To: Gary L. Price, Superintendent  
DATE: February 20, 2017  
SUBJECT: Steamer and Tilting Skillet – East Dale  

Request approval to purchase a steamer and tilting skillet for East Dale Elementary School from Hooten Equipment in the amount of $22,545.00  

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stout Equipment</td>
<td>$23,965.00</td>
</tr>
<tr>
<td>Hooten Equipment</td>
<td>$22,545.00 (recommend)</td>
</tr>
</tbody>
</table>

Funding from Child Nutrition.
Memorandum of Understanding

Fairmont State University
Professional Development School (PDS) Partnership

Fairmont State University and Marion County Schools

This memorandum of understanding is entered between the Fairmont State University School of Education Health and Human Performance and Marion County Schools for the 2017-2020 school years.

Vision of the Partnership

To create a sustained and dynamic school-university partnership that will promote the simultaneous renewal of both entities with a focus on student learning and educator preparation.

Mission Statement

The mission of the FSU/PDS Partnership focuses on student learning. While the partnership will have effects on all students, all aspects of our educator preparation programs are designed to positively impact student learning in a seamless, 21st century guided, public education system. A positive impact on student learning, innovative professional development among practicing educators, and rigorous, site-based educator preparation program are the professional outcomes we expect through the FSU/PDS Partnership program.

Core Values

- We are one community. All participants have equal rights, responsibilities, and goals with no one partner dominating.

- We foster an environment that furthers our goals and enables us to take on an active role in both local and global conversations.

- We are an open, ethical, highly engaged, and collaborative community based on trust, transparency, and mutual respect.

- We believe in the importance of equity, embracing diversity, and making a difference in the lives of children, families and communities.
• We actively and intentionally seek a range of perspectives and approaches to research, scholarship, and creative work. Together, we are able to make curricular changes and partnership decisions more creatively and effectively than we could independently.

• We value a collaborative governance structure with clearly delineated roles and responsibilities.

• We are dedicated to educating and nurturing a diverse group of students, faculty, and staff and we are committed to helping all members of our community to achieve to their fullest potential.

Goals

1. To build support for professional development among all stakeholders in the Partnership to ensure best teaching practices to meet the needs of all learners
2. To strengthen relationships and collaboration between Fairmont State University, public schools, and local and state communities to improve teacher education
3. To ensure all teacher education candidates are challenged to meet high standards in content preparation
4. To engage in research, assessment and evaluation that support teacher professional development and preparation
5. To foster common language and an understanding of the work of professional development schools across the Partnership
6. To develop resources to build and sustain the work of the Partnership

The University and Professional Development School (PDS) agree to the following expectations:

University

• Maintain a university commitment to a three-year partnership
• Identify a faculty member to serve as liaison to each Professional Development School
• Provide financial support for implementation objectives outlined in the PDS State Funding Proposal  *Subject to change annually due to adjustments in state funding.
• Provide Partnership Director and staff to facilitate communication and collaboration between FSU, county level officials and partner schools
• Support opportunities for school and University faculty to implement and gather data on research-based practices to support instructional improvements
• Assess needs for and facilitate delivery of professional development across the Partnership
• Collaborate to determine the extent to which the Partnership is working and report annually to university, local and state stakeholders
• Provide orientation to new liaisons and hold monthly on-campus meetings for information and input

**Professional Development School**

• Maintain a school-wide commitment to a three-year Professional Development School partnership. This commitment includes a majority of eligible faculty willing to serve as host teachers for FSU teacher candidates and/or be involved in professional development initiatives.
• Educate school professionals and community on the strategic mission, goals and core values of the Partnership while incorporating the school’s strategic plan.
• Ensure that the FSU liaison is integrated into the school culture (include in faculty meetings, invite to participate in professional development at the county, school, and/or grade levels, etc.).
• Facilitate diverse clinical experiences for teacher education candidates.
• Provide an identified PDS Coordinator (teacher or school leader) to help facilitate Partnership-related activities.
• Ensure that the PDS Site Coordinator adheres to the agreed upon responsibilities of the role, including activities such as assisting with placements, mentoring FSU teacher candidates and communicating with school and university faculty.
• Participate in the identification and implementation of action research projects
• Support, supervise, and assess teacher candidates in clinical experiences throughout the educator preparation program.
• Collaborate to determine the extent to which the Partnership is working and report information, as requested, to the Partnership office.
• Encourage and allow teachers and teacher candidates to implement innovative practice to meet the needs of diverse learners in the school.

**Terms of Agreement and Termination**

This agreement addresses participation in the Professional Development Schools Partnership between the undersigned Professional Development School and the School of Education, Health and Human Performance at Fairmont State University. This agreement is in effect for three years (2017-2020) and subject to annual review. Termination of the agreement may be initiated by either party through written notice at least 45 days prior to the end of the school district’s academic year.

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Gary Price
Superintendent, Marion Co. Schools

Date
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Rose</td>
<td>President, Fairmont State University</td>
<td></td>
</tr>
<tr>
<td>Carolyn Crispin-Iacy</td>
<td>Dean, School of Education, Health &amp; Human Performance</td>
<td>2-22-17</td>
</tr>
<tr>
<td>Barbara J. Owens</td>
<td>Director, PDS Partnership</td>
<td></td>
</tr>
</tbody>
</table>
February 16, 2017

To: Cooperative Member County Superintendent
   Cooperative Member County Board of Education

Subject: Change in Purchasing Procedure

On February 16, 2017, the Mountaineer Highland Food Purchasing Cooperative voted unanimously to join the HPS Purchasing Group which will save the cooperative money on food, ease the administrative and legal burden of putting out a bid, and also provide greater flexibility in the products that we purchase.

Joining a purchasing group increases our purchasing power. Alone the Mountaineer Highland Cooperative purchases between 8 and 9 million dollars of food annually. Joining the nationwide HPS purchasing group allows us to leverage the purchasing power of over one billion dollars in annual sales. A purchasing group offers many added benefits; examples are rebates, free menu and nutrition assistance, training, allergen information, food cost analysis.

We currently have a contract with SYSCO Food Service that runs until June 30, 2017. Our relationship with HPS will start on July 1, 2017 and continue as long as we desire. Our food would be delivered by Gordon Food Service which services the HPS purchasing group. Gordon Food Service has a brand new state of the art fully automated warehouse in Imperial, Pennsylvania, has excellent references and boasts of a 99.4 % fill rate for products. When comparing the cost saving of the four purchasing groups we considered they offered the greatest savings.

We request that this issue be placed on your board agenda as a consent item. If there are any questions that your county child nutrition director can’t answer please call (304) 326-7322 or email dseay@k12.wv.us me.

David Seay
Chairman, Mountaineer Highlands Cooperative
Here is a copy of our Interagency Agreement with Head Start.

Stacey Oliver
Prek/Kindergarten Liaison
1516 Mary Lou Retton Drive
Fairmont, WV 26554
304-367-2100 ext. 126

Attached you will find the final copy of the Interagency Agreement with all signatures secured. This document is due for renewal July 2019. Thanks to all for signing.

Roberta DeMarco
Children Services Supervisor
North Central WV Community Action
Head Start/Early Head Start
1304 Goose Run Road
Fairmont, WV 26554
304-363-3311 ext. 2

Roberta/Christine

---

From: Roberta DeMarco <rdemarco@ncwvcaa.org>
Sent: Tuesday, February 14, 2017 6:29 AM
To: barbara.m.blumish@wv.gov; wmiller@ccwva.org; debah300@aol.com; Stacey Oliver; marioncountyfrn@gmail.com; marionpip@gmail.com
Cc: Christine White
Subject: Fw: Emailing - Marion County Interagency Agreement 2-2017 to 7-2019.pdf

Attached you will find the final copy of the Interagency Agreement with all signatures secured. This document is due for renewal July 2019. Thanks to all for signing.

Roberta DeMarco
Children Services Supervisor
North Central WV Community Action
Head Start/Early Head Start
1304 Goose Run Road
Fairmont, WV 26554
304-363-3311 ext. 2
Attached is a copy of the updated Interagency Agreement. It will be renewed in July 2019.

Let me know if you have any questions.

Thanks....Linda
Marion County Early Childhood Interagency Council Collaboration Agreement

I. Purpose, Guiding Principles and Goals of this Community Collaboration

The purpose of this agreement is to promote cooperation in the development of a coordinated, interagency system of services for all children receiving services and supports from early childhood participating parties from birth through five and their families.

Families often access services from multiple agencies for their young children. Coordination of these services will make these services more easily understood, accessible and flexible to meet the needs of all families. Service coordination and program continuity will also support children in achieving learner outcomes at high levels as competencies acquired in one service setting are reinforced and advanced in subsequent services.

All participating parties agree to these guiding principles for services that serve as a foundation for the development of a collaborative early childhood system at all levels:

- Family-centered
- Individualized
- Culturally sensitive
- Community-based, occurring in inclusive environments
- Quality services promoting continuity from one service setting to another
- Maximization regarding the cost of services

The goals of this collaborative agreement:

- Foster communication and information sharing among agencies, personnel and families regarding the services and responsibilities of each agency participating in this agreement in order to better serve young children and families.
- Foster the clarification of family roles and responsibilities to ensure participation of families as full members of the early childhood community collaborative team.
- Foster collaboration among early childhood programs to facilitate smooth transition for children, families, and staff.
- Promote resource sharing and define financial obligations and collaborative opportunities in the development, provision and evaluation of early childhood services.
- Provide a format for joint planning and sharing of training and service resources.
- Foster the coordination of collaborative child find efforts to identify young children eligible for services provided by participating agencies.
- Identify monitoring, self-assessment and/or evaluation procedures for participating agencies to ensure implementation and regulatory compliance with the goals of the agreement.
II. Participating Organizations with Contact Persons

Agency:

Contact Person with Contact Information:

Marion County Board of Education  
Gia Deasy  
Stacey Oliver  
1516 Mary Lou Retton Drive. Fairmont, WV 26554  
Director of Special Education  
Preschool Special Education

NCWVCAA-Head Start/Early Head Start  
Ruth Ann Panzurick  
Children Services Director  
1304 Goose Run Road  
Fairmont, WV 26554  
304-363-2170

West Virginia Birth to Three  
Wendy Miller  
Director of Region I  
2000 Main Street Suite 121  
Wheeling, WV 26003  
304-214-5775

Marion County Child Care Association  
Debbie Hearn  
Bright Beginnings  
Fairmont, WV 26554  
MAC Representative  
304-363-5454

Marion County Family Resource Network  
Frank Jarman  
Executive Director  
112 Adams St. Room 204  
Fairmont, WV 26554  
304-366-4445

WV Dept. of Health and Human Resources  
Barbara Blumish  
DI-IHR Community Services Manager  
416 Adams Street  
Fairmont, WV 304-368-4420

Mission Statement:
The Marion County Early Childhood Interagency Council recognizes the need to enhance services and is committed to providing a seamless, comprehensive delivery system for children birth to five years of age and their families.

III. Applicable Legal Requirements

- 1997 WV State Interagency Agreement among the Department of Education, The Department of Health and Human Resources, the Governor’s Cabinet on Children and Families, the Head Start Association, Region III Resource Access Project and ACF Region III Head Start.
- WV Board of Education Policy 2525 (Universal Pre-K), Policy 2419 (Special Education), Policy 2520.15 (Early Learning Standard Frameworks – Content Standards and Learning Criteria for WV Pre-Kindergarten); Policy 2510 (Quality Education including early childhood); Policy 4336 (WV School Transportation Regulations); Policy 2520.15 (Early Learning Content Standards and Frameworks); and Policy 5202 (Minimum Requirements for the Licensure of Professionals/Paraprofessional Personnel)
- Regulations under Part C and Part B of the Individuals with Disabilities Education Act (IDEA)
• WV Department of Health and Human Resources Regulations for Infants and Toddlers with Disabilities. Policy 8500 Series
• WV Department of Health and Human Resources Regulations for Child Care
• Head Start Performance Standards
  - Early Childhood Development and Health
    1302.42, 1302.33, 1302.41, 1302.61, 1302.46, 1302.63 - Child Health and Development
    1302.30, 1302.31, 1302.35, 1302.60, 1302.90, 1302.34, 1302.46, 1302.6 - Education and Early Childhood
    1302.47, 1302.90, 1302.15, 1302.41, 1302.42, 1302.8 - Child Health and Safety
    1302.42, 1302.44, 1302.31, 1302.90, 1302.46 - Child Nutrition
    1302.46, 1302.45 - Child Mental Health
    1302.50, 1302.52, 1302.80, 1302.34, 1302.51, 1302.30, 1302.18, 1302.81, 1302.46, 1302.52, 1302.70, 1302.71,
  - Family and Community Partnerships
    1302.72, 1302.22, 1302.80 - Family Partnerships
    1302.53, 1302.63, 1302.70, 1302.71 - Community Partnerships
  - Program Design and Management
    1301.1, 1301.3, 1302.102, 1301.4 - Program Governance
    1302.101, 1302.90, 1303.23, 1302.102, 1301.3, 1303.32 - Management Systems
    1302.101, 1302.90, 1302.91, 1302.21, 1303.3, 1302.93, 1302.94, 1302.92, 1301.5 - Human Resources Management
    1302.31, 1302.21, 1302.47, 1302.22, 1302.23 - Facilities, Materials, and Equipment
  - Other
    1302.10 - ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance)
    1306.60, 1305, 1302.101, 1302.61, 1302.63, 1303.75, 1302.12, 1302.13, 1302.23, 1302.42, 1302.34, 1302.33, 1302.47 - Services for Children with Disabilities
    1303.70, 1305, 1303.70, 1303.71, 1303.72, 1303.71, 1303.72, 1303.72, 1303.73, 1303.73, 1303.74, 1303.75, 1303.70-Head Start
    Transportation
• American with Disabilities Act
• Health Insurance Portability and Accountability Act (HIPAA)
• Family Education Rights and Privacy Act (FERPA)
• Child Abuse Prevention and Treatment Act (CAPTA)

IV. Areas of Agreement

1. Collaboration Area: Public Awareness, Child Find and Screening Activities

Collaborative Policy: The team will collaborate on activities to promote public awareness about the availability and benefit of services for ALL young children regardless of ability and socioeconomic level and their families. The team will develop collaborative strategies for screening young children related to immunizations and problems or delays in hearing, vision, speech, language, development and dental health. Assist families and other community partners in gaining greater understanding of the referral process for various community services for children regardless of ability and socioeconomic level and other special needs.

Collaborative Procedures and/or Activities: The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
• Informing families and the public regarding available developmental screening opportunities.
• Public awareness about the benefit of early childhood services and how to access these services.
• Appropriate identification, location, referral and, if needed, evaluation of children who need early intervention services, specially designed instruction, Early Head Start/Head Start, Universal Pre-K or other services for which eligibility criteria are established in federal or state law. The team acknowledges that the alignment of eligibility requirements can minimize possibilities for children needing services to fall through "cracks" in the service delivery system. Such alignment provides staff and families across agencies with a common understanding of these requirements and an opportunity to minimize duplication of efforts related to the collection and sharing of information used for eligibility determination.
• Joint strategies for conducting evaluation and assessment.
• Enhancement of primary referral sources including Health Care providers' knowledge of the referral process and evaluation services offered.
• Promoting the early identification of children with social/emotional/behavioral and/or mental health needs.
• Provide information as requested by the WV Birth to Three Regional Administrative Authority (RAU) for inclusion in its Community Resource Directory of local, regional and state resources for services, supports, family leadership, model programs, etc.
• Providing information, if appropriate, to assist in the identification of preschool programs in the country as required by WV Board of Education Policy 2525.

2. Collaboration Area: Quality Services for ALL Children

Collaborative Policy: This team commits to inclusive services for ALL young children ages birth through five years that use curricula and assessment reflecting high quality standards and a developmental array for preparing young children to achieve developmental and performance outcomes at high levels. This team commits to meeting the individual needs of ALL young children. Where appropriate, this includes development of Individual Family Service Plans (IFSPs) and/or Individual Education Programs (IEPs).

Collaborative Procedures and/or Activities: The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
• Supporting the implementation of the WV Pre-K system and early childhood services to address school readiness.
• Supporting state initiatives such as early literacy, parent involvement and positive behavioral supports initiatives through the community's early childhood service providers.
• Meeting state requirements in the design and delivery of collaborative services for children with and without special needs and their families.
• As appropriate, using the document, IFSP and IEP: A Comparison of Program Components, developed by the WV Early Childhood Transition Steering Committee as a tool for educating families and staff.

3. Collaboration Area: Transition and Continuity

Collaborative Policy: The team commits to establishing a plan for the transition of young children and their families into and out of the various early childhood services available in the county. Collaborative team procedures and activities will integrate, as appropriate, relevant requirements and effective practice of participating agencies to ensure one coherent community system.

Collaborative Procedures and/or Activities: The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
• Establishing one transition contact person in each agency.
• Providing parents with written information on programs and/or services including enrollment requirements and registration.
• Communicating with agency staff to facilitate continuity of curricula, programming and/or services.
• Providing transition related training to prepare staff to follow appropriate procedures and to support children and families in the transition process.
• Providing an opportunity for staff in sending and receiving programs to meet at least annually to discuss how to facilitate successful transitions and curricula continuity.
• Providing training for parents regarding the transition process and future options in a way that includes interagency partners in the training.
• Involving parents in transition planning to advocate for children and communicate with personnel in next environment.
• Planning activities to prepare child for next environment.
• Providing options for visits to the next environment(s) by children, families, and staff.
• Coordinating with other agencies to transfer relevant records to the next placement.
• Releasing demographic information, screening evaluation and assessment data to the receiving agency/program with parental permission as necessary in order to assist that agency/program in meeting the individual's needs of each child.
• To the maximum extent possible, designing programs that minimize the number of settings in which a child receives education and care services. This will include giving parents/guardians options to enroll their child in a program that meets the needs of the family and supports consistency and continuity for the child.
• Ensuring transition planning for all children exiting the WV Birth to Three system including those eligible and ineligible for preschool special education services under IDEA, Part B. Such planning will include the use of forms required by WV Birth to Three and adopting policies and procedures consistent with the templates related to transition developed by WV Birth to Three: (1) Transition Procedures From Part C To Part B Under The Individuals With Disabilities Education Act (IDEA) and (2) Transition Procedures From Part C To Head Start/Early Head Start. It will also include participating, as requested, in WV Birth to Three transition surveys for families to identify whether children and families received appropriate services on exit from WV Birth to Three.
• Ensuring that all children eligible for services under IDEA, Part B are receiving special education and related services by their third birthday.
• Ensuring appropriate transition planning for children entering and exiting Early Head Start and/or Head Start.
• Ensuring appropriate transition planning for children entering and exiting child care, private schools or other community settings.
• Ensuring appropriate transition planning for children entering and exiting the WV Pre-K System including procedures that follow the WV Early Childhood Transition Checklist developed by the WV Early Childhood Transition Steering Committee and required by WV Board of Education Policy 2525.
• Providing, as requested, transition data to the WV Early Childhood Transition Steering Committee to guide technical assistance and continuous improvement.

4. Collaboration Area: Family Involvement and Support

Collaborative Policy: Family involvement and support is a critical component of effective services for young children and will be integrated into activities, policies and procedures related to each of the collaboration areas addressed in this agreement.

Collaborative Procedures and/or Activities: In addition to family involvement strategies that are inherent in other areas of this agreement, the organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
• Linking families to appropriate education and related agencies and services in the community, advocacy groups and family leadership opportunities.
• Providing and documenting the giving of information to families in various communication modes as needed to ensure full understanding, e.g., written, spoken, video, electronic, various languages including both English and the family's native language, nontraditional formats and venues for training to reach more parents, etc.
• Working with families as partners in the design, delivery and decision-making related to services needed to support their child's development.
• Promoting family involvement in all levels of decision-making (individual, system, policy).
• Providing parent training regarding positive behavior supports and interventions, discipline procedures and positive parent involvement.
• Ensuring the protection of parent rights in collaborative services as established by law through the participating organizations.
• Ensuring that disputes with parents are resolved in a timely manner.

5. Collaboration Area: Confidentiality

Collaborative Policy: The team acknowledges that compatible confidentiality policies, procedures and forms among agencies (a) makes it easier for families to understand "the paperwork" of the various agencies/providers with which the family is working which, in turn, helps promote informed consent and (b) helps ensure that families and staff across agencies have a common knowledge base related to confidentiality. Compatible transfer of records policies and procedures among agencies helps collaborative teams (a) facilitate the transition of children and families from one agency/provider to another; (b) offer collaborative or braided services such as through the WV Pre-K System or some other similar service arrangement and (c) have available comprehensive information about the child to support planning appropriate services for the child and his or her family.

Collaborative Procedures and/or Activities: The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
6. Collaboration Area: Resource Sharing

**Collaborative Policy:** The team acknowledges that resource sharing enables communities to pool resources to provide more comprehensive, high quality services in a more coherent fashion. Resource sharing includes, but is not limited to, facilities, materials, and equipment, collaborative services, screening, transportation, etc. In some instances such as WV Board of Education Policy 2525, resource sharing/branded services are expressly required. Sometimes, it may not be expressly required but may be necessary in order to meet a particular mandate such as for services in the natural environment or least restrictive environment under IDEA. In other instances, resource sharing is an option that is both programatically sound and cost effective.

**Collaborative Procedures and/or Activities:** The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
- Establishing procedures for the use of funds that are generated when one agency is permitted to count children from another agency as is allowed by some funding sources.
- Establishing plans for the sharing of resources.
- Completing a document entitled, TADPOLE Team Profile, as requested by WV Early Childhood Training and update this profile as needed. (Profiles describe how county teams are collaborating and provides contact information to facilitate networking among teams. A compilation of profiles of WV teams appears at www.wvearlychildhood.org.)
- Using this overall agreement template as a resource for meeting the requirements of WV Board of Education Policy 2525 for developing the county plan and, in particular, this section for planning resource sharing to be addressed in contract.

7. Collaboration Area: Personnel Standards and Professional Development

**Collaborative Policy:** The team commits to ensuring that personnel have the knowledge and skills needed to provide high quality providing services to young children and their families. The team acknowledges that collaborative training is an effective tool for maximizing professional development resources. It also helps to foster building relationships and a common knowledge and skill base among staff across agencies which, in turn, increases the likelihood of service continuity and quality and, thus, the achievement of developmental and performance outcomes for children.

**Collaborative Procedures and/or Activities:** The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
- Ensuring that personnel providing collaborative services to young children meet personnel standards.
- Providing or arranging for ongoing professional development that follows the WV State Training and Registry System (S.T.A.R.S.).
- Using a variety of high quality professional development strategies, e.g., joint workshops/events, cross program visits/observation, cross agency study/networking groups, sharing professional development resources, collaborative training calendar that permits staff from one agency to attend training in another, using staff from one agency as a trainer in another, etc.

8. Collaboration Area: Data Collection and Sharing

**Collaborative Policy:** The team acknowledges that sharing aggregate information among agencies can assist those agencies in individually or collectively planning service systems. Effective local systems for information management enable agencies to collect, report and analyze reliable data that informs decision-making and ensures system accountability. In some instances, agencies can generate funding based on services offered through collaborative arrangements. In such cases, it is critical to have policies, procedures and timelines for the prompt and appropriate sharing of such data.

**Collaborative Procedures and/or Activities:** The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:
- Developing compatible systems for collecting and reporting information on collaborative services provided and children served.
- Maintaining data on service delivery, transitions and related compliance issues and reporting as requested to state/federal sources. This includes data collection on entry route and services in inclusive placements for young children, with particular emphasis on 3-year olds.
- Providing representation/input as appropriate for local/regional advisory boards that review data and provide advice and assistance related to services for young children and their families.
9. Other Collaboration Areas

Collaborative Policy:

Collaborative Procedures and/or Activities: The organizations that are party to this agreement hereby incorporate by reference collaborative procedures and activities addressing topics including, but not limited to:

V. Mechanisms for Coordinating Agreement Implementation, Decision-Making and Dispute Resolution

The collaborative team will meet monthly from October to May as outlined by school year to coordinate agreement implementation according to an annual schedule developed by the team. Team decisions will be made using modified consensus. Modified consensus key questions: Can we live with the proposal and publicly support it? If not, what needs to be added, deleted from or changed in the proposal so that we can live with it and publicly support it?

Substantive policy and fiscal decisions will require the approval of the heads and/or governing boards of the participating agencies. The team itself can make basic coordination and implementation decisions.

If disputes arise, the team will attempt to resolve these at the local level through forthright communication emphasizing the development of locally relevant solutions that are responsive to individual agency and community needs. If necessary, the team will consult with applicable state or regional agencies related to such disputes.

VI. Monitoring, Evaluation and Program Improvement

Each agency is responsible for the general administration and supervision of their respective programs and monitoring programs and activities used to carry out early intervention and early care and education programs for children with and without disabilities or other special needs.

At each meeting, the team will monitor the agreement and related activities to ensure they are being implemented as planned and evaluate activities related to effectiveness, adjusting plans/activities as needed.

At least annually, the team will formally evaluate both the outcomes and impact of the collaboration and use this information for program improvement. The team will use input from its members as well as available formal and/or informal feedback on progress and needs from administrators, staff and families directly involved in the collaboration as well as data on child impact, as appropriate.

At least annually, the team will also formally evaluate how its operation as a team related to:
- The degree to which current team priorities and activities are responsive to individual agency and overall community needs (worth their time),
- Active participation of members,
- Team cohesiveness,
- Team meeting location(s) and meeting schedule
- Team membership (Does team membership include key agencies that have a direct relationship to team priorities? Do team members need to be added or dropped to align with current team priorities?)

VII. Agreement Effective Date, Renewal, Amendment and Termination

This agreement will take effect as of the date of signing by all parties. It will be reviewed July 2019 to determine if extensions or modifications are needed. If no changes are needed, the agreement will be automatically renewed.

Amendments to this agreement will be made based on decisions of the collaborative team arrived at through modified consensus as outlined above. Amendments will be adopted based on approval of the heads and/or governing boards of the participating agencies as evidenced by signatures of the authorized representatives of those agencies. Amendments will be maintained as an attachment to the original agreement by each of the participating agencies.
Copies of this agreement, agreement implementation procedures, resource sharing agreements and other relevant documents including amendments will be maintained by each of the participating agencies.

This agreement can be terminated as a result of action taken by one or more participating agencies. Such action will be documented through written notification sent to all participating agencies by the authorized representatives of those agencies seeking termination.

VIII. Signatures

Each agency, by the signature below of its authorized representative, hereby acknowledges understanding of this agreement and agrees to be bound by its terms.

**Participating Agency**: Marion County Board of Education

**Signature**: [Signature]

**Name (typed)**: Gia Deasy

**Title**: Special Services Director

**Date**: 2-03-17

**Participating Agency**: Marion County Board of Education

**Signature**: [Signature]

**Name (typed)**: Stacey Oliver

**Title**: Pre K-K Liaison, Curriculum & Instruction

**Date**: 02-03-17

**Participating Agency**: NCWVCAA Head Start/Early Head Start

**Signature**: [Signature]

**Name (typed)**: Ruth Ann Ponzurick

**Title**: Children Services Director

**Date**: 2/13/2017

**Participating Agency**: West Virginia Birth to Three

**Signature**: [Signature]

**Name (typed)**: Wendy Miller

**Title**: Director of Region I

**Participating Agency**: WV Dept. of Health and Human-Resources

**Signature**: [Signature]

**Name (typed)**: Barbara Blumish

**Date**: 1/18/2017
Copies of this agreement, agreement implementation procedures, resource sharing agreements and other relevant documents including amendments will be maintained by each of the participating agencies.

This agreement can be terminated as a result of action taken by one or more participating agencies. Such action will be documented through written notification sent to all participating agencies by the authorized representatives of those agencies seeking termination.

VIII. Signatures

Each agency, by the signature below of its authorized representative, hereby acknowledges understanding of this agreement and agrees to be bound by its terms.

**Participating Agency:** Marion County Board of Education 
**Date:**

Signature: __________________________________________

Name (typed): Gia Deasy

Title: Special Services Director

**Participating Agency:** Marion County Board of Education 
**Date:**

Signature: __________________________________________

Name (typed): Stacey Oliver

Title: Pre K-K Liaison, Curriculum & Instruction

**Participating Agency:** NCWVCAA Head Start/Early Head Start 
**Date:**

Signature: __________________________________________

Name (typed): Ruth Ann Ponzurick

Title: Children Services Director

**Participating Agency:** West Virginia Birth to Three 
**Date:** February 7, 2017

Signature: __________________________

Name (typed): Wendy Miller

Title: Director of Region 1

**Participating Agency:** WV Dept. of Health and Human Resources 
**Date:**

Signature: __________________________________________

Name (typed): Barbara Blumish
Copies of this agreement, agreement implementation procedures, resource sharing agreements and other relevant documents including amendments will be maintained by each of the participating agencies.

This agreement can be terminated as a result of action taken by one or more participating agencies. Such action will be documented through written notification sent to all participating agencies by the authorized representatives of those agencies seeking termination.

VIII. Signatures

Each agency, by the signature below of its authorized representative, hereby acknowledges understanding of this agreement and agrees to be bound by its terms.

**Participating Agency:** Marion County Board of Education  
**Date:**

**Signature:**  
**Name (typed):** Gia Deasy  
**Title:** Special Services Director

**Participating Agency:** NCWVCAA Head Start/Early Head Start  
**Date:**

**Signature:**  
**Name (typed):** Stacey Oliver  
**Title:** Pre K-K Liaison, Curriculum & Instruction

**Participating Agency:** West Virginia Birth to Three  
**Date:**

**Signature:**  
**Name (typed):** Wendy Miller  
**Title:** Director of Region 1

**Participating Agency:** WV Dept. of Health and Human Resources  
**Date:** 1/18/2017  
**Signature:** Barbara Blumish  
**Name (typed):** Barbara Blumish
Title: DHHR Community Services Manager

Participating Agency: Marion County Child Care Association

Signature: [Signature]

Name (typed): Debbie Hearn
Title: Bright Beginnings Director

Participating Agency: Marion County Family Resource Network

Signature: [Signature]

Name (typed): Frank Jarman
Title: Executive Director

Date: 2/7/2017
Title: DHHR Community Services Manager

Participating Agency: Marion County Child Care Association

Signature: 

Name (typed): Debbie Hearn
Title: Bright Beginnings Director

Participating Agency: Marion County Family Resource Network

Signature: 

Name (typed): Frank Jarman
Title: Executive Director
Marion County Vendor Report -02/13/17-02/27/17
Report for funds '11' '51' '61' '71'

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LIBRARY NAME: MARQUERY

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PACP441H | FMSFILES47 | WV04717 | APHEAD
FCDS801 | FMSFILES47 | WV04700 | CHECKS

DATE: 02/27/17
TIME: 09:23:11

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** REPORT TOTALS                      268,474.00  268,474.00