

NONPUBLIC CONSULTATION MEETING

TITLE I, IIA, III, IV

IDEA

TEXTBOOK

SECURITY

CHAPTER 192/193

CHAPTER 226

TECHNOLOGY

CARES ACT

May 20, 2020

Subject to Consultation.

Subject to Review.

Consultation Agenda

1. **Welcome**, General Counsel Michael I. Inzelbuch, Esquire
2. **Elementary and Secondary Education Act, Every Student Succeeds Act (ESEA, ESSA)**
 - a. Title I Part A
 - b. Title II Part A
 - c. Title III Part A
 - d. Title IV Part A
3. **Chapter 192/193 Instructional Services**
 - a. Chapter 192 Compensatory Education Math and Reading/Writing Services
 - b. Chapter 192 English Second Language
 - c. Chapter 192 Home Instruction
 - d. Chapter 193 Supplemental Instruction Services
 - e. Chapter 193 Speech Evaluation/Speech – Language Services
 - f. Overview of documentation and collection
4. **Chapter 193 Evaluation and Determination of Eligibility**
5. **IDEA – Part B Individuals with Disabilities Education Act**
 - a. Supplement vs. Supplant
6. **Nonpublic Nursing Program**
7. **Nonpublic Textbook Program**
8. **Nonpublic Technology Program**
9. **Nonpublic Security Program**
10. **CARES ACT**
11. **WAIVERS**
12. Questions & Answers
13. Comments

Title I Equitable Service

Districts that receive Title I funds are required to provide services to:

- Eligible nonpublic school students
- Teachers of eligible nonpublic school students
- Families of eligible nonpublic school students

Requirements to Ensure that Funds do Not Benefit a Private School 34 CFR 200.66

**Title 1 Funds are prohibited from going
directly to nonpublic school.**

Equitable Services Provision Phase I

The Local Public School District Must:

- ▣ **Step 1:** Locating Nonpublic School Students

- ▣ **Step 2:** Counting Nonpublic Students
 - Enrollment data, Income data

- ▣ **Step 3:** Generate the Nonpublic School Allocation

Equitable Services

Phase III: Providing Services

Student Selection

- ❑ Students Must live in a Title I participating public school attendance area;
- ❑ Students Must meet multiple, educationally related, objective criteria
(i.e. grades, standardized assessments, local assessments, teacher recommendations)
- ❑ Students in K-2: must meet developmentally appropriate criteria, which includes, teacher recommendations and interviews with parents

Equitable Services

Phase III: Providing Services

Types of services

- Direct instruction outside the regular classroom
- Tutoring
- Counseling
- Extended Day/year programs (weekend, summer)

Equitable Services

Phase III: Providing Services

Program Considerations

- During the school day, the program is a pull-out model in a space separate from the general nonpublic school children.
- Title I services cannot be provided in the regular classroom through cooperative learning or co-teaching.
- Nonpublic schools cannot operate a school wide program (must be targeted).

Equitable Services

Phase III: Providing Services

Supplement NOT Supplant

Title I services **MUST** be in addition to and cannot replace or supplant services that would be provided by nonpublic schools to their eligible students.

Equitable Services

Phase III: Providing Services

- Allowable Title I expenditures: must address the needs of low-performing (Title I) students, their teachers or their families.
- Title I funded equipment or supplies in the nonpublic school are used for Title I purposes only.

Equitable Services

Phase III: Providing Services

Materials and Equipment

- Title I funds may **ONLY** be used to meet the needs of participating children.
- Non-Title I nonpublic school children may not use materials paid with Title I funds.
- The district must retain title to **ALL** materials purchased with Title I funds.

Equitable Services

Phase III: Providing Services

Materials and Equipment

- All materials purchased with Title I funds **MUST** be labeled, “Property of the **Lakewood School District**” and placed in a secure location when not in use.

Equitable Services

Phase III: Providing Services

Unallowable Expenditures

- Address the needs of the nonpublic school.

- Address the general needs of the nonpublic school students
 - **Examples:** Smart Boards, classroom textbooks, courses for teaching certification, professional development on reading.

Title I Professional Development

Professional development activities should enrich teacher knowledge and provide opportunities for teachers to increase their skills and knowledge regarding instruction to Title I children.

Professional Development activities for nonpublic school teachers should address how those teachers can serve Title I students better, such as by providing information on **research based reading and mathematics instruction.**

Title I Professional Development

Topic Ideas

- Sustained and classroom focused.
- Improve the teaching and academic subjects by contributing to an increase in teachers' knowledge of the academic subjects they teach, consistent with the state's content standards, to enable children to meet these standards.
- Provide training in the use of effective, scientifically based instructional strategies for a diverse range of students, helping to close the achievement gap.
- Include strategies for developing curricula and teaching methods that integrate academic instruction.

Title I Parental Involvement

Title I places considerable emphasis on parental involvement. Research shows that parent involvement in the education of their children is a critical factor in improving academic achievement. If students are to attain and maintain grade level proficiency and achieve high academic standards, parents must support their children's learning.

Federal Entitlement Grants

Title IIA, III & IV

- Title IIA – Improving Teacher Quality
- Title III – English Language Acquisition, Language Enhancement and Academic Achievement
- Title IV - Part A, Student Support and Academic Enrichment (SSAE) Program

The Purpose of Title IIA

To increase student academic achievement through strategies; such as, improving teacher and principal quality in school.

Title II-A Nonpublic

- ❑ Activities to be carried out for private school personnel must be based on a review of scientifically based research and must be expected to improve student academic achievement.
- ❑ Expenditures must be reasonable and necessary to carry out the purposes of the program.
- ❑ Services must be secular, neutral, and non-ideological [Section 9501 (a)(2)].

Title IIA Professional Development

Title IIA funds that benefit private school teachers must meet the requirements of the statute.

Activities to be carried out for private school personnel must be high quality training based on the review of scientifically based research and must be expected to improve the academic achievement of students.

Title IIA Professional Development

Topic Ideas:

- ❑ Improve and increase teacher' academic knowledge.
- ❑ Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards.
- ❑ Improve classroom management skills.
- ❑ Advance teacher understanding of effective instructional strategies that are based on scientifically based research and strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers.

Title IIA Professional Development Topic Ideas:

- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instructional and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments.
- Instructional use of data and assessments to inform and instruct classroom practice.

Title III

Title III provides funding for language instruction for English language learners (ELLs).

Determining Eligibility

Nonpublic schools will be allocated Title III services based on:

- The number of English proficient students identified for and receiving ESL instruction under Chapter 192.
- This number represents those nonpublic students who have applied for services by completing a 407-1 form to the public school district and met the criteria for 192 services.

Eligibility Criteria

- The student's native language must be other than English.
- The student must score below the cut-off level of English language proficiency on a department-approved language proficiency test.
- The student must have at least one other indicator.
 - Assessing the level of reading in English
 - Reviewing previous academic performance of the student as well as standardized tests in English
 - Reviewing the input of teaching staff members responsible for the educational program of the pupil.

Allowable Uses for Title III

- ❑ Providing supplemental instructional services to students who are eligible.
- ❑ Professional development activities for teachers of ESL students.
- ❑ Tutorials, academic or vocational education
- ❑ After school or summer programs
- ❑ Community participation programs, family literacy services/parent outreach and training activities
- ❑ Curricular materials, classroom supplies, educational software, assessment materials

Title IV -Part A, Student Support and Academic Enrichment (SSAE) Program

Increase student achievement by:

- Providing all students with a well-rounded education.
- Fostering safe, healthy, supportive, and drug free environments that support student academic achievement; and
- Increasing access to personalized, rigorous learning experiences supported by the use of technology to improve the academic achievement and digital literacy of all students.

Allowable Uses for Title IV

- College and career guidance and counseling programs.
- Accelerated learning programs
- Programs and activities to improve instruction and student engagement across multiple disciplines (e.g. visual and performing arts, STEM, health and physical education, civics, economics, etc.)
- Programs and activities that promote volunteerism and community involvement.

Chapter 192/193



Auxiliary and Remedial Services

Services



Chapter 192

- Compensatory Education: Math
- Compensatory Education: Reading/Writing
- ESL
- Home Instruction

Subject to Consultation.

Chapter 193

- Evaluation and Determination
- Supplemental Instruction
- Speech

Subject to Review.

Vendors



Catapult/Tree of Knowledge/Tender Touch

- Compensatory Education: Math/Reading/Writing
- ESL
- Supplemental Instruction
- Speech-Language

Tree of Knowledge

- Home Instruction

On Track

- Evaluation and Determination

Chapter 192

Compensatory Education/ESL/Home Instruction

- **Compensatory Education:** Supplemental instructional service in ELA and Math for struggling students
- **English as a Second Language (ESL):** English language services available to students identified as Limited English Proficient
- **Home Instruction (HI):** Instructional service available for students who are unable to attend school for 10 consecutive days or 20 cumulative days.

Chapter 192

Eligibility

- Enrolled in K-12 NPS
- Ages 5-20
- Parent/Guardian NJ resident
- Parental consent: All services require a completed 407-1 form signed by the parent/guardian
- Documentation:
 - Standardized Tests (CE Grades 3-12 & ESL): NPS
 - Student Work Samples: NPS Classroom Teacher
 - Student Tests: NPS Classroom Teacher
 - Report Cards: NPS
 - Surveys: NPS Classroom Teacher
 - Observational Assessments: NPS Classroom Teacher
 - Medical Packet: Parent and Specialized Physician
- The NPS is responsible for the collection of eligibility documentation.
- The vendor reviews all eligibility requirements and delivers to district.

Chapter 193

Evaluations/Supplemental Instruction/Speech

- **Evaluation and Determination:** Determines eligibility for special education and related services and for developing a service plan (ISP).
 - Includes: Initial, Re-evaluation, Annual
- **Supplemental Instruction (SI):** Instructional service in Math and ELA for classified special education students with SI services specified in the ISP. This service is in *addition* to the primary instruction for the subject being taught and *may not replace the instruction provided by the general education teacher.*
- **Speech-Language:** Service includes language, articulation, voice, and fluency. Speech-language services must be specified in the ISP.

Chapter 193

Eligibility

- Enrolled in K-12 NPS
- Ages 5-21
- Parent/Guardian NJ resident (Evaluation services are available to non-resident students that attend a NPS in NJ)
- Parental consent: All services require a completed 407-1 form signed by the parent/guardian
- Current service plan with specified program of SI and/or SL services

Vehicular Classrooms



- Trailer Request Process:
 - Completed Instructional Space Form along with Site Plan/Survey Map and current Chapter 192/193 services schedule
 - Architect visit
 - Township permits
 - Vehicular classroom ordered
 - Installation

NUMBERS

2019-20 (through March)

- Compensatory Education-Math: ~13,000 students
- Compensatory Education-Reading/Writing: ~13,000 students
- ESL: ~1120 students
- HI:
- Evaluations:
 - Initials/Re-evaluations: ~1250 students
 - Annuals: ~2200 students
- Supplemental Instruction: ~1650 students
- Speech-Language: ~3200 students
- Trailers/Pods: 21 schools with 34 instructional spaces

IDEA Allocations

FY 2021

IDEA	FY 2021
IDEA Preschool	\$324,843
IDEA Preschool NP Share	\$165,664
IDEA Basic	\$9,294,745
IDEA Basic NP Share	\$7,635,963
Total Nonpublic Share	\$7,801,627
Total NP Share after CCEIS:	\$6,631,383

FY 2021 NP CCEIS (15%) Amount:

\$1,170,244

Chapter 226, Nursing

Nursing Services

Required Services

- ❑ Assist with medical examinations including dental screening.
- ❑ Maintenance of student health records and notification of local or county health officials of any student who has not been properly immunized
- ❑ Scoliosis examinations of students between the ages of 10 and 18.
- ❑ Emergency care to students who are injured or become ill at school or during participation on a school team or squad.
- ❑ Additional medical services may include necessary equipment, materials, & supplies.

Chapter 226

- ❑ Supplies ordered from the Chapter 226 funds are to benefit the students. They cannot be used to benefit the school.
- ❑ Purchases are made by the district, items are sent to the district for inventory and then sent out to the schools.
- ❑ Funds must impact students in the current school year.

What is a Textbook?

Textbook means books, workbooks or manuals, whether bound or in loose-leaf form; or electronic textbooks including but no limited to: computer software, computer-assisted instruction, interactive videodisc and other computer courseware and magnetic media.

Textbook Aid

The New Jersey Nonpublic School

Textbook Law requires: the board of education in each public school district in New Jersey to purchase (with state funds) and loan textbooks, upon individual requests, to all students attending a nonpublic school located in the public school district.

What is Not a Textbook?

- Reference materials
 - Encyclopedias, almanacs, atlases and general special purpose dictionaries, of which the student does not have individual use.
- Supplementary materials
 - Supplementary books, magazines newspapers and audiovisual materials normally housed in the school library.

What is Not a Textbook?

□ Other Materials:

- Tests and testing materials
- Teacher editions of textbooks and review books
- Computers (hardware), computer software materials such as blank disks or tapes or cassettes, computer chips, consoles (hardware), computer correction devices and cassette recorders.

Technology Initiative Program

Goal

To provide nonpublic school pupils with computers, educational software, distance learning equipment and other technologies that can improve their education by meeting their specific educational needs and to give nonpublic school teachers the skills, resources and incentives to use educational technologies effectively to improve teaching and learning in the classroom.

Nonpublic Technology Initiative Basics

- Only NJ residents.
- Funds impact students in the current school year.
- Nonpublic school must request funding in the annual Nonpublic School Enrollment Report

Technology Grant Procedures

- Submit a technology annual plan.
- The District consults with each NP school.
- The school submits a Technology Request Form.
- The District prepares a Purchase Order.
- The District orders, purchases and arranges for delivery.

Procurement

- Follow the district's procurement policy and public school contract laws
- All purchases remain the property of the public school district and are being loaned to the nonpublic school through this program.
- Maintenance and disposal is the responsibility of the public school district.
- Purchases are made by the District Only.
 - Include shipping and handling charges
 - Benefit the students and /or teachers
 - Linked to curriculum (Non- religious)
 - Secular, neutral, non-ideological

Allowable Technology Purchases

Equipment/Supplies (hardware):

- ❑ Computers, laptops, tablets, hand-held devices, and servers
- ❑ Digital and Video cameras, Drones
- ❑ Graphing calculators, scientific probes, data loggers and electronic response systems.
- ❑ Projection devices
- ❑ Local area networks

Allowable Technology Purchases

Equipment/supplies (hardware):

- Electronic whiteboards (full size/ portable)
- Recharging carts and batteries for wireless laptops that were purchased with Technology Funds
- Memory cards and wireless cards
- 3-D printers for Science, Technology, Engineering or Math (STEM) activities that support the curriculum.

Allowable Technology Purchases

Software:

- ❑ Programs used as applications in instructional programs. Software with a religious theme of content is prohibited.
- ❑ Upgrade of operating system software
- ❑ Online programming and subscriptions
- ❑ EBooks (not textbooks)

Allowable Technology Purchases

Maintenance:

Contract or per diem support to make sure equipment purchased and loaned to a nonpublic school by board of education (through this initiative) is maintained and remains usable.

The district will be using competitive contracting process to award a maintenance contract, this provider will service the Lakewood nonpublic schools.

Allowable Technology Purchases

Miscellaneous:

- Wiring can be placed in existing raceways and conduits. The contractor must ensure that the materials are used only for the purposes of the program and **can be removed** from the nonpublic school without remodeling the nonpublic school facility

Allowable Technology Purchases

Professional Development:

Training that develops and enhances teachers' technology skills for instructional purposes so that teachers effectively use technology with their curriculum. It is recommended that, for every dollar spend on equipment, at least 30 cents be spent on professional development. Professional development training may be provided to nonpublic school teachers on-site in a school.

Nonpublic Security Program

Security Grant Allowable Expenditures



Building Exterior Items

- ❑ **Fencing** - Installation or repair of **fencing** on school grounds;
- ❑ **Signage** - Main entrances and exterior door markings
- ❑ **Lighting** - interior and exterior the building and parking lots;
- ❑ **Portable gates** - that ensure access points between school and joint-use facilities;
- ❑ **Equipment** to separate bus drop-off/pick-up areas or to separate pedestrian routes from vehicular routes;
- ❑ **Stop signs and other traffic devices** to keep vehicles at a reasonable speed;
- ❑ **Bollards** - placement along the roadway or curb line in front of the school;
- ❑ **Windows & Doors** - **Exterior** doors and windows, frames, and/or hardware new or repair
- ❑ **Security vestibules** - area interior to main entrance limiting guest access
- ❑ **Glass** - Ballistic or shatter resistant film for glass doors, windows
- ❑ **Window** - Exterior windows that can be locked/secured;
- ❑ **Blinds** - Fire-rated blinds/shades for doors and windows that can be used during lockdowns.

Security Grant Allowable Expenditures



Building Interior Items

- ❑ **Classroom locks** - installation of, or improvements to, mechanisms that are designed to, **prevent entry** into the classroom;
- ❑ **Lighting** - hallways, stairwells, classrooms, etc.;
- ❑ **Servers** - supporting security cameras, access control and/or communication systems;
- ❑ **Generators** - Back up power for security cameras, access control, or communications;
- ❑ **Emergency shut-off switch** – switch for ventilation system and fire alarm system, and the routing of additional shut-off switches

Security Grant Allowable Expenditures

- **Surveillance, Screening, and Alarm Systems**
 - **ID Card Systems** for students, staff, and/or visitors
 - **Security services**- Alarm services, video security, and security guards
 - **Access control systems** - card access or automate locking and unlocking of doors
 - **Intercoms / PAs**
 - **Security Cameras**
- **Vehicle Parking Decals or Tags**
- **Detectors** - Metal/fire/explosives



Security Grant Allowable Expenditures

Emergency Communications

- **Emergency communications equipment** - portable radios, emergency school alert systems (strobe lighting, audible horns, etc.), and emergency notification to parents; Repeaters or other equipment for communication throughout the school
- **Direct communication with emergency responders** (e.g., law enforcement, fire, utilities)
- **Response and Recovery**
- **Emergency** - kits and supplies
- **Evacuation devices/equipment** - for disabled students/employees;

Security Grant Training

- ❑ **Free Security Resources for Nonpublic Schools.**
NJDOE recommends that nonpublic schools partner with local first responders in developing emergency operations plans and conducting drills.
- ❑ Free training is also provided to schools by FEMA's Multihazard Emergency Planning for Schools and the U.S. DOE's Developing Emergency Operations Plans (EOPs).
- ❑ The Office of School Preparedness and Emergency Planning (OSPEP) in the NJ Department of Education provides free technical assistance, including security drill training, as requested, and as staffing levels allow.

Changes for 2020-21

- Funds for training must be approved by a submission of a NJDOE-approved security training form (below) in which the nonpublic school demonstrates a need for the training and compliance with State guidelines.
- Training Form
<https://www.nj.gov/education/nonpublic/forms/SchoolSecurityProgramTrainingRequestForm.pdf>
- The Office of School Preparedness and Emergency Planning offers free training and technical assistance to school staff and communities, and recommends that schools contact them for training prior to pursuing other options

Security Grant Allowable Expenditures

Cyber Security Systems, Software and Upgrades

- **Anti-Virus Software**
- **Anti-Malware Software**
- **Firewalls**

- **Training**
- Activities that promote a positive school climate and foster open communication among staff and students, such as:
 - **Peer mediation/conflict resolution training;**
 - **Substance abuse prevention training;**
 - **Suicide prevention training;**
 - **Response to student violence;**
 - **Harassment, intimidation and bullying training;**
 - **Gang awareness and education.**
 - **Cyber security**



Subject to Review.

Subject to Consultation.

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

- The(CARES) Act was signed into law on March 27, 2020.
- These funds are intended to assist with the COVID-19 response.
- The supplement not supplant requirement does not apply to these funds.
- These funds must be spent by September 2022.

Uses of CARES Funds

(1) Any activity authorized by:

a. ESEA

b. CTE (Perkins)

c. IDEA

d. McKinney-Vento (Title VII-B)

(2) Coordination of preparedness and response efforts of LEAs to improve coordinated responses among state, local, Tribal, and other relative agencies to prevent, prepare for, and respond to COVID-19.

(3) Provide principals and other school leaders with the resources necessary to address the needs of their individual schools

Uses of CARES Funds

(4) Activities to address the unique needs, including how outreach and service delivery meet these unique needs, for each of the following student groups:

- a. Low-income students or children;
- b. Students with disabilities;
- c. English learners;
- d. Students of racial or ethnic minority;
- e. Students experiencing homelessness; and
- f. Foster care youth.

Uses Of CARES Funds

5) Develop and implement procedures and systems to improve the preparedness and response efforts of LEAs.

(6) Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.

Uses of CARES Funds

7) Purchase of supplies to sanitize and clean LEA facilities, including buildings operated by the LEA. Planning for and coordinating during long-term closures, including:

- a. How to provide meals to eligible students;
- b. How to provide technology for online learning to all students;
- c. How to provide guidance for carrying out requirements under IDEA and;
- d. How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Uses of CARES Funds

8) Purchase of educational technology (including hardware, software, and connectivity) for students who are served by the LEA that supports regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities (which may include assistive technology or adaptive equipment).

(9) Provide mental health services and supports.

Uses of CARES FUNDS

10) Plan and implement activities related to summer learning and supplemental after school programs, including providing classroom instructor or online learning during the summer months and addressing the needs of:

- a. Low-income students or children
- b. Students with disabilities
- c. English learners
- d. Migrant students
- e. Students experiencing homelessness
- f. Foster care youth

Uses of CARES Funds

11) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

CARES FUNDING

- CARES Funding will be available once you sign and return your Affirmation of Consultation, which Gina and Kim, in the Grants Office will send you after the meeting.
- You will be able to purchase items in the same manner that you purchase Title services, supplies and equipment. CARES is now on the Google Request Form.
- Start Period: Allowable costs incurred between March 13,2020 - September 30, 2022.
- The District was given each School's allocation calculated by the NJDOE.

Affirmation of Confirmation/Refusal of Services

Check the statement that applies:

Nonpublic school officials agree to participate in equitable services provided through the CARES Act funding. Timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible nonpublic school children, their teachers, or other educational personnel.

Nonpublic school officials **decline** to participate in the equitable services provided through the CARES Act funding.

The Following Waivers were Approved by the USDOE

The ESEA Fiscal Requirements Waiver

allows the NJDOE to grant the following flexibilities to LEAs:

Approve, more than once every three years, if necessary, the 15 percent carryover limitation in ESEA section 1127(a) for federal fiscal year (FFY) 2019 (2019-20) Title I, Part A funds;

Approved Waivers

Extend the period of availability of FFY 2018 (2018-19) funds to September 30, 2021 for the following ESEA programs:

- **Title I, Part A** (Improving Basic Programs) including the portions of NJDOE's Title I, Part A award used to carry out section 1003 school improvement, and Title I, Part D, Subpart 2.
- **Title I, Part B** (State Assessment Formula Grants)
- **Title I, Part C** (Education of Migratory Children)
- **Title I, Part D, Subpart 1** (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)

Approved Waivers

- **Title II, Part A** (Supporting Effective Instruction)
- **Title III, Part A** (English Language Acquisition, Language Enhancement, and Academic Achievement)
- **Title IV, Part A** (Student Support and Academic Enrichment Grants) o **Title IV, Part B** (21st Century Community Learning Centers)
- **Title V, Part B, Subpart 2** (Rural and Low-Income School Program)
- **McKinney-Vento Education for Homeless Children and Youth Program**

Approved Waivers

- Permit an LEA that received \$30,000 or more, or a consortium of LEAs to use its Title IV, Part A funds to: 1) make spending decisions without updating the comprehensive needs assessment, and 2) to best meet its needs without regard to the three allowable use categories (well-rounded, safe and healthy students, technology); and

Approved Waivers

Waive spending requirements regarding the use of funds to purchase technology-related items (e.g., devices, internet access) for FFY 2019 (2019-20) and any available FFY 2018 (2018-19) carryover funds for all LEAs, regardless of allocation amount; and

Waive the definition of professional development for activities funded for the 2019-20 school year to allow for time-sensitive, one-time or standalone professional development focused on supporting educators to provide effective distance learning.

ESSA Funding Flexibility

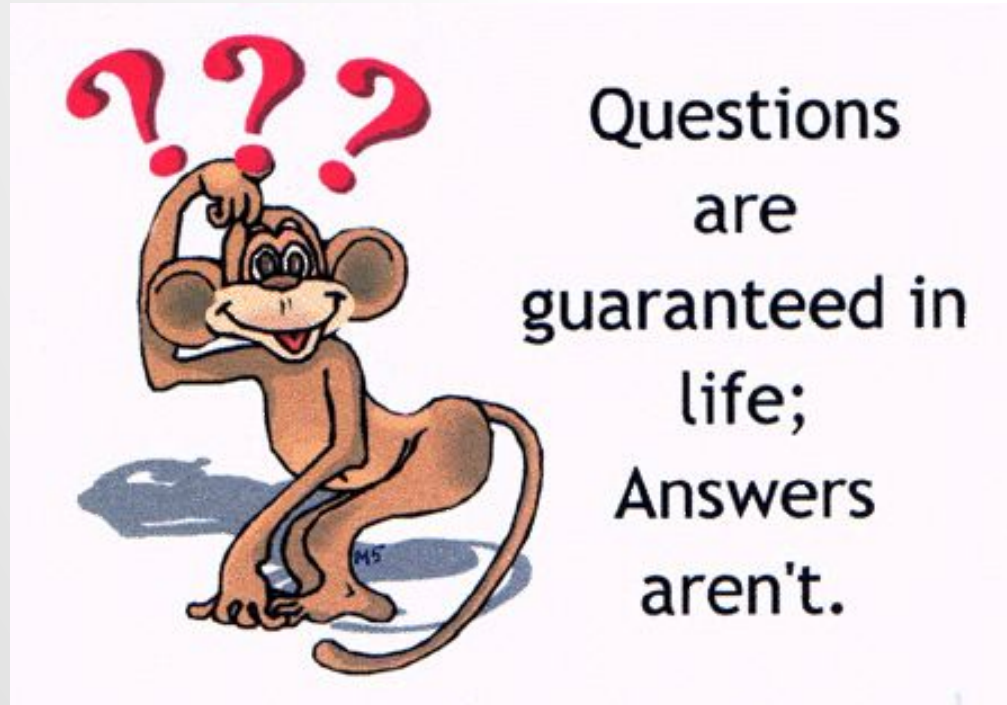
To provide districts the flexibility to use federal funds received under ESSA on those programs and services that would most effectively meet identified student and staff needs, the law allows for districts to transfer some of their federal formula grant funds from one Title to another.

- A district may transfer funds only from Title II-A and Title IV-A.
- There are no limits on the amount of funds a district may transfer from those Titles.
- If applicable, a district must consult with the appropriate nonpublic school officials before transferring funds.
- Once funds are transferred, they take on the identity of the Title to which they were transferred and must be spent under rules applicable to that Title.

Pooling Funds

- Smaller Schools or programs, can maximize their funds by pooling funds with one or more additional nonpublic schools. Federal programs only. This does **not** include Nursing, Textbook, Technology, or Security.
- The Nonpublic Schools must notify the District and Vendor of their intention to pool their funds.

Q & A



Tender Touch Update

Title 1 , Chapter 192 (CEM, CERW, ESL) , Chapter 193 (SI)

- Servicing around 800 students, grades k-12
- By parental request/commitment
- Most are 1:1 services, provided over the phone, with teacher who worked with the child this year
- Work packets designed specifically for the DLP and include student work to be returned
- Feedback very positive!

IDEA NPSSP + Extension

- Servicing close to 175 classified students
- Daily lessons provided via video
- Daily follow up offered & provided via zoom with classroom paras
- Speech therapy offered & provided via zoom
- Social work services. Strong family support and collaboration
- Weekly packets include parent friendly lesson plans, daily activities and manipulatives

Subject to Consultation.

Subject to Review.

Tender Touch Update

Professional Development & Parental Involvement

- Provided via multiple district approved venues
- Each request is submitted with a more detailed explanation, including venue and rationale

Nursing

- monitoring health needs of medically involved students
- supporting parents and families of the schools serviced

All services are being provided in accordance with the TT DLP approved by the Superintendent and Board Attorney. Services funded by Federal grants, including IDEA NPSSP+extension and TI, were reviewed by the firm of Brustein & Manasevit. See attached.

TenderTouch - IDEA Distance Learning

“All materials and booklets would be delivered to the children’s homes and the children would work with their Title 1, Title III or Title IV teachers over the phone?”

Yes, given the information you have provided it would be allowable, but as with all equitable services may have to be discussed during consultation – however, you indicated that this has been requested by the parents and schools so I don’t see why the LEA would object. Allowing the private schools to utilize the phone versus online education is certainly reasonable and the private school equitable services would not have to match how the public school students are being served.

Tiffany W. Kessler, Esq., CGMS
Brustein & Manasevit, PLLC
T: (202) 965-3652 / F: (202) 965-8913

Subject to Consultation.

Subject to Review.

TenderTouch - ESSA Services

“We are offering to upload lessons and copy them in advance onto memory sticks for families who do not have internet access (many by choice) as well as parents who want to engage in the learning at a time that works for them...Please review the plan and advise if this meets IDEA guidelines?”

We have reviewed the TT IDEA distance learning plan to provide nonpublic supplemental education services under IDEA. Given the overwhelming interest and consent by parents, and assuming the outlined services are provided to eligible students consistent with any applicable services plan, then it is aligned with the requirements under IDEA and is consistent with OSEP’s current guidance.

Tiffany W. Kessler, Esq., CGMS
Brustein & Manasevit, PLLC
T: (202) 965-3652 / F: (202) 965-8913

Tree of Knowledge Update

- Research based therapies and TITLE, 192/193 SERVICES by zoom or phone or face time.
- To answer the question about “relaxed rule” I would a say that the rules are not relaxed just different. In school kids have specific times for tutoring. While they still have that, they can be flexible in making it up. Many teachers are working from 8am-10 Pm to accommodate changes in children’s schedule and the ability to use the internet and phones.
- I myself allow students to call me very late and very early so that they can make up sessions.
- Another example of a “relaxed rule” is allowing siblings in the sessions. Tokla is one of the only programs using zoom. The siblings in the house want to participate in our sessions and we allow it as long as they are being helpful.
- One benefit is that many times parents participate as well. They want to learn the math.
- The flexibility is also in the medium: if zoom doesn’t work we go to phone: if cell phone doesn’t work we encourage the packets. There are times we are switching to facetime, whats app, zoom, cell phone and land line.
- Another added benefit is really providing family counseling as these kids continue to be home, the family life is struggling.

CATAPULT UPDATE

- Since March Catapult Learning has been offering distance learning services, for students who were active in our programs, per plans approved by the District.
- 192, 193 (SI) and Title I-for schools with remaining allocations, Nursing, PD
- Identified Teachers who are, given their health and home environment, capable and available to deliver services in an alternative way. Trained them on both process and quality of virtual instruction/other services.
- Adjusted our Intervention Services, Counseling, Individual Coaching PD, and some Nursing support to be conducted via phone. We also have capability to utilize Zoom either one-way (instructor) video where desired. We have been primarily asked for phone only.
- Sessions can be done with an individual student or with a small group of students (dependent on service).
- Take Home Packets were developed and are available to be used as part of the instructional services.
- Catapult Learning is also in process of looking into on-demand videos to support any potential closures. More information will be available in the Fall.
- If a school has Title I available, we have Reading/Math/STEM/SEL Activity Bags that can be purchased and shipped directly to a student's home. They are appropriate for our faith-based schools. You can request information through your assigned Catapult Supervisor.

Q&A

Students aging out of preschool:

As per the contract, The Agency will provide the following services at a no cost/charge to the district: “conversion of any Preschool IEPs to Service Plans upon request by the district within thirty (30) school days; conduct any required re-evaluation or annuals of Preschool students in accordance with Code requirements; complete exit Service Plans when students are about to enter kindergarten within thirty (30) school days of request by the district or by June 30th whichever is sooner. The agency shall not utilize chapter 193 funds for this purpose.

Evals of Nonpublic Students:

As reported, in-person evals are occurring in accordance with social distancing guidelines and under COVID compliant conditions.

Q&A

Audio Instructional Services allowable?

Based on legal ruling, audio is okay for instructional services.

Chapter 192/193: Ratio of Teacher to Students is 1:4



The Lakewood School District is here to serve All children with the most innovative and expansive programming allowable by law.

**Thank you for attending the Nonpublic
Consultation Meeting!**