

Kent County Public Schools

2018 Federal and State Grants and Other Reporting Requirements

November 9, 2018 FINAL



Kent County Public Schools 5608 Boundary Avenue Rock Hall, Maryland 21601

Submission Cover Page

2018 Federal and State Grant Application and Other Reporting Requirements (Please include this sheet as a cover to the submission indicated below)

Federal and State Grant Applications and Other Reporting Requirements

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Local Education Agency Submitting This Report: Kent County Public Schools
Address: 5608 Boundary Avenue, Rock Hall, MD 21661
Local Point of Contact: Gina Jachimowicz
Name: Gina Jachimowicz
Telephone: 410-778-7116
E-Mail: gjachimowicz@kent.k12.md.us
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Federal and State Grant Applications and Other Reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the local school system's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.
Signature (Local Superintendent of Schools) 1/9/18 Date
Signature (Local Point of Contact) 11/9/18 Date



Maryland State Department of Education Title I, Part A: Improving Basic Programs 2018-2019 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Dat e: Final Draft as of July 24,2018

Federal Grant Application Submission Timeline

1st Submission to the Title I	Submission for	First Submission	FINAL Submission
Specialists for Review:	Conditional	through County's	through County's
	Approval	Bridge to	Bridge to Excellence
	•	Excellence (BTE)	(BTE) POC
		POC	
August 1, 2018- August 31, 2018 September 28, 2018 October 15, 2018 November 16, 2018	September 28, 2018	October 15, 2018	November 16, 2018

ounty Public Schools	lor	Email Address: Il. taylor@kent.k12.md.us
Local Educational Agency: Kent County Public Schools	Title I Coordinator: Lloyd W. Taylor	Telephone: 410 778-1595

3

2018-2019 Title I, Part A Application

ATTESTATION

n Agency (LEA) attests it meets statutory requirements for the programmatic and fiscal	oversight of the Title I, Part A program, including, but not limited to:
The Local Education Agency (LEA) attes	implementation and oversight of the Title

00000000	 Staff Credentials and Certifications Schoolwide Programs Targeted Assistance Schools Parent and Family Engagement Participation of Children Enrolled in Private Schools Education for Homeless Children and Youth Support for Foster Care Students
	English Learners
	☐ Fiscal Requirements

administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration The LEA attests that all parties, inclusive of but not limited to: Human Resources, Finance, School of Title I, Part A Program Components listed above.

Lloyd Taylor	of My May	Kent Co. Public Schools	09/24/14
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Education Agency	Date

Application Submission Date:



2018-2019 Title I, Part A Application

The Maryland State Department of Education's (MSDE) Title I Part A application is a consolidated document that includes the Title I. are prepared to effectively address key provisions of each component provided under Title I. Part A under the Every Student Succeeds Part A program application, law references/guidance, suggested evidence of implementation, and additional sample resources for each required component. The information provided within the revised application will ensure that all Local Education Agencies (LEAs) Act (ESSA) of 2015. This consolidated document ensures transparency between the application and monitoring of the Title I. Part A Program requirements.

Explanation of Terms

THE TITLE EVIDENCE THE TOLEA SECTION THE TOLEA SECTION SECTION SECTION THE TITLE EVIDENCE THE THE TITLE THE TITL	The Title I Component Documents that are required with submission of the application. If documentation is needed prior to the program review, a note will be indicated in the identified section. All staff involved with the implementation and oversight of each Title I Component By receiving funds under the Title I Part A grant, as a grantee, the LEA agrees to comply with the
If document section. NSIBLE All staff in terms and the LEA has th	t are required with submission of the application. In is needed prior to the program review, a note will be indicated in the identified and in it is needed prior to the program review, a note will be indicated in the identified and with the implementation and oversight of each Title I Component and sunder the Title I Part A grant, as a grantee, the LEA agrees to comply with the contract of the component includes specific requirements that
If docume section. NSIBLE All staff in terms and the LEA h Reference Reference Suggested	on is needed prior to the program review, a note will be indicated in the identified ed with the implementation and oversight of each Title I Component and oversight as a grantee, the LEA agrees to comply with the most and oversight of component includes specific requirements that
If docume section. NSIBLE All staff in By receiviterms and the LEA here. Reference Reference Suggested	on is needed prior to the program review, a note will be indicated in the identified ed with the implementation and oversight of each Title I Component and oversight of each Title I Component and sunder the Title I Part A grant, as a grantee, the LEA agrees to comply with the component includes specific requirements that
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By receiving terms and the LEA has Reference Suggested	nds under the Title I Part A grant, as a grantee, the LEA agrees to comply with the
Reference Suggested	conditions under each component. Lach component includes specifications and implementation.
Reference Suggested	sponsibility for oversignic and implementation.
Suggested	ne law
	documentation for evidence of implementation for each requirement
OF	
IMPLEMENTATION	
TABLES AND See Excel template for Instructions.	plate for Instructions.
WORKSHEETS	

COMPONENT A STAFF CREDENTIALS AND CERTIFICATIONS

COMPONENT A A. STAFF CREDENTIALS AND CERTIFICATION

a. The Title I Coordinator and the Human Resources Supervisor meet and review teacher certification and licensure for teachers in Title I schools prior to the beginning of the school year making sure that those teachers fully comply. Letters are sent to principals at the beginning of the school year as well asking that they certify that their teachers' certificates are up to date

The Title I Coordinator completes semi-annual certification reports prior to January 1st and again in June. If there are changes that are necessary, they are made at those times. Each Title I employee reviews and verifies his/her report. Signed copies of those documents are on file in the Title I office. If an employee is involved in multiple activities (in addition to Title I duties) distribution of wages is supported by personnel activity reports and through the completion of time and effort forms outlining specific duties. These documents are completed bi-weekly and are sent for approval/signing to the Title I Coordinator who keeps them on file throughout the year

b. The Human Resources Department, headed the HR supervisor, works directly with teachers to ensure their certification is current. The year before expiration, he sends a written reminder of their certification status along with requirements to stay current. Kent County also has a certification booklet that is shared with staff at the beginning of the school year and is posted on the system's website. Any staff member in danger of losing certification is reported directly to that teacher's principal and the Title I office. Six months prior to renewal, HR contacts each staff member to provide reminders and guidance. The school administration then works directly with the teacher in order ensure that his/her certification is maintained and current.

C.	The LEA certifies that all paraprofessionals in Title I schoolwide schools meet applicable
	State certification and licensure requirements.

x Yes

☐ Not Applicable

☐ No. If No, Explain:

This requirement applies to all instructional paraprofessionals regardless of funding.

Not Applicable means:

- There are no paraprofessionals in the schoolwide schools;
- The LEA has no schoolwide schools; or
- Paraprofessionals are not assigned to instructional duties
- d. Parents are notified at the Title I Information and Open House Night at each school. These are held in August and September. At that time parents are informed that the staff at their child's school are certified, hold appropriate licensures and that their certifications are up-to-date. This information is also posted on the KCPS website under the heading of "Title I." Letters are also sent home to parents in October outlining federal requirements

relative to teacher qualifications at their child's school. Parents desiring specific information relative to the professional qualification of a staff member at their child's school are asked to make a request in writing to the school principal. The principal informs the office of Human Resources and Title I of the request. Information is sent to the parents within 30 days of the request from HR and Title I to the school. The principal then forwards it to the parent. The letter includes the teacher's college or university degree(s), Maryland teacher certification and area of certification. For the paraprofessional, the process is similar including reference to the "qualified" requirement.

A parent whose child has been assigned or taught for four or more consecutive weeks by a teacher or substitute teacher who does not meet Maryland's State certification and licensure requirements is sent a letter drafted by the Title I coordinator and school principal within ten days of discovering that those requirements have not been met. Should a non-certificated or non-licensured teacher be hired during the year, parents are informed using the above process. Copies of letters are kept on file by the school's principal as well as the Title I Coordinator

Identify by name, title, and department staff responsible for ensuring compliance with Section 1112 (c)(6)

Those responsible for compliance with Section 1112 for the 2017-18 academic year are:

Ed Silver

Human Resources Supervisor

Gina Jachimowicz

Director of Instruction

Lloyd Taylor

Title I Coordinator

Kris Hemstetter

Principal, Rock Hall Elementary

Brenda Rose

Principal, Henry Highland Garnet Elementary

Arlene Redding

Principal, Galena Elementary

Mary Helen Spiri

Principal, Kent County Middle School

KCPS Hiring Process To Ensure Qualified Staff

Jobs are posted, applications and other supporting documents are reviewed by HR to ensure

Qualified Status

Principal reviews documents and determines the best candidates for interviewing

Qualified candidates interviews at Title I School

Interviews are conducted by a team consisting of at least the principal, teacher and supervisor and/or another key system leader

Candidates may choose to visit the school and/or make observations of classrooms

Candidates qualifications are verified with HR, and when the successful candidate is selected, the qualifications and position is confirmed by HR Supervisor and Title I Coordinator

HR complete hire and offers contract to the candidate

New Employees who meet the Qualified requirements but do not yet have a Maryland certificate (e.g., recent college graduates and teachers with out-of-state certification) are counseled by HR. If the applicant has not yet done so, he/she completes the MSDE ertification application and is advised that a Qualified letter will be sent to parents after four consecutive weeks of employment if the Maryland certification paperwork is not finalized within the four week time period.

HR provides monthly reminders to employees regarding the completion of the Maryland certification process and informs principals and the Title I Coordination of these notifications

The LEA ensured the Qualified status of teachers assigned to Title I schools is maintained using the following procedures:

- The HR Supervisor works directly with teachers the year before the certificate expires. Each teacher receives a written reminder from HR whose Supervisor provides guidance on what requirements are needed and when the documentation is due. The system has developed a certification booklet to guide staff.
- Timelines are reports to principals and the Title I Coordinator to encourage them to work with each staff member in their building.
- Six months prior to renewal, HRA revisits with each teacher and reminds him/her to renew his/her certificate.
- If a teacher is in danger of losing Qualified status, a letter is sent from HR
 detailing certification requirements and the deadline. HR notifies each principal
 and the Title I Coordinator.

ocumentation: Sample letters used to meet the requirements for 2018-2019 are attached.



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

FROM:

Ed Silver, Human Resources Supervisor

TO:

Lloyd Taylor, Title I Coordinator, Title I Principals

DATE:

September 14, 2018

RE:

Certified Teacher Process

Please be informed that the following constitutes the KCPS process for hiring and maintaining teachers and paras that meet applicable state certification and licensure requirements for Title I positions or in Title I schools (both elementary and middle school levels).

- 1. Only certified teachers are interviewed for Title I positions unless they are unavailable.
- 2. Certified teachers are placed in assignments aligned with their certified status.
- 3. Certified teachers remain in certified status areas and schools throughout their tenure with the KCPS.
- 4. Certified teachers follow the process for re-certification as found in MSDE regulations.
- 5. If schedules change, alternative schedules are developed to accommodate certified status for teachers.
- 6. If a certified teacher is unavailable and it is necessary to hire a non-certified teacher, provisions are made immediately for that teacher to achieve certified status in an expeditious fashion within a specified time period. Both school level and HR administrators will assist and monitor that teacher until such time as he/she reaches certified status.
- 7. If that teacher is unable to attain certified status within a specified time and a certified teacher becomes available, the Qualified teacher will assume that position.





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

T0:

Title I Principals

FROM:

Lloyd Taylor, Coordinator, Title I Grant

DATE:

December 20, 2018

RE:

State Certification of Teachers and Paraprofessionals and Supervision

Thank you for your recent letters of assurance indicating compliance with state certification and licensure requirements for each of your teachers and paraprofessional staff. As a postscript, please note the following:

- ~ It is important that any change in teacher or paraprofessional personnel as well as modifications to their assignments should be sent to me. Schedule changes for interventionists and tutors must be reported as well (an updated schedule will suffice).
- ~ Continue to monitor (as will I) instructional paraprofessional proximity to teachers with whom they are assigned. We have discussed this requirement with interventionists at recent meetings and I have reinforced the importance of following this procedure when visiting with them individually. Your monitoring and assistance in this area is appreciated.

To be pent toprincipali 12/2/18



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

TO:

Title I Principals

FROM:

Lloyd Taylor, Coordinator, Title I Grant

DATE:

December 14, 2017

RE:

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2017-18 Better to principils



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

Certification (Professional/Paraprofessional) Meeting

08/27/18

9:15 A.M.

BOE

Sign In:

- Agenda -

- I. Title I (ESSA) Requirements for 2018 -2019
- II. Status of Professional/Paraprofessional Certifications/Licensures
- III. Timeline for New Hires
- IV. Review of Procedures for Non-Certified/Non-Licensured Staff

- Notes -

A review of ESSA requirements for professional/paraprofessional certification/licensures was discussed as well as the current status of "new hires." A review of the process for any non-certified or non-licensured staff (an unlikely event once MSDE work is completed) was undertaken (see following page for more details). There being no further business, the meeting was adjourned at 9:41 A.M.



KENT COUNTY PUBLIC SCHOOLS VERIFICATION OF COMPLIANCE ATTESTATION 2018– 2019

Whom It May Concern:

In keeping with the requirements of the Every Student Succeeds Act (ESSA) of 2015:

- 1. The principal of each school operating a Title I program under ESSA is required to attest annually in writing a such school is in compliance with the requirements of the Act.
- 2. Copies of attestations shall be maintained at each school operating a Title I program and at the central offic
- 3. These copies shall be available to any member of the general public upon requests.

I hereby attest to the following

Teachers: All teachers hired in this school since the enactment of the Every Student Succeeds Act of 2015 and supfunds are "qualified."

Paraprofessionals: All paraprofessionals working in a program supported with Title I funds, regardless of their hir earned a secondary school diploma or its recognized equivalent.

- Completed at least two years of study at an institution of higher education
- Obtained as associate's (or higher) degree, or
- Met a rigorous standard of quality and can demonstrate, through a formal state or local academic as knowledge of, and the ability to assist in instructing reading, wring, mathematics, or reading readine readiness, and mathematics readiness

araprofessionals working in a program supported with Title I funds may be assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a stude otherwise receive instruction from a teacher.
- Assist with classroom management, such as organizing instructional and other materials
- Provide assistance in a computer laboratory
- Conduct parent involvement activities
- Act as a translator, or
- Provide instructional services to students working under the direct supervisor of a teacher.

- Flovide ilizii dello:	nai services to students working under the direct supe	ivisor of a teacher.
Principal's Signature:	Date	
School	Coordinator's Signature	Date
		0,475







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

DATE			
To Whom It May Concern:		1	
For the 2018 -2019 academic y County (MD) Schoolwide Title I employed here are in complian be "qualified" and in their assig regulations.	I school. All profe ce with licensure	ssional and pa requirements	raprofessional staff and are considered to
If you have any questions, plea	se feel free to call	me.	
 Sincerely,	e v	Ê	1
Principal			





2017-18 Sample

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

TO:

Lloyd Taylor

FROM:

Ed Silver

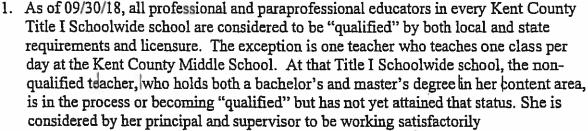
RE:

Disparities Avoidance Plan

DATE:

July 9, 2017

In response to your request RE: "disparities that may result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students," please be advised of the following. They are adhered to in all of Kent County's Title I Schoolwide schools.



2. All Title I schools, in Kent County group their students heterogeneously including minority and low-income students.

- 3. Therefore, all students, with the exception of pupils in one class at Kent County Middle School, are taught by qualified teachers resulting in no disparities. Students in that one class, taught by the KCMS teacher who is at present non-qualified, are also heterogeneously grouped resulting in no disparities for any student in any class.
- 4. Should a professional or paraprofessional leave our employ and a non-qualified substitute or replacement hired for four weeks or more, heterogeneous grouping guarantees that all students will continue to be served equitably, including those identified as low-income and minority youngsters.
- 5. Letters are sent home to parents of all students who are being instructed by non-qualified professionals and paraprofessionals (see this year's Kent County Middle School letter).
- 6. This plan will be adhered to until further notice.



COMPONENT B SCHOOLWIDE PROGRAMS







B. SCHOOLWIDE PROGRAMS

Schoolwide Program Non-Regulatory Guidance

MSDE Schoolwide Guidance

MSDE Schoolwide Checkdist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENT:

- The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide
- An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) -
 - If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.

NOTE TO LEA:

Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I Schoolwide Plans, which should be submitted prior to the Program Review date.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1114.

1. Consolidating Funds in a schoolwide program

Is the LEA consolidating funds? X No

If Yes, continue below.

(Check one):

Federal funds

Federal, State, local funds

order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

- i. Describe how the system will assist schools in consolidating funds for schoolwide programs.
- ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

	<u>DS</u>	SCHOOLWIDE PROGRAMS	GRAMS
Check one.	Assurances	Citation	Sample Evidence of Implementation
N/A □	2. The LEA ensures the implementation of a schoolwide program includes the following four components: Comprehensive Needs Assessment Strategies* Parent, Family and Stakeholder Engagement If applicable Coordination and Integration of Federal, State, and Local services and programs.	1114(b)(6) 11114(b)(2)(7)(i- iii)(I-V) 1114(b)(2)	 Sample copies of Schoolwide Plans A written process for the annual review of schoolwide plans for the 4 components. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level. (samples) Comprehensive Needs Assessment may include: Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. As needed, evidence of interviews, focus groups, or surveys. Tools or processes to identify the strengths and needs of students, teachers, school and community.

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antions/ ann. ne ctivities/ ools onale tte a (Tier 4) e. the le: 1) A ll that is n ow the An of the acing her, that	An less	encourages LEAs to implement		 Examples of how data is being reviewed in a 	nt
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ctivities/ ools onale tte a c. the le: 1) A l that is n ow the An of the acing her, that		strategies/activities/program.		all student groups.	
ctivities/ ools onale tre a (Tier 4) e. the le: 1) A le: 1) A low the nprove An of the acing uv		Tiers 1-3. At minimum the		 Examples of how the needs assessment is used for a 	ed for a
ools onale tte a (Tier 4) e. the le: 1) A l that is ow the An of the acing her, that		interventions/strategies/ activities/		cycle of ongoing continuous improvement engaging	ngaging
onale tre a (Tier 4) e. the le. th le. 1) A ly that is n ow the An of the Leing Leing An of the Leing An of the Leing		program for non-CSI schools		all stakeholders.	
rte a (Tier 4) e. the le: 1) A le: 1) A ow the aprove An of the acing her, that		should demonstrate a rationale			
e. the le: 1) A le le: 1) A le le: 1) A le le: 1) A le le: 1 le le: 1 le le: 1) A le le: 1		that meet the "Demonstrate a		Schoolwide Reform Strategies:	
e. the le: 1) A li that is ow the aprove An of the acing ther, that		Rationale" requirement. (Tier 4)		□ Examples of how schoolwide reforms increase the	se the
e. the le: 1) A lu that is n ow the An of the Leing Leing w				quality and quantity of instruction.	
le: 1) A I that is ow the aprove An of the acing her, that		To demonstrate a rationale, the			h the
ow the aprove An of the acing ther, that		intervention should include: 1) A			ll students
ow the aprove An of the acing ther, that		well-specified logic-model that is		including low achieving accelerated, etc.	
ow the aprove An of the acing ther, that	2.35	informed by research or an			Freforms.
An of the acing ther, that		evaluation that suggests how the			an to be
of the Leing Par Cher. that		intervention is likely to improve			SS.
of the acing ther, that		relevant outcomes; and 2) An			
July Par		effort to study the effects of the			
ther, that		intervention, ideally producing		Parent, Family and Stakeholder Engagement:	**
Α.		promising evidence or higher, that		Evidence of the involvement of teachers, principals,	ncipals,
		will happen as part of the		and other school staff in the development of the	the
		intervention or is underway		Schoolwide plan may include:	

GRAMS	Sample Evidence of Implementation	o SAN from School Improvement meetings o Written communication, including email, letters, newsletters, website o Surveys and survey data NOTE: these items may be available in component D- Parent and Family Engagement. If appropriate and applicable, coordination and integration of Federal, State, and Local programs: SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan	Evidence of implementation of the LEA Monitoring Plan may include: SAN from program monitoring LEA monitoring schedule
SCHOOLWIDE PROGRAMS	Citation		1114(b)(3)
OS	Assurances	elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments (September 16, 2016) Schoolwide Program Non-Regulatory Guidance MSDE Schoolwide Guidance MSDE Schoolwide Checklist Early Learning in ESSA Non-Regulatory Guidance	3. The LEA ensures all schoolwide plans and its implementation is
	Checkone		⊠ Yes



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

PROCESS FOR DEVELOPING/IMPLEMENTILNG/MONITORING REQUIREMENTS FOR KCPS SCHOOLWIDE SCHOOLS

The Kent County schoolwide schools are identified annually using federal and MSDE guidelines. Components in the system-wide Plan are directly aligned with each of the schoolwide school's individual plan which are, in turn, based on data generated through external (standardized) and internal (school system devised) assessments as well as needs as identified by School Improvement Team members and include parents, family members, and other stakeholders.

Each of Kent County's Schoolwide Title I schools completed schoolwide plans that are updated annually and each takes into account information and data relative to the academic achievement of students in that school in relation to rigorous State academic standards. Particular attention has been paid to the needs of those students who are failing, or at risk-of failing to meet state and local academic standards. Provisions for ESOL students' needs are included where appropriate. As noted above, data are generated and evaluated through standardized and school system devised assessments. Needs assessments and schoolwide plans at each school are completed by School Improvement Team and are considered to be non-static, i.e., changes and additions to plans may be made throughout the year. Team members include teachers as well as paraprofessional staff, administrators, parents, and other stakeholders.

Implementation is monitored by the Title I coordinator in coordination with school principals and their interventionists, (e.g., plans are discussed and reviewed at monthly interventionists' meetings and via one-on-one conversations with principals.) Care is taken to make sure that parents and other family members are included in each plans' development. A checklist developed by MSDE officials (see checklist that follows) is provided to principals prior to the beginning of each academic year and is used by schools to ensure that all components are addressed. Monitoring includes checking fidelity to the school's plan, as well as adherence to federal and state requirements, and parent-family engagement in the plan's development and implementation.





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

TO:

Title I Principals and Interventionists

FROM:

Lloyd W. Taylor, Ed.D.

RE:

Title I School Parent & Family Engagement Policy/Plan Checklist

DATE:

September 18, 2018

Please see the enclosed. It is a checklist for Parent Engagement Policy/Plans developed by officials at MSDE. It may prove helpful when planning parent engagement activities and plans as well as Title I home-school compacts. Feel free to contact me if you have any questions. Thanks.

Schoolwide Program F Jponents Checklist

Schoolwide Components ESSA Section 1114 (b)(1)(A-1)]

in eligible school operating a schoolwide program shall develop a comprehensive plan that must include the following components in their plan.

Return to application

Comprehensive Needs Assessment of the title sential that takes into account information the accidentic achievement of children in attor to the challenging State academic inderes, particularly the needs of children who failing, or attribute of failing, to meet the alignaring State academic standards and any far factors as determined by the local ugational agency; [1114(b)(6)]

ings to consider:

What types of qualitative and quantitative data are toing collected?

Examples include guiture/climate, demographies, student performance, student attendance, behavior, and family and community involvement.

Where necessary, a selbool should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and sehools to gain a better understanding of the root causes of the

What are the strengths of students, teachers, selection and dominanity? What are their mosts?

dentified needs.

What are the contributing factors to academic strongths and needs?

How is the data being used by administration, teachers and parents to guide decisions and instruction?

How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
How is the needs assessment used for a cycle of engoing continuous improvement engaging all stakefolders?

2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:

- Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards;
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)
- ☐ Counseling, school-based mental health programs, specialized instructional support services;
 - □ Preparation for and awareness of opportunities for postsecondary education and the workforce;
 □ Schoolwide tiered model to prevent and address problem behavior;
- ☐ Professional development and other activities for
- Strategies to assist preschool children in transition

Things to consider:

- ☐ How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?
 - What evidence is being collected to demonstrate the effectiveness of reforms?

3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Strategies to Increase Parent and Family Engagement (Section 1116)

Things to consider:

- ☐ How will parents, families, and community members be involved in developing the schoolwide plan?
 ☐ How will teachers, principals, and other school staff be involved in developing the schoolwide plan?
- 4. Coordination and Integration of Federal, State, and local services and programs If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities or targeted support and improvement activities under Section 1111(d), 1114(b) (5)

Things to consider:

☐ Identify all federal, state, and local programs and services. ☐ How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

B. SCHOOLWIDE PROGRAMS

REQUIRED ATTACHMENT:

- 1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
- 2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible.
- 3. If applicable, the approval letter from MSDE to waive a Title II school with less than 40% poverty.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify other central office staff by name, title, and department responsible for monitoring the components in Schoolwide plans, the effectiveness of Schoolwide program implementation, fiduciary issues and program effectiveness.

Name	Position	
Dr. Karen Couch	Superintendent	
Mrs. Jane Towers	Director of Finance	
Mrs. Gina Jachimowicz	Director of Instruction.	
Mrs. Tracey Williams	Secondary Supervisor	
Mrs. Tracy Gulbrandsen	Data Specialist	



HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride

JUDY CENTER

320 Calvert Street + Chestertown, MD 21620 + Phone 410-810-3903 + Fax 410-778-5707

Principal Brenda J. Rose

Secretary Janice A. Nordhoff

JUDY CENTER COORDINATOR
DAWN VANGRIN

JUDY CENTER FAMILY SERVICE COORDINATOR
TANISHA PHILLIPS

Memorandum of Understanding FY 2018-2019 Kent County Judy Center Partnership

The Memorandum of Understanding represents a collaborative agreement between Kent County Public Schools/Kent County Judy Center and the following Kent County agencies/programs:

Kent County Health Department, Chesapeake Child Care Resource Center, Kent County Department of Social Services, Infants and Toddlers Program of Kent County Public Schools, Little Creek, Kent County Parks and Recreation, Kent County Public Library, SHORE UP! Inc. Head Start, Chesapeake College Adult Education Center, Upper Shore WIC, Kent County Family Resource Center, Chestertown RiverArts, Kent County Local Management Board, Chestertown Rotary Club, Healthy Families Mid-Shore, Kent Family Center

In order to provide comprehensive integrated services for young children and their families for the purpose of promoting school readiness, the above mentioned agencies agree to the following:

- 1. Each agency will provide a representative to the Judy Center Steering Committee and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
- Each agency will participate in the local and state project evaluation and collect and share data with the Judy Center for the evaluation as requested in a timely manner.
- Participating agencies will continue to cooperate with planning, participation, review and revision of the activities and provide time for staff training as need is determined, subject to available time and resources.
- Kent County Public Schools Judy Center agrees to act as lead agency during the grant period with cooperation and support from cooperating partners.
- 5. Each agency will provide contact information for persons interested in other agencies/services.
- 6. Each agency agrees to provide services as listed above.



HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride

JUDY CENTER

320 Calvert Street + Chestertown, MD 21620 + Phone 410-810-3903 + Fax 410-778-5707

PRINCIPAL BRENDA J. ROSE

SECRETARY
JANICE A. NORDHOFF

JUDY CENTER COORDINATOR
DAWN VANGRIN

Judy Center Family Service Coordinator Tanisha Phillips

Kent County Public Schools / Kent County Judy Center agrees to provide:

- 1. Leadership at the school and central office level. Qualified staff will provide instructional leadership and vision as well as grant and fiscal management.
- Facilities at Henry Highland Garnet Elementary School (HHGES) for the Judy Center, which
 includes instructional space, office space, utilities, phone and computer access, and custodial
 support.
- 3. Materials and instruction by well qualified staff for children ages birth to five.
- Education services in the natural environment for qualified children birth to age five through the Maryland Infants and Toddlers Program.
- KRA training for teachers of early childhood, including opportunities for Head Start, Little Creek, and other community childcare teachers.
- 6. Participate in and support the MSDE Accreditation and EXCELS for early childhood classrooms at HHGES.
- 7. The Judy Center will take the lead to implement the SEFEL philosophy to the Judy Center and its partners. SEFEL materials and promotion of the philosophy including training will be offered to Judy Center teachers and their partners including community child care providers.
- 8. Provide service coordination for identified Judy Center Partnership families.
- Coordinate and facilitate family involvement activities to address school readiness at the Judy Center. Partnership families will be invited.
- 10. Offer technical assistance for childcare partners with MSDE Accreditation and EXCELS.
- 11. Provide agencies listed as a Judy Center Partnership a Release of Information form, which will be offered to parents to allow information to be shared between and among partners as needed.
- 12. Provide necessary space for meetings/services provided for partners in the Judy Center.
- 13. Refer as needed, parents and/or children to partners for services.







HH GARNET ELEMENTARY SCHOOL

A Title I School With Tiger Pride!

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Secretary Janice A. Nordhoff

JUDY CENTER COORDINATOR

DAWN VANGRIN

JUDY CENTER FAMILY SERVICE COORDINATOR
TANISHA PHILLIPS

SHORE UP! Head Start will:

1. Provide child development and education, social and emotional development and health and nutritional support to the children and families in the HHGES area.

2. Accept and make referrals from the Infants and Toddlers and Child Find programs; proceed with the intake process; and attend IEP meetings.

3. Provide the Judy Center with enrollment and demographic data.

4. Assist children and families with transitioning from Head Start to school.

5. Provide the Judy Center with a copy of the Head Start calendar.

6. Maintain accreditation with MSDE.

Signatures for Memorandum of Understanding for FY 2018-2019 between Kent County Public Schools Judy Center and the identified agency.

Superintendent of Kent County Public Schools

April 16, 2018

Date

Judy Center Coordinator

April 16, 2018

Date

Righature/Agency

ore Up! Head Start

April 16, 2018

Date

COMPONENT D PARENT AND FAMILY ENGAGEMENT

D. PARENT AND FAMILY ENGAGEMENT

MSDE Parent and Family Engagement Guidance

WSDE District Parent and Family Engagement Plan Checklist

MSDE School-level Parent and Family Engagement Plan and Compact Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

The LEA must attach a copy of the following documents in their Title I. Part A Application:

- A written process to ensure that the LEA 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. LEA's 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
 - Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

 - A list of all Title I school's individual parent and family engagement allocations.

NOTE TO LEA: Prior to the LEA 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.

STAFF RESPONSBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1116.

Dr. Karen CouchSuperintendentMrs. Jane TowersDirector of FinanceMrs. Gina JachimowiczDirector of Instruction

Mrs. Tracey Williams	Student Services Supervisor
Mrs. Kris Hemstetter	Principal, Rock Hall Elem.
Ms. Brenda Rose	Principal, Garnet Etem.
Dr. Mary Helen Spiri	Principal, KC Middle
	School
Ms. Arlene Redding	Galena Elem.

incalcentent im string Exidence of implenousation	LEA and School's Parent and Family Engagement Plans and School-Parent Compact: Evidence of input from parents/families SANE from parent meetings Announcements/Fliers Parents feedback Translated documents Receipts for accommodations/ interpreters
LANGE IN COMMISSION OF THE COM	1116(a)(2) 1116(b) 1116(c) 1116(d)
PARTENIOR	1: Parent and Family Engagement Policy/Plan (LEA and School-level) & School -Parent Compact The LEA ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written: □ LEA Title I Parent and Family Engagement Policy/Plan School-Level Title I Parent and Family Engagement policy/Plan
amphon)	⊠ Yes

Check one	AAsarances	Citation	Sample-Evidence of Implementation
	a School-Parent compact that meet statutory requirements. (Required Attachment)		Engagement Plan and School-Parent Compact is distributed and are available for parents and community: District/school website Student handbook School newsletters Plans and compact sent home via back pack/ orientation packet
			Evidence that the LEA provides coordination, technical assistance, and other support to school.
N/A □	Annual Evaluation The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.	1116(a)(2)(D-E)	Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan Results of data/feedback Revisions to policy/plan are made, as needed, based on evaluation SAN with meeting notes, if applicable Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.

	SampleiEvidence of Implementation	decisions regarding parent and family input in the decisions regarding parent and family engagement reservation: O SANE O Announcements/Fliers O Parents Feedback O Translated documents O Receipts for accommodations/ interpreters	LEA and School Level Documentation may include: SANE from LEA technical assistance to schools SANE from building capacity (See Parent and Family Engagement Checklist)	Translated documents/ announcements/ fliers Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)
FAKENI AND FAMILI ENGAGISTENI	Citation	1116(a)(3)(A) 1116(a)(3)(B)	1116(e)(1-6)	1116(f)
FARMAL AIVE	Assurances	 3. Parent and Family Engagement Reservation (Funds): The LEA 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. 	4. Building Capacity for Involvement The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.	5. The LEA 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.
	Check one	Z Yes □	N \	⊠ Yes

ENTAN Samptie Eviduace of Implementation	Parent and Family Engagement requirements:	training	
EANTLIN INGAC	1116(a)(2)(B) 1116(e)(1-14)		
PARENTAND	6. The LEA ensures it has a written process for monitoring the	implementation of Parent and Family Engagement requirements in Title I	schools. (Required Attachment)
Svedkone	⊠ Yes	N/A	

D. Parent and Family Engagement

To encourage parent and family engagement, LEAs and schools need 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 should be woven throughout each system's Master Plan.

A. Local Educational Agency

Please provide the date when the current LEA's Parent and Family Engagement Policy/Plan was reviewed: The 2018 Family Engagement Policy/Plan meeting was held on Tuesday, January 16, 2018 and included discussions about the Policy/Plan for KCPS and references to each school's plan as well (see below).

1. Describe the LEA's process for involving parents and families in the development of the LEA's Title I Parent and Family Engagement Policy/Plan.

Each schoolwide 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 Policy Plan. Individual invitations are sent to parents from each of the schools. A meeting is held at a central location (in 2018 it was held at Garnet Elementary School). The 2018 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) promote and encourage those parents to participate in the planning and implementation of the Plan and, c) promote the academic gorals of the system and review the existing Plan prior to soliciting parent input on next year's Plan and its budget. In addition, 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. Parents specifically requested that students be offered as many academic opportunities to succeed as possible, and at the elementary level, interventions be continued as well as the interventionists who work with students in the content areas of math and reading and are assigned to each school. They have also requested that parents continue to be included in planning and that their views and suggestions be included throughout the school year. Parents are encouraged to continue their efforts and are assured that they would be included in the planning process throughout the year.

- 2. Does the LEA have a tool to evaluate the effectiveness of the Title I Parent and Family Engagement Policy/Plan?
 - a. If yes, please attach.
 - b. If no, please describe how the LEA will develop a tool to evaluate the effectiveness of the

content of the LEA's Title I Parent and Family Engagement Policy/Plan?

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

B. School Level Parent and Family Engagement Plan Review

3. Describe the process the LEA will use to ensure that all Title I schools have a school level Parent and Family Engagement Policy/Plan that meets statutory requirements and is distributed to parents and families.

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 Involvement Plan at each Title I school that meets ESSA requirements. A peer review for each Plan is conducted by interventionists at the September and October interventionists' meetings in order to ensure that each plan includes 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 October that attests to the inclusion of parental engagement and the required components. Copies of school Engagement Plans are kept on file at the district level. 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

4. Describe the process the LEA will use to ensure that each Title I school has a School-Parent Compact that meets statutory requirements and is shared to parents and families.

Each Schoolwide Title I school reviews and modifies its Compact annually. Plans are developed in the fall based on the previous year's assessment data, parent input, as well as input fathered at orientation meetings, back to school events, workshops, and school-based meetings (see appendix). 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 copies are forwarded to the district Title I office for documentation.

D. Distribution of Parent and Family Engagement Funds

5. Describe how the LEA ensures that Title I parents and families have input into the use of the Title I allocation for parent and family engagement at the district and school level. 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 how those allocations are utilized and collaboratively arrived at

through the committee process and include parent recommendations and priorities.

E. Monitoring Parent and Family Engagement

6. Describe the LEA's process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.

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 the Title I Coordinator. Interventionists work closely with their principals making sure that meetings include parents and meet Title I Family Engagement requirements. The Title I Coordinator reports and updates A&S staff on Family Engagement activities and requirements at A&S meetings throughout the year.

7. In addition to the LEA Title I coordinator, identify by name, title, and department, the person(s) responsible for monitoring parent involvement.

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

Brenda Rose

Principal, Henry Highland Garnet Elementary School

Kris Hemstetter Arlene Redding

Principal, Rock Hall Elementary School 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, Rock Hall Elementary School
Flo Terrill, Interventionist, Galena Elementary School
Chanelle Copper, Home-School Coordinator, Kent County Middle School

DOCUMENTATION:

- 8. Attach a copy of the LEA's 2018-2019 Title I Parent and Family Engagement Policy/Plan that be distributed to parents/families. 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.)
- 9. If applicable, attach a copy of the annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan. An evaluation of the annual parents/stakeholders county planning meeting is completed by participants (see following pages for samples). A uniform annual evaluation will be developed in conjunction with other regional Title I coordinators and the MSDE POC during the 2018 2019 academic year.

Parent and Family Engagement Calculations and Budget Description

The Parent and Family Engagement allocation for Title I schools totals slightly more than 1% of the 2018 – 2019 Title I allocation (Sec. 1116 (a)(3)(A) of ESEA.) This total is \$6,126.71. The funding is used to host family activities in order to increase parent engagement. It provides resources for parents to assist with home-school connections in order to improve student achievement. Funds are 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. Title I information pamphlets. Funds provided for each of the four Title I schools are based on proportional needs and listed in below:

Henry Highland Garnet Elementary

64.31% FRAMS (227/262) @ \$8.20/student X 227 = \$1,861.40

Rock Hall Elementary

63.60% FARMS (168/261) @\$8.12/student X 168 = \$1,364.16

Kent County Middle School

54.12% FARMS (243/449) @ \$6.80/student X 243 = \$1,652.40

Galena Elementary School

52.86% FARMS (185/350) @ \$6.75/student x 185 = \$1,248.75

Total (four schools)

\$6,126.71





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

December 19, 2017

Dear Parents/Guardians:

You are cordially invited to attend our annual county level Title I Parent Advisory Council meeting scheduled for Tuesday, January 16, 2018. This meeting will be held at Henry Highland Garnet Elementary School's media center from 4:00 - 5:00 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 2017 - 2018 school year and begin planning for 2018 - 2019. 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 16th. Please RSVP to Mrs. Gail Manley at 410-778-1595 or gmanley@kent.k12.md.us

Sincerely,

Lloyd W. Taylor, Ed.D.

Title I Coordinator

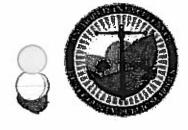


5608 Boundary Avenue Rock Hall, Maryland 21661 Phone 410-778-1595 Fax 410-778-6193

Kent County Title I District-Wide Parent Engagement Meeting
Tuesday, January 16, 2017
Garnet Elementary School
4:00 P.M. - 5:00 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 budget will be spent to support students and solicit suggestions for 2018 2019
- 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
- V. School Sharing of parent involvement strategies (before and during the year) including the essential roles of parents and other family members
- V. Family Engagement Plan Budgets' discussion
- VII. Take-ways; Evaluation



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

~ Meeting Notes ~

Kent County Title I District-Wide Parent Engagement Meeting
HHGES

January 16, 2018

4:00 - 5:00 P.M.

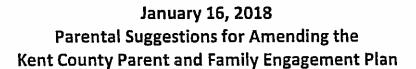


Lloyd Taylor and Gina Jachimowicz welcomed participants to the District-Wide Parent Engagement meeting that opened at 4:00 P.M. on Tuesday, January 16, 2018. Dr. Taylor reviewed "Expected Outcomes" for the meeting including its purpose. The Kent County Title I Parent Engagement Plan (English and Spanish versions) was shared and all were encouraged to be active participants in its evolution including the importance of suggestions that could be included to make both the Plan and its implementation better support "efforts of the system to involve parents and educators to build a strong partnership to promote the academic goals to support high expe¢tations and achievement for all students." A process for expressing suggestions for Plan modifications was discussed and several changes were made to the document. It was explained that a "Title I Complaint Log" would be maintained and available to parents. Attendees were also encouraged to complete evaluations at the end of the session. The Power Point Successful Learning for all Students (attached) was viewed with frame-by-frame discussion included as part of that presentation. Also reviewed was the Title I budget for 2017 -2018 with emphasis placed on priorities and the rationale for budget priorities for 2018 - 2019. Representatives from each school shared strategies they employ that are designed to involve parents and other family members in the school improvement process including how they provide input and are included in the decision making process. Q & A, including takeaways from the meeting, were discussed prior to evaluations being passed out and completed. The meeting was adjourned at 5:11 P.M.



Signed:

of Moly 15



- Consider holding the annual meeting in the evening (as opposed to 4:00 P.M.) at a central location
- Be sure each school receives a English/Spanish Title I, ESSA brochure in sufficient quantities that all parents may receive them at Back to School Nights
- Ask interventionists and tutors to hold sessions with parents to explain what intervention programs are being used at each school and how progress is tracked (parents to be included in the planning process)
- Schools are asked to remember to send home information with Title I
 (and other) programs to parents unable to attend meetings
- Parents were encouraged to invite other parents to attend both
 school-wide and county-wide meetings dealing with Title I





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

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

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. The purpose of this plan is to communicate the efforts of the system to engage and involve parents and educators in order to build a strong partnership to promote the academic goals 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 feedback.
- 2. Provide assistance to schools in planning and implementing effective parent engagement activities designed to improve academic achievement
 - Host monthly meetings with Title I interventionists and parent-school liaisons 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.
- 3. Provide assistance to parents in understanding requirements as enumerated in the *Every Student Succeeds Act* of 2017 (ESSA) 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 on supporting students via workshops and parent meetings held by principals and Title I interventionists.
- d. Offer or assist with parent workshops at schools.
- e. Provide PARCC resources, College and Career Readiness Standards resources, and parenting tips on how to support students at home through workshops and parent meetings held by principals and Title I interventionists.
- 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 parent engagement workshops and ensure alignment with school needs and evaluation feedback as found in School Improvement Plans
- 5. Coordinate joint community, parent, and family outreach service programs and resources to increase parent involvement activities through workshops and meetings designed to:
 - a. Act collaboratively with the Judy Center to assist parents to work collaboratively with Center educators and effectively with their children. Assist with providing community resources for parents
 - b. Work with the school system's 21st Century Summer Program as well as the non-profit Horizons Summer Program both designed to increase student achievement.
 - c. Work closely with the Title III (ESOL) coordinator to ensure that parents of ESOL students are represented in parent and family outreach service programs and workshops.
- 6. The Title I Office personnel and school-based personnel will 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. In addition:
 - 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 websites and newsletters to provide tips for parents on how to support learning in the home.
 - d. As part of the county literacy initiative (Striving Readers Grant) offer parent outreach programs and activities focused on reading/writing, math, science, STEM and technology. Workshops and parental meetings will be held throughout the school year by the grant coordinators and the county-wide professional development educator in cooperation with Title I interventionists
 - 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.
 - f. Principals and interventionists share with and enlist parents and family members' recommendations on how Title I funds are distributed and utilized during school-wide parent meetings.
- 8. Provide written communication to parents in translated languages and formats that they can understand.
 - a. Translate district and school-baked communications in parents' native languages.
 - b. Provide interpreters for district and school-based meetings in native languages as necessary
- 9. Provide a variety of venues to maximize parental involvement 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 involvement expectations related to Title I requirements at monthly interventionists' meetings
- 12. Administer district level parental and family engagement surveys annually and share results at monthly district level Title I meetings



ESCUELAS PÚBLICAS DEL CONDADO DE KENT

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

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 los 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.
 - 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.
- 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.
 - Participar y otorgar asistencia técnica a las escuelas como sea necesario en la implementación de actividades de título l 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.
 - 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.

COMPONENT E
PARTICIPATION OF CHLDREN
ENROLLED IN PRIVATE SCHOOLS

WILLON OF GEHEDREN ENROLLED IN PRIVATES

Services Requirements under BSSA: Non-Regulatory

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

The LEA must include the following documents in their Title I. Part A Application:

- A written process for:
- inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools:
- ordering and storing of materials and equipment for use in the program provided to private school children, if 0
- 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
 - Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA d
- Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.
 - Provide information on participating private schools using the Participating Private Schools Form or you may submit information as a separate attachment

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

	Responsibilities	
	Position	
ensume comparance secure	Name	T THIRD

						*			
-Overall monitoring of all school and system fiscal	programs -Overall monitoring of all SIP's and	implementation/evaluation of instructional programs	-Oversees PLC professional development and implementation	-Overall monitoring of fiscal implementation and	record keeping Overall monitaring of	system goals / Master Plan -Assists in organizing and	facilitating peer review of SIP's	Student Services Supervisor	
Superintendent	58			Director of Finance	Di cota of Instanction	Director of Anstruction	1	Student Services Supervisor	
Dr. Karen Couch				Mrs. Jane Towers		Mrs. Gina Jachimowicz	tal.	Mrs. Tracey Williams	



ON OF CHILDREN ENROLLED IN PRIN ATE SCHOOLS ARGES ARGES SARAE LAGGRE OF REPRESENTATION	Copies of contracts or agreements with individuals under contract with the LEA (hourly employees), if applicable Payroll lists for Title I staff providing Title I services to participating private school children Third party vendor documentation that the LEA has transferred Title I funds to another LEA, if applicable	 If applicable, formal agreement (MOU) with other LEA to provide services to private school students. 	Approved list of private schools and approved church exempt schools Letters to private school officials
ENROLLEDIN CURRER			1117(a)(1)(A)
-PARTICIPATION OF CHILDREN	1. Delivery of Services The LEA ensures it (select one of the following): 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 LEA(s) to provide services to private school students? Please identify LEAs involved. Drovide the date(s) services will begin.	2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the
To though single	☐ Yes ☑ N/A		

X

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PROVATIR SCHOOLES Simple Lyndenge of Limple neblation disagreements	Evidence LEA Supervises: LEA Program Oversight Schedules of Title I staff Timeline/schedules for monitoring visits LEA written process and procedures for monitoring private schools	, ,	Oualifications 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 LEAS that use a find a party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification
图	1117(b)(1) 1117 (d)(1)	Ī		
PARCITOR OF CHILDREN FAROLLE. Assersaves Citat participating in the Title I, Part A program prior to escalation to the State Ombudsman.	6. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.			
(Cheek one	☐ Yes 🖂 N/A			

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VALLS (TROOMS	Saminte Pradecte of Lary terror bases	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	c SANE documenting modification to program, if applicable.
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E. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS

Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I, Part A services.

1. DESCRIBE the LEA's 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 area and invites them to a federal program entitlement meeting. The meeting is held in late May with invitations sent 3-4 weeks in advance of the meeting. A follow up email is sent the week prior to the meeting. The invitation includes a RSVP and state that a non-response implies that the private school is not interested in participating in Title I Part A funding opportunities. Should any of the private schools chose to participate, a follow-up consultations meetings will be held lquarterly to ensure equitable services for private school students will 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
- 2. DESCRIBE the LEA's 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.

Annual letters are sent to private school officials in the spring of each school year (see above.) Should any of the private schools choose to participate (and they have not opted to do so for 2018-2019) services for those schools would be scheduled to start at the beginning of the school year (see attachment).

3. DESCRIBE the LEA's process for ensuring that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

No private schools were interested in participating in Title I Part A services in Kent County (see attachment).

4. DESCRIBE the LEA's 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

 DESCRIBE the LEA's process to supervise and evaluate the Title I program serving private school students.
 N/A

DELIVERY OF SERVICES

6.	Will LEA staff provide the services directly to the eligible private school students? ☐ Yes X N/A If yes, when will services begin?
7.	Will the LEA enter into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? \(\subseteq \text{Yes} \text{ X N/A} \) If yes, identify the LEA(s) involved and the date the services will begin.
8.	Will the LEA enter into a third party contract to provide services to eligible private school students? \[\sum \text{Yes X N/A} \] If yes, when will services begin?

DOCUMENTATION:

- 9. Attach a timeline for consultation and affirmation meetings with private school officials. No private schools in Kent County have opted to participate in or receive Title I funding. As noted above, however, a process and timeline is in place should schools chose to do so going forward.
- 10. Attach copies of written affirmation(s)/consultation agreement and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63] N/A

Kent County – Private/Non-Public Schools

Chestertown Christian Academy

401 Morgnec Road Chestertown, MD 21620

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

Director: 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

6788Wilkins Lane Chestertown, MD 21620

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

cgorycki@kentschool.org

Radcliffe Creek School

201 Talbot Avenue, Suite A Chestertown, MD 21620

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

Director: Meg Bamford

mbamford@radcliffecreekschool.org

ADMINISTRATIVE OFFICES
SGOB BOUNDARY AVENUE
ROCK HALL, MARYLAND 21661



Mr. Joseph Baugher Chestertown Christian Academy 401 Morgnec Road Chestertown, MD 21620

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



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

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



Mrs. Molly Judge, Director Radcliffe Creek School 201 Talbot Avenue, Suite A Chestertown, MD 21620

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



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





Kent County Public Schools

Growing a Community of Leaders

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Ms. Nancy Mugele, Head of School

Kent School, Inc. 6788 Wilkins Lane

Chestertown, MD 21620

FROM:

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

DATE:

May 8, 2018

RE:

Non-public Schools' Participation in Title I Grants for FY 2017-2018

Kent County Public School district receives grant funding through a variety of Federal/State entitlement programs each year. These grants provide funding for local school systems to implement activities aimed at improving student achievement through a variety of program initiatives. The Title I grant is one of those programs.

Students and staff from non-public schools are entitled to participate in the Title I program, Title Those responsible for managing this program would like to update you on how these federal/state funds may be used by non-public schools. Toward that end, an informational meeting on May 21, 2018 at 11:00 a.m. at the Kent County Public Schools' central office in Rock Hall. Please complete the form at the bottom of this letter and return it to Lloyd Taylor, Kent County Public Schools, at the address indicated above by May 18, 2018. If you have any questions regarding this meeting, please feel free to contact me at 401-778-1595. I look forward to your reply.

this m	eeting, please feel free to	o contact me at	401-778-1595. I look	forward to you	ır reply.
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	I will attend the inf	ormational mee	ting on May 21, 2018	at 11:00 a.m.	
	I am unable to att 2018-2019 academ	1.5	ot be participating in t	he Title I progr	am during the
	Œ.		×		
S	Signature		Institution	-	Date
		12	20		



410-778-1595

(f) 410-778-6193





Kent County Public Schools

Growing a Community of Leaders

TO:

Mrs. Molly Judge

Radcliffe Creek School 201 Talbot Avenue, Suite A Chestertown, MD 21620

FROM:

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

DATE:

May 8, 2018

RE:

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I will attend the informational meeting on May 21, 2018 at 11:00 a.m.	
I am unable to attend, and will not be participating in the Title I program during the 2018-2019 academic year.	
Debtre Cohen Linght 5/4/18 Signature Radcliffe Creek School	5/
5608 Roundary Avenue Poet Holl MD 31661 410 399 TENE CO 410 379 CO	•





Kent County Public Schools

Growing a Community of Leaders

TO:

Ms. Nancy Mugele, Head of School

Kent School, Inc. 6788 Wilkins Lane

Chestertown, MD 21620

FROM:

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

DATE:

May 8, 2018

RE:

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I will attend the informational meeting on May 21, 2018 at 11:00 a.m.

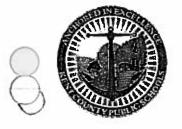
I am unable to attend, and will not be participating in the Title I program during the 2018-2019 academic year.

Signature

Institution

Date





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

KENT COUNTY PUBLIC SCHOOLS Meeting Attendance

Date 05/21/18

Title I Non-Public/Private School Meeting

	Name (Please Print)	School or Organization	Sign-In
	Ben Joines Geno Jahonz Lloyd Taylor	Raddiffe Creck School KCPS 1LCAS Titl I CosnIMpt	H. M. My
-			



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

Kent County Non-Public Title I Opportunities to Participate Meeting

> Monday, May 21, 2018 11:00 A.M.

> > ~ AGENDA ~

- I. | Introductions and Sign-In
- II. Purpose of the Meeting
- III. Criteria for Eligibility
 - A. Non-Public Schools in Kent County
 - B. School Eligibility (Review of FARMS criteria)
 - C. Student Eligibility
 - D. School Exercises its Option to Participate
 - E. Formula for Determining Funding for Participating Non-Public Schools

IV. Next Steps (if applicable)



GROWING A COMMINITY OF LEADERS



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 C discussed Title I (under ESSA), Titl the 2018 – 2019 academic year has	County Public School officials ON MAY 21, 2018, and e II, and Title IV programs, our non-public school for opted to:
Participate in the one of	or more of the Title programs listed above.
that this decision does KCPS sponsored Profe	time in the Title programs listed above. I understand not preclude staff at our school from participating in essional Development (PD) activities. Should our staff cipate I will inform Mrs. Jachimowicz prior to the ol year.
Signature	Madel: He Creek School 8/22/18 Institution Date



GROWING A COMMUNITY OF LEADERS



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

DATE:

May 22, 2018

TO:

Participants in Non-Public Title I (ESSA) Meeting 05/21/18

FROM:

Lloyd Faylor, Title I Coordinator, Kent Co. Public Schools

RE:

Meeting Notes

MEETING NOTES
Tuesday, 05/22/18
Non-Public School Meeting
To Discuss Titles (I II IV) Options

The annual meeting to discuss Title I/ESSA, Title II, and Title IV options for non-public schools in Kent County (MD) was held at the Kent County Board of Education offices on Monday, May 21, 2018 starting at 11:00 a.m. In attendance were Gina Jachmowicz, KCPS Director, Lloyd Taylor, Title I Coordinator and Ben Joiner, representing the Radcliff School (Chestertown, MD) for Debbie Cohee-Wright. Invited but declining to attend (see attachment) were representatives from The Chestertown Christian Academy, Kent School, and Friendship Montessori School.

Discussion with Mr. Joiner included a brief appraisal of ESSA/Title I, Title II and IV requirements relative to non-public schools. School eligibility, with discussion in relation to FARMS criteria, student eligibility, and private school options for participation, were all reviewed. Also included in the discussion was the funding formula used for participating non-public schools. Mr. Joiner asked if failure to participate this year would preclude the Radcliff School from taking part next year (a new Head of School will be installed shortly). He was assured that his school would be free to review and reapply should they wish to do so. Mr. Joiner indicated that the Radcliff School would not be participating this year but that they reserved the right to review their decision at a later date (for next school year). Mr. Joiner was also informed that should his school be interested, Title II-A professional development (PD) activities in the areas of math and reading would be available to his staff members at no cost. He expressed an interest and told Mrs. Jachimowicz that he would inform her regarding participation prior to the beginning of the school year.

There being no further business, the meeting was adjourned at 11:51 a.m.

Signed, J. J.

Title I Coordinator



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

Kent County Non-Public Title I Opportunities for Participation Meeting

Monday, May 21, 2018 11:00 A.M.

Please indicate with a "Yes" or "No" your evaluation of the Non-Public Title I "Opportunities for Participation" meeting held on 05/21/18

3	Question	Yes	No	Maybe
	Was the Kent County Title I Program satisfactorily Explained during the meeting	/		
	Were options for participation reviewed during the meeting?	V		
	Will your institution participate in the Title I Program during the 2018-2019 academic year?		/	5.
	Will you require more information relative to the 2018-2019 Kent County Title I Program?			

Comments:



COMPONENT F EDUCATION FOR HOMELESS CHILDREN AND YOUTH





ON TORSHOMEERSS CHUEDREN AND YOU

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

- 1. A 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 LEA calculated the excess costs of providing transportation to homeless students: b. the calculations that the LEA used to arrive at the figure on this section.

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.

Dr. Karen Couch, Superintendent

Mrs. Gina Jachimowicz, Director of Instruction

Mrs. Tracey Williams, Supervisor of Student services/Secondary Education

Dr. Lloyd Taylor, Title I Coordinator

Mrs. Jane Towers, Supervisor of Finance

AND MONOR THE	н сущина шта сранства существа представа	Email or written communication regarding	Consultation Meetings with the LEA		Office (SAN)				Collaboration meetings to determine the	reservation (27.7)		family involvement coordinator, finance	office, etc.				
CITON FOR HOMETHESS CHUEDING AND LOIC	Createn	1113(c)(3)(A)(i)					1		1113(c)(3)(A)(c)(i)								
EDI CALLON FOR EON	Assemblices	1. The LEA ensures that Title I funds	support a coordinated effort in the	LEA, to address the needs of	homeless students, in accordance	with the McKinney-Vento Homeless	Education Act.	(Required Attachment)	2. The LEA 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. (Required Attachment)
	18 (E)	X Yes		N/A					⊠ Yes		□ N/A			22	3.13		•





REQUIRED ATTACHMENTS:

The LEA must include a copy of the following documents in their Title I, Part A Application:

- 1. A written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.
- 2. If applicable, job description of homeless liaison position.
- 3.If applicable,
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. The calculations that the LEA used to arrive at the figure on this section.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1114.

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.

Name	Position	Responsibilities		
Dr. Karen Couch	Superintendent	-Overall monitoring of all		
ļ		school and system fiscal		
		programs		
		-Overall monitoring of all		
		SIP's and		
i s		implementation/evaluation		
		of instructional programs		
		-Oversees PLC		
,		professional development		
7.5		and implementation		
Mrs. Jane Towers	Director of Finance	-Overall monitoring of		
		fiscal implementation and		
		record keeping		
Mrs. Gina Jachimowicz	Director of Instruction	-Overall monitoring of		
7.5		system goals / Master Plan		
		-Assists in organizing and		
²⁰	31	facilitating peer review of		
		SIP's		
Mrs. Tracey Williams	Student Services Supervisor			
		Program and is liaison		
 		with state/local agencies		



F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

The Kent County Supervisor of Pupil Services is the LEA's liaison with state and local child and welfare agencies. The Title I Office and the Pupil Services Offices collaborate regarding the needs of homeless students, as defined by and in accordance with, the McKinney-Vento Homeless Education Act and ESSA requirements. They serve on several committees, including the county interagency committee, and meet regularly in order to ensure that communication is ongoing and consistent in order to provide appropriate services, e.g., clothing, medical and dental services, counseling services, assistance in funding school field trips, tutoring, as well as the purchase of school and personal supplies which include, but are not limited to backpacks, and notebooks for homeless students. It should be noted that collaboration among public (including the KCPS) and private philanthropic organizations, is ongoing and helps ensure that there are no duplications of services and that homeless children and youth do not "fall through the cracks" but instead receive the attention and assistance they require and in a timely matter. It should also be noted that guidance counselors, teachers, and administrators in all of Kent County's five public schools all play a cortical role in the foregoing efforts are designed and carried out to assist homeless children and youth.

SIGN IN

MEETING: LEADER(S) DATE: LOCATION: TIME:

Annual Homeless Ed Collaborative Tracey Williams May 10, 2018 Central Office 3:00 – 4:00

			4	9		Darlene Brown Cheryl Shrth Cheryl Shrth Cheryl Shrth Cheryl Shrth Wanten Cheryl Shrth Cheryl Shrth Cheryl Shrth
			1			Title/Location Dorchaden County Shamup! Family Service Morten Head stead Fittle 1 County War C. D. Sec. Student Services PAU Condemnt Judy Later Condemnt Judy Later
					*	Title/Location E-Mail Address/Non School Phone Number Employees Family-Service Morten Headstant abrown & Shore-up, org Family-Service Morten Headstant abrown & Shore-up, org Family-Service Concept abrown & Shore-up, org Sec. Student Scruices Csmith & Kent. Kia. rod. us 410-778-7138 Sec. Student Scruices Csmith & Nort. Kia. rod. us 410-778-7167 POCUS Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-7167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-7167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167 Sup of Spec Ed./KCPS Wheen & Kent. Kia. rod. us 410-778-1167
-	5			G .		Phone Number (410) 901-3015 410-778-7138 410-778-7167 410-778-043

CC: L. Taylor Sli4118

agenda o Noten

Homeless/Foster Care Education Collaborative Meeting Thursday, May 10, 2018 KCBOE

Purpose:

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

I. Welcome/Sign In

Present:

Tracey Williams, Supervisor of Student Services, Cheryl Smith, Student Services Secretary, Monica Sipes, PPW, Lloyd Taylor, Title I, Wendy Keen, Supervisor of Special Education. Dawn VanGrin, Judy Center, Darlene Brown, Shore Up, Inc. (Head Start)

II. Student \$ervices Update

- a. *McKinney Vinto FAQ
- b. *Student Affidavit
- c. Elks Donation
- d. KCPS Homeless Data
 - 9/30/17 = 69 students, 40 families
 - 5/1/18 = 113 students, 64 families
 - 1. KCHS-8
 - 2. KCMS-27
 - 3. GALES-27
 - 4. Garnet-21
 - 5. RH-31
 - Student remains on the count for the school year regardless of housing/circumstance change during school year

e. Foster Care Changes

- Students awaiting foster care no longer fall under McKinney Vinto as homeless
- When a student is initially placed in foster care or changes out-ofhome 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 out-of-home placement's geographic attendance area





- on the changes in the law as of Dec. 10, 2017.
- *Best Interest Form completed by CWA and may include conversation with KCPS
- f. Partner Agreement- FYI
 - Signed every 3 years, signed last May
- III. Head Start Update, Early Childhood (birth to 4)
 - Finding that we are taking children younger (age 3)
 - Kent County has two classrooms of 3 year olds
- IV. Special Education Update
 - Kent County servicing two McKinney Vento families through Infant/Toddler
- V. DHS
 None Reporting
- VI. Transportation None Reporting
- VII. Food Services

 None Reporting
- VIII. Title 1
- Title 1 is now under the ESSA (Every Student Succeeds Act)
- Carrying a balance from 2016-2017, plus this year's money
- Some eligible uses for monies: field trips, school supplies, caps/gowns, medical/dental supplies, doctor visits, after school tutoring, counseling services, backpacks
- IX. Reporting Requirement
 - Due every October to MSDE, includes children considered homeless from birth to 21 years old
- X. Concerns/Questions
- XI. Adjournment





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

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
- B. To promote collaboration among the parties working with families/children who are experiencing homelessness
- 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.

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 HOMLESSNESS OR FOSTER CARE

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 codifies 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

	. 1
Windy Koon	5/3/17 date
Special Education Supervisor	
The had a second	date
Family & Community Involvement, Title I Program Coordinator	date
Judy Center Coordinator	5/8/17 date
Judy Center Coordinator	G.1177
Incal Homeless Education Lialson	5-3-17 date
Local Homeless Education Liaison	
	1
	,
For Head Start Muguel Cheory FSW Kent County Head Start Director	5/3/17 date
For Infants and Toddlers	5/3/17
Kent County Infant and Toddler Coordinator	date
For Kent County Department of Social Services	
1 ' 4 11	5/3/17
Jai Falla	
Kent County Department of Social Services	uaic



Original is filed "mous/ Agreements"



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 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.

In a motel/hotel In a car						
Other location not appropriate for people (e.g., abandoned building)						
doesn't have a place of its own)	amily in a house, mobile home, or apartmo	· ·				
Other						
anne of student:						
inte of student.	Billidate	Glade				
chool of origin:	School of residency:					
	am the parent/legal guardian of					
(print name)						
ho is of school age and is seeking admission	a to	Scho				
inceour family h	are not had a narmanent home; however a	ya hawa haan raciding with				
(date)	ias not had a permanent nome, nowever, v	AC HAVE DECLI LESIGING AN LITT				
Cent County and intend to stay here.						
declare under penalty of perjury under the land of my own personal knowledge and that, Signature of parent/legal guardian	if called upon to testify, I would be comp					
	,					
I regularly contact and receive my mail at:						
I regularly contact and receive my mail at:						





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

S	Student's Name:	0.00	The second secon
5	State Assigned Student Identifier (SASID):	025-2	DOB:
(Current School:		Grade:
	Previous School(s):		
į	Date of Best Interests Determination Meeting:		
	Best Interests Determination: A Che	cklis	t for Decision Making
	Remaining in the School of Origin Considerations		Transferring to a New School Considerations
a t	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.)		Social/emotional considerations — the st social and emotional wellbeing will be positive affected or will not be substantially affe transferred to the potential receiving (considerations include age of the student, loc 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.	۵	Length of anticipated stay in an out-oplacement location—the student's curre situation appears to be stable and unlikely to suddenly, so the student will benefit from estanew relationships with school peers in the preceiving school.
	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).	_	Continuity of instruction – the student attended the school of origin for very long and best served at the potential receiving (considerations include credits necessary graduation and preparation for future instruction
	Academic performance – the transfer will significantly and adversely affect the student's academic performance.		Academic performance – the transfer significantly and adversely affect the 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.		Unique educational needs or academextracurricular interests – the student's educational needs (IEP or 504 Plan) of academic and extracurricular interests can the potential receiving school.
	Safety of the student - the school of origin is a safe environment for the student.		Safety of the student – the new school will 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.		Transportation considerations — the leng commute to the school of origin is excessive adversely affect the student's concentration, readiness for school.

Other:

Attendance Data



BOARD OF EDUCATION OF KENT COUNTY

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

Monday, March 5, 2018 Title I/Student Services Meeting Sign-in and Agenda

~ SIGN IN ~

Chery South G. Jochimence B. M. Jul-Gracey Williams Secretary Student Services

Title / Cood meta

Supervisor, Student Services

~ AGENDA ~

- I. Review 2017 2018 Budget and Expenditures for homeless KCHS students
- II. Develop proposed C\criteria for identifying eligible (homeless) students
- III. Chart procedures for notifying school officials of protocol for ensuring students receive assistance
- IV. Sharing with school level officials what constitute eligible expenditures for Title I students (at all grade levels)
- V. Develop procedures for school officials to a) notify Title I officials of student needs, b) identify eligible students and c) reiterate the process for ensuring payment/reimbursement to schools for student needs
- VI. Monitor Steps to ensure compliance with budgeted expenditures



Title I/Student Services Homeless/Foster Care Update Meeting 01/18/18

Sign-In

Name	1
Tracen We	illian My

Department
Supervisori Student Services
Ditte 1





Title I/Student Services Homeless/Foster Care Update Meeting 01/18/18

~ Agenda ~

I Welcome/Sign-In

The purpose of the meeting is for Title I and Student Services representatives to collaborate RE: Homeless and Foster Care issues in order to support students and families who are experiencing homelessness and/or involved in foster care.

- II. McKinney Vento Changes? Implications for KCPS
- III. Current Number and Status of Homeless Students within the KCPS
- IV. Current Number and Status of Foster Students within the KCPS
- V. Transportation of Homeless/Foster Students. Isssues?
- VI. Partner Agreement, Review
- VII. Title I Homeless Funds; Update
- VIII. Other





Title I/Student Services Homeless/Foster Care Update Meeting 01/18/18



Notes

The Homeless/Foster Care Update meeting held on 01/18/18 included Student Services Supervisor, Tracey Williams and Title I Coordinator, Lloyd Taylor. Items discussed were as follows:

- A review of the current number of homeless students attending the KCPS revealed that there are currently ninety-seven students from fifty-four families.
 The current number of foster students attending KCPS is seven.
- Their status is that all of the above students are enrolled and attending public schools within the county. A review of their attendance is ongoing, conducted at each school and monitored by Mrs. Williams. Each student is provided with transportation to and from school. There are no outstanding youngsters who require placement in a school nor are there any outstanding transportation issues.
- The Partner Agreement is up-to-date and has been agreed to and signed by all stakeholders.
- Title I funds (\$900.00) are available for foster and homeless students. Principals have been reminded to request funds for clothing, school supplies, etc. It was agreed that guidance counselors will next be reminded that funds are available.

No other business was discussed and it was agreed to meet again in mid-March (tentatively 03/12/18.)



Notes From March 5, 2018 Title I/Student Services Meeting

The Title I/Student Services meeting was held on 03/05/18 at 2:00 p.m. Tracey Williams (Supervisor, Student Services) and Lloyd Taylor, (Title I Coordinator), Cheryl Smith, (Student Services Secretary), and Gina Jachimowicz (Director of Instruction) were in attendance. Discussion began with a review of Title I funds designated for homeless students. It was noted that \$900.00 were allocated and that as of 04/05 few of the funds had been expended thus far during the 2017 – 2018 academic year. Dr. Taylor explained that funds were available to Title I students throughout the system and included high school students.

It was recommended that the following plan be adopted in order to ensure that homeless students' needs were being met.

- 1. An email will be sent to all KCPS principals, Title I interventionists, and school counselors outlining eligibility requirements for expending funds for homeless students. Also included will be a statement explaining that a total of \$900 is available for all schools in the system.
- 2. Further, the above named school level officials will double check with Mrs. Williams to ensure that each student including those enrolled at the high school, are indeed homeless and thus eligible for assistance.
- 3. Upon checking for eligibility principals, Title I interventionists or school counselors will notify Mrs. Gail Manley in order to secure funding for eligible expenditures. Mrs. Manley will seek approval from Title I coordinator, Dr. Taylor, and upon receiving his okay will a) make a purchase or b) provide the school with a check for such expenditures (such as field trip payments etc.)
- 4. Each school will provide a receipt for items purchased for homeless students. If Mrs. Manley makes the purchase, she will keep a receipt for items. Receipts will be turned over to the finance department and logged into the Title I homeless account as per standard purchasing regulations.
- 5. Mrs. Manley, with Dr. Taylor's concurrence, will monitor expenditures and report balances on a periodic basis.

Signed 2 Jul 03/06/18

Educational Stability Memorandum of Agreement

This Memor	andum of Agreement	(Agreement) is e	ntere	d into by	the Depar	tment of H	uman
Services,		Department	of	Social	Services	(CWA)	and
	Public Public	Schools (LEA)	colle	ctively r	eferred to	as the "Pa	rties"
and individu	ally as "Party". The	Parties agree as	follow	s:			

I. PURPOSE

The purpose of this Agreement is to establish joint procedures by which the Parties will support the educational stability, school enrollment, transportation, and opportunity for school success of students in foster care, consistent with the requirements set forth in federal and State laws and regulations.

II. STATUTORY AUTHORITY

- A. Every Student Succeeds Act, 20 U.S.C §6301 (ESSA)
- B. Fostering Connections to Success and Increasing Adoptions Act, 20 U.S.C. §6312(c)(5) (Fostering Connections)
- C. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- D. Education Article §7-101(b)(2)(ii)
- E. Human Services Article §1-201(c)

III. BACKGROUND

Whereas, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and local departments of social services to work together to support the educational stability and success of children in foster care; and

Whereas, these laws provide that when a student is initially placed in foster care or changes outof-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; and

Whereas, 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; and

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways, including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

- A. Academic school year The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. Additional transportation costs The difference between what an LEA otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what an LEA must spend to transport the student from the out-of-home placement to the school of origin.
- C. Best interests determination The CWA's decision regarding whether or not it is in the best interests of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. Child welfare agency (CWA) Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. Enroll/Enrollment Attending classes and participating fully in school activities.

F. Foster care -

- a. 24 hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.
- b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
- c. Foster care does not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a Stateowned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- G. Immediate As promptly as possible, without delay.
- H. LEA Foster Care Liaison and CWA Point of Contact (POC) The LEA and CWA staff people designated to work with the CWA and LEA, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.
- Local education agency (LEA) Any of the 24 local public school systems in the State.
- J. Local zoned school School serving the catchment area of the student's out-of-home placement.

- K. Out-of-home placement Location where CWA places the child when in foster care.
- L. School of origin The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. DETERMINATION AND NOTIFICATION OF BEST INTERESTS DECISION

A. Basic Procedure

- 1. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
- 2. This notification prompts the need for a best interests determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
- 3. For every student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
- 4. The best interests determination must occur within five (5) business days of the student's placement in foster care or the change of the out-of-home placement.
- 5. The CWA shall seek the LEA's input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
- 6. The CWA shall consider the student's preference in making the best interests decision, if appropriate.
- 7. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.

- 8. Participation in the best interests determination process may occur through inperson meetings, phone calls, teleconferences, emails, or other electronic means.
- 9. The student shall remain enrolled in the school of origin until a best interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

B. Factors to Assess to Determine the Student's Best Interests for School Placement

In determining the student's best interests for school placement, the CWA shall, in consultation with the LEA, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form), which is attached hereto.

C. Documentation and Notification

- The caseworker shall document the best interests determination on the Best Interests Form and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interests factors considered, participants involved in the collaborative process, and the school placement decision.
- 2. Documentation of the best interests determination shall be maintained in both the CWA case file and the LEA student record.
- 3. Once the CWA makes the best interests determination, the CWA POC must notify the LEA Foster Care Liaison in the LEA serving the school of origin and the LEA serving the local zoned school (if different) of the decision.

D. Best Interests Determinations Made by the LEA Prior to December 10, 2017

- If the LEA determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in effect until the CWA determines that it is no longer in the student's best interests to attend the school of origin.
- 2. The LEA and CWA will follow the transportation procedures set forth in Section VII of this Agreement.



- A. After receiving notification from the CWA that it is not in the best interests of the student to remain at the school of origin, the LEA Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The CWA caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The LEA serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
 - 1. Documentation that the child is in foster care, including:
 - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and
 - (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
 - 2. Identification of the person who is authorized to enroll the student, including:
 - (a) Documentation that identifies the person as a CWA caseworker, or someone else authorized to enroll a child; and
 - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. The CWA shall promptly present any additional required documentation after enrolling the student.

VII. TRANSPORTATION TO THE SCHOOL OF ORIGIN IF THE STUDENT REMAINS ENROLLED IN THE SCHOOL OF ORIGIN

A. The LEA will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as the CWA finds that it continues to be in the student's best interests to attend the school of origin. The LEA shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.

- B. For students whose out-of-home placement is in a group facility, the CWA will advise the LEA if transportation to school is provided and funded by the facility.
- C. Within two (2) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, the LEA will advise the CWA of the transportation plan for the student.
- D. The LEA will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. The LEA will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route, use of public buses, use of transportation routes provided through other school systems, and private transportation services.
- F. The LEA will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, the LEA will provide and fund such transportation services.
- G. When the LEA has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," the CWA will assess and notify the LEA if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the LEA or to a stop on an LEA existing route.
- H. The LEA will verify to the CWA that the transportation plan for a particular student is the most appropriate and cost-effective by completing the Transportation Plan Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form), which is attached hereto.
- I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.
- J. In the five (5) school days during which the LEA is developing and implementing a transportation plan for the student to attend his or her school of origin, interim

- transportation will be provided by the CWA. Interim transportation should be addressed during the best interests determination.
- K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA produces a receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The CWA will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The LEA's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.

VIII. INFORMATION SHARING AND CONFIDENTIALITY

Consistent with the requirements of FERPA, the LEA will provide information to the CWA relating to the school enrollment and school performance of students in foster care, including information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, the CWA has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The CWA will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.



IX. TERM OF AGREEMENT

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at anytime by written consent.

X. AMENDMENTS OR MODIFICATIONS

Each Party expressly reserves the right to alter, vary, modify or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

XI. TERMINATION

Authorization by LEA:

Either Party may terminate this Agreement on sixty (60) calendar days advance written notice to the other.

(Signature)	(Date)	
(Printed Name)	(Title)	
thorization by CWA:		
(Signature)	(Date)	

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 Socia	al Services (CWA):	·
days of the LEA learning	r implementing the Transportation Plan that w g of the student's Best Interests Determinat ing the student's interim transportation plan.	
The LEA verifies that:		
student's out-of-home resource; use of exist Exploration of exi a stop or make so Discussion with 0 student and recei	were taken to identify a no-cost or low-cost e placement to the school of origin (i.e., ing bus routes, other public transportation) (chisting school bus routes and public transportation other low/no-cost request. CWA regarding whether a foster parent or cuve reimbursement from CWA for mileage.	transportation provided by foster neck all that apply): tion to determine if feasible to add ustodian can assist in transporting
determined (check the No existing transp of origin from the An existing transp	ible low-cost and no-cost transportation opti e applicable option): portation option can be reasonably modified to new living placement. portation option can be reasonably modified to new living placement. The modification consis	maintain the student in the school
	portation option that can maintain the student exists. The existing option is:	
	STUDENT'S TRANSPORTATION PLA	AN
The most cost effectioning is:	ive, appropriate transportation option for main	taining the student in the school of
2. Additional costs for	this transportation will be covered accorde LEA and CWA in the Educational Stability M	rding to previously agreed upon
3. These transportation	procedures will be implemented onning of the Best Interests Determination.	, within five (5) school (date)
LEA Authorization (signature)	(printed name)	(tite) (date)
CISIA Authorization (signature)	(sylvania sana)	(Alaba) (Alaba)

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

Student's Name:		
State Assigned Student Identifier (SASID):		
Current School:		
Previous School(s):		
Date of Best Interests Determination Meeting:	_	
Best Interests Determination: A Ch	ecklis	st for Decision Making
Remaining in the School of Origin Considerations		Transferring to a New School 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.)		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 – 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.		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 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).		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 significantly and adversely affect the student's academic performance.		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 cannot be met at the potential receiving school.		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 school of origin is a safe environment for the student.		Safety of the student – the new school will be a safety 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.		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.

Attendance Data

Best Interests Determination Meeting Participants

In reaching the best interests determination, the CWA should make all reasonable efforts to include or consult individuals with knowledge of the student (student's attorney, parent, parent surrogate, and legal guardian) in addition to representatives of the LEA and any other person with information relevant to the best interests determination, including the student, if appropriate. The following individuals provided input in determining the school placement.

	****	Contact Information
	1	
	Best Interests Detern	nination
		ed in the school of origin. The student will be
oll the student in the new school, a ress of the out-of-placement, prod	all that is needed is documentation she if of authorization to enroll the student	nt should take place immediately at the new school. To owing that the student is in out-of-home placement, the in school, and identification of the person enrolling the mptly and in accordance with state and federal law.
It is in the student's be Name of School:	est interests to remain enrolled	in the school of origin.
Ca	Interim Transportati	
		on Plan for the student to attend the school of ould be up to five (5) school days, the studen
•	· · · · · · · · · · · · · · · · · · ·	origin in the following manner
		ransportation Plan for the Student
Co	omplete only if the student will remain i	n the school of origin.

Case Worker Signature

Case Worker Name

Date

Title I/Student Services Homeless/Foster Care Update Meeting 01/18/18

~ Agenda ~

I Welcome/Sign-In

The purpose of the meeting is for Title I and Student Services representatives to collaborate RE: Homeless and Foster Care issues in order to support students and families who are experiencing homelessness and/or involved in foster care.

- II. McKinney Vento Changes? Implications for KCPS
- III. Current Number and Status of Homeless Students within the KCPS
- IV. Current Number and Status of Foster Students within the KCPS
- V. Transportation of Homeless/Foster Students. Isssues?
- VI. Partner Agreement, Review
- VII. Title I Homeless Funds; Update
- VIII. Other





Title I/Student Services Homeless/Foster Care Update Meeting 01/18/18



Notes

The Homeless/Foster Care Update meeting held on 01/18/18 included Student Services Supervisor, Tracey Williams and Title I Coordinator, Lloyd Taylor. Items discussed were as follows:

- A review of the current number of homeless students attending the KCPS
 revealed that there are currently ninety-seven students from fifty-four families.
 The current number of foster students attending KCPS is seven.
- Their status is that all of the above students are enrolled and attending public schools within the county. A review of their attendance is ongoing, conducted at each school and monitored by Mrs. Williams. Each student is provided with transportation to and from school. There are no outstanding youngsters who require placement in a school nor are there any outstanding transportation issues.
- The Partner Agreement is up-to-date and has been agreed to and signed by all stakeholders.
- Title I funds (\$900.00) are available for foster and homeless students. Principals have been reminded to request funds for clothing, school supplies, etc. It was agreed that guidance counselors will next be reminded that funds are available.

No other business was discussed and it was agreed to meet again in mid-March (tentatively 03/12/18.)



COMPONENT G SUPPORT FOR FOSTER CARE STUDENT

G-SURBORTHOR FOSTER CARESTUDENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

(including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders. care students (MOU/MOA) including transportation, school of origin and best interest decisions. 1111(g)(1)(E)

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

Dr. Karen Couch, Superintendent

Mrs. Gina Jachimowicz, Director of Instruction

Mrs. Tracey Williams, Supervisor of Student services/Secondary Education

Dr. Lloyd Taylor, Title I Coordinator

Mrs. Jane Towers, Supervisor of Finance

7. FORTROSTIERGARESTUDIENTS Sample freiderecofluipichten	(1)(E)(I)(E) Collaboration with the child we have agency, inclusive of the LEA foster care point of
SUIPPORTEORIER SUIPPORTEOR	 ✓ Yes State and local child welfare agency (DSS)

UPRORITHOR. FOSTBER CAREFSHUD ENTS	Citation Sample Evidence of the prendiction	contact and the local education agency: (SAN)	MOU/MOA (transportation, best interest, school of origin)	D Email communication	
SUPPORTHOSH	(Ghath one		procedures and practices to ensure educational stability for children in foster	care.	

Sheek one	Assurances	Citation	Sample Evidence of Implementation
V/A	to develop and implement clear written procedures and practices to ensure		contact and the local education agency. (SAN) MOU/MOA (transportation, best interest,
	care.		school of origin)

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.

8

G. SUPPORT FOR FOSTER CARE STUDENTS

1. DESCRIBE how the LEA will collaborate with the State or local child welfare agency to develop and implement clear written procedures and practices to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)).

The Supervisor of Pupil Services collaborates with the state and local child welfare agencies in insuring educational stability for children in foster care. She meets on a regular basis with these agencies in order to meet the needs of these students and their families. Due to the limited population of foster care students, the KCPS Pupil Services Supervisor is able to maintain a close eye on those youngsters and work in harmony with DSS and other involved agencies as well as school officials to ensure that a) staff are aware of the unique needs of foster children specifically and the child welfare program in general and, b) that those staff are sensitive to these children's unique needs and work cooperatively with both school and child welfare agencies. The Supervisor of Pupil Services works in tandem with agency representatives as well as school-level personnel providing professional development training for school staff, including teachers, school counselors and administrators in order to safeguard records transfers, enrollment of students, sharing of data with child welfare agencies (consistent with FERPA and other privacy protocols) and coordinating local transportation procedures as well as ensuring that children in foster care are enrolled and regularly attending school (see attachment).

The Supervisor of Student Services, together with the Title I Coordinator collaborate in order to assure that when it is in their best interest that children in foster care enroll in their school of origin for the duration of their time in foster care and that transportation is provided so that they may maintain their attendance there.

2. In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

In addition to the Title I Coordinator, those responsible in Kent County for ensuring compliance with Section 115(c)(2)(E) include the Supervisor of Student Services, Tracey Williams and the Director of Instruction, Gina Jachimowicz.



SIGN IN

Annual Homeless Ed Collaborative

Tracey Williams May 10, 2018 Central Office 3:00 – 4:00

(ETING: ADER(S) .TE: CATION:

		d	23				
Phone Number	410) 901-3015 410-778-1596 410-778-7138	410-778-014 SI	40 610 3903				
E-Mail Address/Non School Employees	Make C.D. 1/ texplored Kent. Kir. Moliy 410-778-188	msiges @ Kent. K12. md. Us 410-778-7167	9				
Title/Location	Sold North	POU)	Condencity Indy Certer				
Name	Were Brown		Dun Janga				

CC: L. Taylor Sli4118

aggude o Notes

Homeless/Foster Care Education Collaborative Meeting Thursday, May 10, 2018 KCBOE

Purpose:

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

I. Welcome/Sign In

Present:

Tracey Williams, Supervisor of Student Services, Cheryl Smith, Student Services Secretary, Monica Sipes, PPW, Lloyd Taylor, Title I, Wendy Keen, Supervisor of Special Education. Dawn VanGrin, Judy Center, Darlene Brown, Shore Up, Inc. (Head Start)

- II. Student Services Update
 - a. *McKinney Vinto FAQ
 - b. *Student Affidavit
 - c. Elks Donation
 - d. KCPS Homeless Data
 - 9/30/17 = 69 students, 40 families
 - 5/1/18 = 113 students, 64 families
 - KCHS-8
 - 2. KCMS-27
 - 3. GALES-27
 - 4. Garnet-21
 - 5. RH-31
 - Student remains on the count for the school year regardless of housing/circumstance change during school year
 - e. Foster Care Changes
 - Students awaiting foster care no longer fall under McKinney Vinto 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 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
- f. Partner Agreement- FYI
 - Signed every 3 years, signed last May
- III. Head Start Update, Early Childhood (birth to 4)
 - Finding that we are taking children younger (age 3)
 - Kent County has two classrooms of 3 year olds
- IV. Special Education Update
 - Kent County servicing two McKinney Vento families through Infant/Toddler
- V. DHS None Reporting
- VI. Transportation
 None Reporting
- VII. Food Services
 None Reporting
- VIII. Title 1
- Title 1 is now under the ESSA (Every Student Succeeds Act)
- Carrying a balance from 2016-2017, plus this year's money
- Some eligible uses for monies: field trips, school supplies, caps/gowns, medical/dental supplies, doctor visits, after school tutoring, counseling services, backpacks
- IX. Reporting Requirement
 - Due every October to MSDE, includes children considered homeless from birth to 21 years old
- X. Concerns/Questions
- XI. Adjournment

2018-19/2016 Home/2016 Poster MOA6

Educational Stability Memorandum of Agreement

This Memorandum of Agreemen	at (Agreement) is e	ntere	d into by	the Depar	tment of H	luman
Services,	Department	of Social		Services	(CWA)	and
Pub	lic Schools (LEA),	colle	ctively r	eferred to	as the "P	arties"
and individually as "Party". Th	e Parties agree as s	rollo	ys:			

I. PURPOSE

The purpose of this Agreement is to establish joint procedures by which the Parties will support the educational stability, school enrollment, transportation, and opportunity for school success of students in foster care, consistent with the requirements set forth in federal and State laws and regulations.

II. STATUTORY AUTHORITY

- A. Every Student Succeeds Act, 20 U.S.C §6301 (ESSA)
- B. Fostering Connections to Success and Increasing Adoptions Act, 20 U.S.C. §6312(c)(5) (Fostering Connections)
- C. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- D. Education Article §7-101(b)(2)(ii)
- E. Human Services Article §1-201(c)

III. BACKGROUND

Whereas, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and local departments of social services to work together to support the educational stability and success of children in foster care; and

Whereas, these laws provide that when a student is initially placed in foster care or changes outof-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; and

Whereas, 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; and

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways, including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

- A. Academic school year The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. Additional transportation costs The difference between what an LEA otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what an LEA must spend to transport the student from the out-of-home placement to the school of origin.
- C. Best interests determination The CWA's decision regarding whether or not it is in the best interests of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. Child welfare agency (CWA) Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. Enroll/Enrollment Attending classes and participating fully in school activities.

F. Foster care -

- a. 24 hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.
- b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
- c. Foster care does not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a Stateowned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- G. Immediate As promptly as possible, without delay.
- H. LEA Foster Care Liaison and CWA Point of Contact (POC) The LEA and CWA staff people designated to work with the CWA and LEA, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.
- Local education agency (LEA) Any of the 24 local public school systems in the State.
- J. Local zoned school School serving the catchment area of the student's out-of-home placement.

- K. Out-of-home placement Location where CWA places the child when in foster care.
- L. School of origin The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. DETERMINATION AND NOTIFICATION OF BEST INTERESTS DECISION

A. Basic Procedure

- 1. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student's out-of-home placement changes.
- 2. This notification prompts the need for a best interests determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
- 3. For every student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
- 4. The best interests determination must occur within five (5) business days of the student's placement in foster care or the change of the out-of-home placement.
- 5. The CWA shall seek the LEA's input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
- 6. The CWA shall consider the student's preference in making the best interests decision, if appropriate.
- 7. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.

- 8. Participation in the best interests determination process may occur through inperson meetings, phone calls, teleconferences, emails, or other electronic means.
- 9. The student shall remain enrolled in the school of origin until a best interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

B. Factors to Assess to Determine the Student's Best Interests for School Placement

In determining the student's best interests for school placement, the CWA shall, in consultation with the LEA, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form), which is attached hereto.

C. Documentation and Notification

- The caseworker shall document the best interests determination on the Best Interests Form and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interests factors considered, participants involved in the collaborative process, and the school placement decision.
- 2. Documentation of the best interests determination shall be maintained in both the CWA case file and the LEA student record.
- 3. Once the CWA makes the best interests determination, the CWA POC must notify the LEA Foster Care Liaison in the LEA serving the school of origin and the LEA serving the local zoned school (if different) of the decision.

D. Best Interests Determinations Made by the LEA Prior to December 10, 2017

- If the LEA determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in effect until the CWA determines that it is no longer in the student's best interests to attend the school of origin.
- 2. The LEA and CWA will follow the transportation procedures set forth in Section VII of this Agreement.