a disciplinary hearing to determine expulsion, extended suspension, or placement in the alternative program.
19. Serves as the Superintendent's designee regarding decisions for out-of-attendance zone placement of students.
20. Provides ongoing and updated training to Student Services personnel regarding pertinent issues to the department.
21. Coordinates the oversight for students who are home-schooled so as to ensure compliance with State regulations and requirements.
22. Coordinates services for students who are deemed eligible for home/hospital instructional services so as to ensure compliance with Federal and State regulations and requirements.
23. Coordinates services for students and families who meet the requirements for protection under the McKinney-Vento Homeless education law.
24. Assumes responsibility for own professional development, for keeping current with the literature, new research findings, and improved techniques in the specialized area of Student Services.
25. Performs other duties as assigned.

TERMS OF EMPLOYMENT:

As found in the Agreement Between the Kent County Administrative and Supervisory Association and the Board of Education of Kent County. Twelve (12) month position.

SALARY LANE:

Supervisor's lane 'E.' Step established by the Superintendent.

BARGAINING UNIT:

Kent County Administrative and Supervisory Association

FLSA STATUS:

Exempt



Kent County Public Schools

Growing a Community of Leaders

McKinney-Vento Funding Request

Name: _____ Date: _____

Address: _____ Phone: _____
_____ email: _____

School: _____

Student was verified to be homeless: ☐ YES ☐ NO

Is this a fee waiver request? ☐ YES ☐ NO

	Account Number	Description	QTY	Unit Cost	Total Cost
1					
2					
3					
4					
5					
TOTAL					

Funding Authorization	
Approved: _____ Not Approved: _____	
Signatures	
Coordinator, Title I	
Supervisor of Student Services	

HOMELESS EDUCATION

Kent County Public Schools Information Sheet

WHAT IS HOMELESS EDUCATION?

As initially authorized by federal law under the Stewart B. McKinney Homeless Education Act, and later reauthorized under the 2001 No Child Left Behind Act as the McKinney-Vento Homeless Assistance Act, there are several areas included in Homeless Education:

- Immediate, direct education services to homeless students, including early childhood.
- Educational and other supportive services to homeless students and their families.
- Education about homelessness and homeless students' rights to all students, staff, and parents.

WHO IS CONSIDERED TO BE HOMELESS?

The educational definition of homelessness, under the McKinney-Vento Act, is broader than the definition used by most other agencies. It includes those who:

- Have no regular place to live.
- Are living in shelters or other temporary housing.
- Are living in places not generally appropriate for housing.
- Have received an eviction notice and have had to move from current housing.

WHAT ARE KCPS ENROLLMENT PROCEDURES?

All homeless children and youth must be admitted to school IMMEDIATELY or remain in their current school placement. Placement in the Kent County Public Schools is done through the local school. When a homeless family, child, or youth present themselves at a school or a shelter, the school guidance counselor and pupil personnel worker shall be notified immediately to expedite the school enrollment/placement process. Every attempt is made to place homeless students in the school and program which is deemed, by the school and parent, to be in the child's "best interest."

ARE THERE SPECIAL PROVISIONS FOR HOMELESS STUDENTS?

Yes, children and youth who are considered homeless have these exceptions to usual school system procedures:

- Immunizations -- Admission is required immediately, even if proof of all required immunizations is not available. The school nurse or administration helps to subsequently obtain documentation or provision of immunizations.
- Transportation -- is provided from shelters or other living sites to the school that is considered to be "in the best interest of the child."

**KENT COUNTY PUBLIC SCHOOLS
HOMELESS STUDENT RESIDENCY AFFIDAVIT**

This affidavit is intended to address requirements of the McKinney-Vento Act, Title X, Part C of the *No Child Left Behind Act*. The question below is to assist in determining if the student meets the definition of homelessness.

Where does the student stay at night?
(Please specify)

_____	In a shelter _____
_____	In a motel/hotel _____
_____	In a car _____
_____	At a campsite _____
_____	Other location not appropriate for people (e.g., abandoned building) _____
_____	Temporarily with more than one family in a house, mobile home, or apartment (because the family doesn't have a place of its own). _____
_____	Other _____

Name of student: _____ Birthdate: _____ Grade: _____

School of origin: _____ School of residency: _____

I, _____, am the parent/legal guardian of _____
(print name)
who is of school age and is seeking admission to _____ School.

Since _____ our family has not had a permanent home; however, we have been residing within
(date)
Kent County and intend to stay here.

I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to testify.

_____	_____
Signature of parent/legal guardian	Date

I regularly contact and receive my mail at: _____

Name _____

Phone Number _____

Address _____

E-mail _____

I can be reached for emergencies at: _____

BEST INTERESTS DETERMINATION FORM

SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT

A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student's Name: _____

State Assigned Student Identifier (SASID): _____ DOB: _____

Current School: _____ Grade: _____

Previous School(s): _____

Date of Best Interests Determination Meeting: _____

Best Interests Determination: A Checklist for Decision Making

Remaining in the School of Origin Considerations

- ☐ Social/emotional considerations – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)
- ☐ Length of anticipated stay in an out-of-home placement location – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.
- ☐ Continuity of instruction – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ Academic performance – the transfer will significantly and adversely affect the student's academic performance.
- ☐ Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.
- ☐ Safety of the student - the school of origin is a safe environment for the student.
- ☐ Transportation considerations – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

Transferring to a New School Considerations

- ☐ Social/emotional considerations – the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
- ☐ Length of anticipated stay in an out-of-home placement location – the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
- ☐ Continuity of instruction – the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ Academic performance – the transfer will not significantly and adversely affect the student's academic performance.
- ☐ Unique educational needs or academic and extracurricular interests – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
- ☐ Safety of the student – the new school will be a safe environment for the student.
- ☐ Transportation considerations – the length of commute to the school of origin is excessive and will adversely affect the student's concentration, attitude, and readiness for school.

Attach all documents relevant to the student's best interests determination. Check any that apply.

- ☐ Report Cards/Progress Reports
- ☐ Achievement Data (test scores)
- ☐ Attendance Data

- ☐ IEP Plan or 504 Plan
- ☐ Correspondence from individuals consulted.
- ☐ Other: _____

PARTNER AGREEMENT BETWEEN

**KENT COUNTY PUBLIC SCHOOLS
KENT COUNTY HEAD START
KENT COUNTY INFANTS AND TODDLERS PROGRAM
KENT COUNTY JUDY CENTER
KENT COUNTY DEPARTMENT OF SOCIAL SERVICES**

**FOR DEVELOPING SUCCESSFUL LINKAGES BETWEEN THESE AGENCIES
TO SUPPORT CHILDREN AND FAMILIES EXPERIENCING
HOMELESSNESS OR FOSTER CARE**

I. Parties to the Partner Agreement

- A. Kent County Public Schools, hereafter referred to as "KCPS", and
- B. Kent County Head Start, hereafter referred to as "Head Start"
- C. Kent County Infants and Toddlers Program, hereafter referred to as "Infants and Toddlers"
- D. Kent County Judy Center, hereafter referred to as "Judy Center"
- E. Kent County Department of Social Services, hereafter referred to as "KCDSS"

II. Purpose of Partner Agreement

- A. To work together effectively to improve outcomes and provide opportunities for all children from birth through four years of age to experience academic, social, and emotional success, despite their experience of homelessness or foster care
- B. To promote collaboration among the parties working with families/children who are experiencing homelessness or foster care
- C. To create local agreements between KCPS and the other parties which provide services to children from birth through four years of age and their families.

III. Authority/Program Description

- A. The Kent County Public School System is an agency of the County of Kent, Maryland governed by the Education Article of the Annotated Code of Maryland (COMAR)
- B. Kent County Head Start is a program governed by the Federal Department of Health and Human Resources, Administration for Children and Families, Office of Head Start
- C. Kent County Infants and Toddler Program (KCITP) provides early Intervention services for children from birth to four years of age with Developmental delays, disabilities, or special health needs.

KCITP services are family-centered and provided collaboratively by: Kent County Health Department, Kent County Public Schools, Kent County Department of Social services and Maryland School for the Deaf.

- D. Kent County Judy Center is grant funded through the Maryland State Department of Education (MSDE) to ensure school success, through collaborative services, for children, ages birth through four, in the Henry Highland Garnet school district.

IV. Guiding Principles

- A. Maintain meaningful partnerships to ensure acceleration of school readiness and eliminate "achievement gaps"
- B. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9801, et seq.), and Bridge to Excellence as codified in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland (COMAR)
- C. Plan and implement strategies that support children's success in school, and that improve the health, education and well-being of children and their families that are experiencing homelessness
- D. Encourage the development of local agreements that incorporate the guiding principles and strategies included in this Partner Agreement
- E. Respect the uniqueness of Kent County's needs and resources when creating local agreements
- F. Promote the involvement of other members of the early care and education community
- G. Incorporate by reference all provisions of the Partner Agreement between the Maryland State Department of Education, the Maryland Infants and Toddlers program, Head Start, Judy Center, and Department of Social Services

V. Joint planning Actions

- A. Establish ongoing planning process for mutual issues
- B. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other's programs
- C. Encourage a reciprocal process whereby parties of this Partner Agreement would participate on early childhood planning committees
- D. Coordinate recruitment of eligible children to maximize services and avoid duplication
- E. Incorporate strategies that address the needs of children with disabilities, homeless children, and non-English speaking children
- F. Collaboration with additional community agencies as needed to provide students and families experiencing homelessness with needed resources

VI. Articulation Agreement

- A. Continue to improve upon transition procedures and practices

- B. Establish joint professional development opportunities between parties of this Partner Agreement
- C. Align curricula, assessment and accountability measures in preschool with kindergarten
- D. Whenever possible, coordinate calendars of events and professional development to reinforce collaboration

VII. Family Involvement

All parties to this agreement will encourage on-going communication between parents and teaching staff with continued and enhanced family support as children move from Infants and Toddlers to Head Start and/or Judy Center and/or KCPS through strategies that include, but are not limited to:

- A. Planning and holding joint meetings and activities for families/parents whose children attend any programs of the parties of this Partner Agreement
- B. Provide outreach to parents to improve parent involvement
- C. Developing articulation meetings between families, parents, counselors and school personnel to discuss transition and share information on the different programs and services available

VIII. Joint Staff Development

All parties to this agreement agree to whenever possible to:

- A. Include each other's staff in applicable training opportunities
- B. Offer appropriate credit/credentialing for joint professional development
- C. Jointly plan training based on mutually agreed upon needs
- D. Identify and disseminate successful staff development and instructional and practices
- E. Identify and disseminate opportunities for shared resources

IX. Collaboration

- A. The parties of this Partner Agreement agree to collaborate, coordinate and align services and curricula whenever possible
- B. The parties of this Partner Agreement will plan and conduct meetings and events to promote collaboration around the provision of comprehensive services and improvement of the quality of instruction
- C. The parties of this Partner Agreement agree to continue and enhance partnerships through joint services, meetings and facilitation

X. Implementation:

All parties to this Partner Agreement support mechanisms for on-going communication, including, but not limited to, creating a steering committee to

address the issues of concern in this Partner Agreement and/or expanding an existing committee to address the concerns of this Partner Agreement

XI. Termination for Default:

If any party fails to fulfill its obligations under this Agreement or otherwise violates any provision of this Partner Agreement, the Agreement may be terminated by written notice to the defaulting party. The notice shall specify the acts or omissions relied upon as cause for termination.

XII. Termination for convenience:

Performance under this Partner Agreement may be terminated in accordance with this clause in whole, or from time to time in part, whenever any party shall determine that such termination is in the best interest. It is understood that this Agreement may be terminated for the convenience of the parties or for performance deemed to be unsatisfactory.

XIII. Modification:

This Partner Agreement may be modified as KCPS, Head Start, Infants and Toddlers, Judy Center, and KCDSS mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

XIV. Term of Partner Agreement:

The term of this Partner Agreement shall be three (3) years from the date the Agreement is executed. This Agreement may be renewed as its parties mutually agree in writing.

XV. Signatures

For Kent County Public Schools

Wendy Koen 5/3/17
Special Education Supervisor date

[Signature] 5/3/17
Family & Community Involvement, Title I Program Coordinator date

Donna Beall 5/3/17
Judy Center Coordinator date

Dulene A. Spurrer 5-3-17
Local Homeless Education Liaison date

For Head Start

Therapie Conroy FSW 5/3/17
Kent County Head Start Director date

For Infants and Toddlers

Wendy Koen 5/3/17
Kent County Infant and Toddler Coordinator date

For Kent County Department of Social Services

Lee Falls 5/3/17
Kent County Department of Social Services date

Original is
filed "mou/Agreements"



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
Fax 410-778-6193

Sign-In

Angela Holochen
Kyle Jap

PPW
Title I Coordinator

~ AGENDA ~

Homeless Prep Meeting
Tuesday, May 14, 2019
1:30 P. M.

AGENDA	
Welcome and Introductions (Sign-in Sheet)	
Quick Review of McKinney-Vento Education for Homeless Monitoring Document	
Timeline	
Prep for 05/21/19 Meeting with Stakeholders	

Title I/Student Services
Homeless Prep Meeting
for Audit

Notes

The Homeless Audit Prep Meeting was held on 05/14/19 starting at 1:30 P.M. at the Central Office of the KCPS. Angela Holocker and Lloyd Taylor were in attendance. Discussed was a review of the McKinney-Vento Education for Homeless Monitoring Document as well as germane evidence that needed to be assembled for the MSDE visit. A review found that most documents were available and the few that had to be retrieved electronically could be accessed with few issues. Responsibility for who would assemble which documents was decided. Dr. Holocker was designated to meet with the MSDE representative(s) with Dr. Taylor on call should the need arise. It was determined that from all indications everything was in order (or would be shortly) and ready for the visit. Also discussed was the upcoming interagency Homeless and Foster Care Students' Meeting (scheduled for 05/21/19). Information for that meeting was gathered to be shared with participants. There being no further business, the meeting was adjourned at 2:10 P.M.

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Homeless Education Collaborative Meeting
Tuesday, May 21, 2019

KCBOE

Agenda

Purpose:

To collaborate with agencies with the purpose of discussing roles to support students and families who are experiencing homelessness.

- I. Welcome/Sign In
- II. Student Services Update
 - a. *McKinney Vento FAQs
 - b. *Student Affidavit
 - c. Elks Donations
 - d. KCPS Homeless Data
 - e. Reminder- Foster Care Changes with McKinney Vento
- III. Head Start Update, Early Childhood (birth to 4)
- IV. Special Education Update
- V. DHS
 - Educational Stability Memorandum of Agreement
- VI. Transportation
- VII. Food Services
- VIII. Title 1
- IX. Judy Center
- X. Reporting Requirement
- XI. Evaluation Survey
- XII. Concerns/Questions
- XIII. Adjournment

Homeless Education Collaborative Meeting

Tuesday, May 21, 2019

KCBOE

Notes

Purpose:

To collaborate with agencies with the purpose of discussing roles to support students and families who are experiencing homelessness.

- I. Welcome/Sign In
- II. Student Services Update
 - *McKinney Vento FAQs
 - *Student Affidavit
 - Elks Donations

Toiletries, food items for homelessness

- KCPS Homeless Data
 - 2015-16- 94 students, 62 families
 - 2016-17- 106 students, 61 families
 - 2017-18- 121 students, 69 families
 - 2018-19-
 - 1. 9/30/19= 49 students, 38 families
 - 2. 5/13/19= 89 students, 69 families
 - a. KCHS-19
 - b. KCMS-13
 - c. GALES-18
 - d. Garnet-12
 - e. RH-27
- Student remains on in the count for the school year regardless of the housing/circumstance changes at any time during school year
- Reminder: Foster Care Changes
 - Students awaiting foster care no longer fall under McKinney Vento as homeless
 - When a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student's best interests

- If there is a determination that it is in the student's best interests to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement's geographic attendance area
- CWA places the child, the agency pays for the transportation based on the changes in the law as of Dec. 10, 2017.
- *Best Interest Form completed by CWA and may include conversation with KCPS
- Partner Agreement- FYI
 - Signed every 3 years, signed last May

III. Head Start Update, Early Childhood (birth to 4)

No representation

IV. Special Education Update

- Early childhood birth to 4 – hard to determine
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No representation

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No representation – provided income eligibility guideline for FARMS

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- \$800 (have around \$600 left)
- Next school year, will spend some money in advance and have things on hand when needed.
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- Looks like funding will be about the same as FY19

IX. Judy Center

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X. Concerns/Questions

- Difficult to track preschool age children who are homeless

- Suggestions included KCPS Infants/Toddlers, Judy Center, Kent Family Center, KCHD (Healthy Families & AERS – Kathy Daggett), WIC (3-5, not in Kindergarten), Local Shelters (group meets once a week when the shelters are open – DSS sends someone to this meeting), DSS can provide Foster Care children info
- Nikki Strong (DSS) will look into and share information for 'Homeless Roundtable'. Meetings rotate between Centreville and Chestertown. Someone from DSS attends this meeting
- DSS program 'Kinship Services' provides funding for relatives caring for children.

XI. Adjournment
9:40



EVALUATION:

Performance of this position will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

APPROVED BY: _____ **DATE:** _____

REVIEWED AND AGREED TO BY: _____ **DATE:** _____

Adopted: 04/01/1985
Amended: 05/06/1991
Amended: 08/03/1992
Amended: 07/01/1993
Amended: 07/01/1996
Amended: 11/27/2000
Amended: 01/15/2001
Amended: 11/07/2011



Lloyd Taylor <ltaylor@kent.k12.md.us>

Fwd: Contacts

1 message

Tracey Williams <twilliams@kent.k12.md.us>

To: Wendy Keen <wkeen@kent.k12.md.us>, Lloyd Taylor <ltaylor@kent.k12.md.us>, "Dr. Angela Holocker" <aholocker@kent.k12.md.us>, Cheryl Smith <csmith@kent.k12.md.us>

Tue, May 21, 2019 at 9:37 PM

----- Forwarded message -----

From: **Nikki Strong -DHS- Kent County** <nikki.strong@maryland.gov>

Date: Tue, May 21, 2019 at 11:39 AM

Subject: Contacts

To: Tracey Williams <twilliams@kent.k12.md.us>

Hi Tracey, as promised here are some contacts for the different groups that meet on Homelessness. The first is the Homeless Round Table that is regional and is run by Mid Shore Behavioral Health. The contact for this meeting is:

Ms. Jazzmine Davis

Continuum of Care Support Specialist
Mid Shore Behavioral Health, Inc.

410-770-4801, ext. 305

The second group is the Samaritan Group which focuses on the cold weather shelter management and meets once per month while the shelter is open. The contact for this group is:

Pastor John Ames of the Presbyterian Church

410-778-6057

I hope this helps and please feel free to let me know if you need any other assistance, thank you!



Nikki Strong, LCSW-C
 Out-of-Home and Adult Services Supervisor
 Kent County Department of Social Services
 350 High St.
 Chestertown, MD 21620
nikki_strong@maryland.gov
 Phone: 410-810-7654
 Fax: 410-778-9694

~~~~~  
 Click [here](#) to complete a short customer satisfaction survey.  
 ~~~~~

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 Tracey Williams,
 Supervisor of Student Services and Secondary Education
 Kent County Public Schools
 5608 Boundary Avenue
 Rock Hall, Maryland 21661
 410-778-7138
 410-778-2896 (fax)

Email privacy:

The information in this e-mail and any attachments is confidential and may be subject to legal professional privilege. It is intended solely for the attention and use of the named addressee(s). If you are not the intended recipient, or person responsible for delivering this information to the intended recipient, please notify the sender immediately. Unless you are the intended recipient or his/her representative you are not authorized to, and must not, read, copy, distribute, use or retain this message or any part of it.

**KENT COUNTY PUBLIC SCHOOLSS
HOMELESS STUDENT RESIDENCY AFFIDAVIT**

This affidavit is intended to address requirements of the McKinney-Vento Act, Title X, Part C of the *No Child Left Behind Act*. The question below is to assist in determining if the student meets the definition of homelessness.

Where does the student stay at night?

(Please specify)

_____ In a shelter _____
_____ In a motel/hotel _____
_____ In a car _____
_____ At a campsite _____
_____ Other location not appropriate for people (e.g., abandoned building) _____
_____ Temporarily with more than one family in a house, mobile home, or apartment (because the family doesn't have a place of its own). _____
_____ Other _____

Name of student: _____ Birthdate: _____ Grade: _____

School of origin: _____ School of residency: _____

I, _____, am the parent/legal guardian of _____,
(print name)

who is of school age and is seeking admission to _____ School.

Since _____ our family has not had a permanent home; however, we have been residing within
(date)

Kent County and intend to stay here.

I declare under penalty of perjury under the laws of this state that the information provided here is true and correct and of my own personal knowledge and that, if called upon to testify, I would be competent to testify.

Signature of parent/legal guardian

Date

I regularly contact and receive my mail at: _____

Name _____

Phone Number _____

Address _____

E-mail _____

I can be reached for emergencies at: _____

original copy
it in student education record

**BEST INTEREST DETERMINATION FORM
SCHOOL ENROLLMENT OF STUDENT IN OUT-OF-HOME PLACEMENT**

A copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student's Name: _____
State Assigned Student Identifier (SASID): _____ DOB: _____
Current School: _____ Grade: _____
Previous School(s): _____
Date of Best Interest Determination Meeting: _____

Best Interest Determination: A Checklist for Decision Making

**Remaining in the School of Origin
Considerations**

- ☐ **Social/emotional considerations** – the student's social and emotional wellbeing will be negatively affected if transferred to a new school (considerations include age of the student, location of siblings, etc.)
- ☐ **Length of anticipated stay in an out-of-home placement location** – in light of the anticipated short duration of the stay, the student would benefit from the continuity offered by remaining at the school of origin where meaningful relationships exist.
- ☐ **Continuity of instruction** – the student has experienced frequent school changes or has attended the school of origin for an extended period of time, and would be best served by remaining at the school of origin (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ **Academic performance** – the transfer will significantly and adversely affect the student's academic performance.
- ☐ **Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests cannot be met at the potential receiving school.
- ☐ **Safety of the student** - the school of origin is a safe environment for the student.
- ☐ **Transportation considerations** – the advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.

**Transferring to a New School
Considerations**

- ☐ **Social/emotional considerations** – the student's social and emotional wellbeing will be positively affected or will not be substantially affected if transferred to the potential receiving school (considerations include age of the student, location of siblings, etc.)
- ☐ **Length of anticipated stay in an out-of-home placement location** – the student's current living situation appears to be stable and unlikely to change suddenly, so the student will benefit from establishing new relationships with school peers in the potential receiving school.
- ☐ **Continuity of instruction** – the student has not attended the school of origin for very long and will be best served at the potential receiving school (considerations include credits necessary for graduation and preparation for future instruction).
- ☐ **Academic performance** – the transfer will not significantly and adversely affect the student's academic performance.
- ☐ **Unique educational needs or academic and extracurricular interests** – the student's special educational needs (IEP or 504 Plan) or unique academic and extracurricular interests can be met at the potential receiving school.
- ☐ **Safety of the student** – the new school will be a safer environment for the student.
- ☐ **Transportation considerations** – the length of the commute to the school of origin is excessive and may adversely affect the student's concentration, attitude, or readiness for school.

Attach all documents relevant to the student's best interest determination. Check any that apply.

- | | |
|--------------------------------|--|
| Report Cards/Progress Reports | Correspondence from individuals consulted. |
| Achievement Data (test scores) | Other: _____ |
| Attendance Data | |
| IEP Plan or 504 Plan | |

TRANSPORTATION PLAN FORM
ATTENDING SCHOOL OF ORIGIN FROM OUT OF HOME PLACEMENT

Once completed, a copy of this document shall be kept in the student's education record and uploaded to the statewide automated child welfare information system.

Student Name: _____

Student DOB: _____ Student School ID No.: _____ Current Grade: _____

Local Department of Social Services (CWA): _____

The LEA is responsible for implementing the Transportation Plan that will be in place within five (5) days of the LEA learning of the student's Best Interest Determination. In the interim, the CWA is responsible for implementing the student's interim transportation plan.

The LEA verifies that:

1. The following efforts were taken to identify a no-cost or low-cost transportation service from the student's out-of-home placement to the school of origin (i.e., transportation provided by foster resource; use of existing bus routes, other public transportation) (check all that apply):

Exploration of existing school bus routes and public transportation to determine if feasible to add a stop or make some other low/no-cost request.

Discussion with CWA regarding whether a foster parent or custodian can assist in transporting student and receive reimbursement from CWA for mileage.

Other: _____

2. After reviewing possible low-cost and no-cost transportation options for the student, the LEA has determined (check the applicable option):

No existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement.

An existing transportation option can be reasonably modified to maintain the student in the school of origin from the new living placement. The modification consists of: _____

An existing transportation option that can maintain the student in the school of origin from the new living placement exists. The existing option is: _____

STUDENT'S TRANSPORTATION PLAN

1. The most cost effective, appropriate transportation option for maintaining the student in the school of origin is: _____

2. Additional costs for this transportation will be covered according to previously agreed upon procedures set by the LEA and CWA.

3. These transportation procedures will be implemented on _____, within five (5) days of the LEA learning of the Best Interest Determination. (date)

LEA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____

CWA Authorization (signature) _____ (printed name) _____ (title) _____ (date) _____

INCOME ELIGIBILITY GUIDELINES

(Effective July 1, 2018 through June 30, 2019)

Household Size	Free Meals					Reduced-Price Meals				
	Yearly	Monthly	Twice per month	Every Two Weeks	Weekly	Yearly	Monthly	Twice per month	Every Two Weeks	Weekly
1	\$15,782	\$1,316	\$658	\$607	\$304	\$22,459	\$1,872	\$936	\$864	\$432
2	21,398	1,784	892	823	412	30,451	2,538	1,269	1,172	586
3	27,014	2,252	1,126	1,039	520	38,443	3,204	1,602	1,479	740
4	32,630	2,720	1,360	1,255	628	46,435	3,870	1,935	1,786	893
5	38,246	3,188	1,594	1,471	736	54,427	4,536	2,268	2,094	1,047
6	43,862	3,656	1,828	1,687	844	62,419	5,202	2,601	2,401	1,201
7	49,478	4,124	2,062	1,903	952	70,411	5,868	2,934	2,709	1,355
8	55,094	4,592	2,296	2,119	1,060	78,403	6,534	3,267	3,016	1,508
For each additional family member add . . .	\$5,616	\$468	\$234	\$216	\$108	\$7,992	\$666	\$333	\$308	\$154

Use the following procedures for evaluating household income on free and reduced-price meal applications when comparing to the Income Eligibility Guidelines (IEGs):

- If a household has only one income source, or if all sources are the same frequency, do not use conversion factors. Compare the income, or the sum of incomes, to the published IEG for the appropriate frequency and household size to make the eligibility determination.
- If a household reports income sources at more than one frequency, annualize all income by multiplying weekly income by 52, income received every two weeks by 26, income received twice a month by 24, and income received monthly by 12. Do NOT round the values resulting from each conversion. Sum all the unrounded converted values and compare the unrounded total to the IEGs for annual income for the appropriate household size.



Kent County Public Schools

Growing a Community of Leaders

McKinney-Vento Funding Request

Name: _____

Date: _____

Address: _____

Phone: _____
email: _____

School: _____

Student was verified to be homeless: ☐ YES ☐ NO

Is this a fee waiver request? ☐ YES ☐ NO

	Account Number	Description	QTY	Unit Cost	Total Cost
1					
2					
3					
4					
5					
TOTAL					

Funding Authorization

Approved: _____ Not Approved: _____

Signatures

Coordinator, Title I	
Supervisor of Student Services	



Kent County Public Schools

Lloyd Taylor <ltaylor@kent.k12.md.us>

Homeless Funding Request

1 message

Lloyd Taylor <ltaylor@kent.k12.md.us>

Tue, May 28, 2019 at 3:58 PM

To: Brenda Rose <bjrose@kent.k12.md.us>, Arlene Reading <areading@kent.k12.md.us>, Kris Hemstetter <khemstetter@kent.k12.md.us>, Mary Helen Spiri <mhsperi@kent.k12.md.us>, Joseph Keckley <jkeckley@kent.k12.md.us>, Wendy Zottarelli <wzottarelli@kent.k12.md.us>, Angelica Walls <amwalls@kent.k12.md.us>, Albert Olshenske <aolshenske@kent.k12.md.us>, **Maureen Ranville <mranville@kent.k12.md.us>, Camy Gerstung <cgerstung@kent.k12.md.us>, Sandra Tilghman <stilghman@kent.k12.md.us>, Cheryl Smith <csmith@kent.k12.md.us>

Good afternoon,

In order to more accurately track funding requests for homeless students (as defined by the McKinney-Vento Act,) we are asking that the attached forms be filled out and sent to Tracey Williams or me for approval prior to purchases being made. Exceptions in case of emergencies can be made on a case-by-case basis. If you have any questions regarding student eligibility, please feel free to contact Tracey, Cheryl Smith, or me. Guidance counselors, be sure to keep a copy in your files. Remember that homeless students in any of our schools are eligible for assistance for clothing and associated needs or academic help including tutoring or one-to-one interventions on a short term basis. Homeless affidavits must be on file for any purchases. Please let me know if you have any questions. Thank you.

MV funding request (4).docx
66K

778.6422

Homeless Education Collaborative Meeting
Tuesday, May 21, 2019

KCBOE
Agenda

Purpose:

To collaborate with agencies with the purpose of discussing roles to support students and families who are experiencing homelessness.

- I. Welcome/Sign In
- II. Student Services Update
 - a. *McKinney Vento FAQs
 - b. *Student Affidavit
 - c. Elks Donations
 - d. KCPS Homeless Data
 - e. Reminder- Foster Care Changes with McKinney Vento
- III. Head Start Update, Early Childhood (birth to 4)
- IV. Special Education Update
- V. DHS
 - Educational Stability Memorandum of Agreement
- VI. Transportation
- VII. Food Services
- VIII. Title 1
- IX. Judy Center
- X. Reporting Requirement
- XI. Evaluation Survey
- XII. Concerns/Questions
- XIII. Adjournment

Homeless Education Collaborative Meeting

Tuesday, May 21, 2019

KCBOE

Notes

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- I. Welcome/Sign In
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 - *McKinney Vento FAQs
 - *Student Affidavit
 - Elks Donations

Toiletries, food items for homelessness

- KCPS Homeless Data
 - 2015-16- 94 students, 62 families
 - 2016-17- 106 students, 61 families
 - 2017-18- 121 students, 69 families
 - 2018-19-
 - 1. 9/30/19= 49 students, 38 families
 - 2. 5/13/19= 89 students, 69 families
 - a. KCHS-19
 - b. KCMS-13
 - c. GALES-18
 - d. Garnet-12
 - e. RH-27
- Student remains on in the count for the school year regardless of the housing/circumstance changes at any time during school year
- Reminder: Foster Care Changes
 - Students awaiting foster care no longer fall under McKinney Vento as homeless
 - When a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student's best interests

- If there is a determination that it is in the student's best interests to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement's geographic attendance area
- CWA places the child, the agency pays for the transportation based on the changes in the law as of Dec. 10, 2017.
- *Best Interest Form completed by CWA and may include conversation with KCPS
- Partner Agreement- FYI
 - Signed every 3 years, signed last May

III. Head Start Update, Early Childhood (birth to 4)

No representation

IV. Special Education Update

- Early childhood birth to 4 – hard to determine
- Would be helpful to include column for identifying Sped students on spreadsheet for 2019-20

V. DHS

- START Program

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