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Local School System				Submission Date			
Kent County Public Schools				9/30/2020			
Notations:		D	E	F	G	H	
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/19)	
1	SW	0504	Rock Hall Elementary School	Pre-K-5	Y	231	
2	SW	0403	Henry Highland Garnet Elementary	Pre-K-5	Y	372	
3	SW	0105	Galena Elementary School	Pre-K-5	N	326	
4	SW	0402	Kent County Middle School	6-8	N	421	
5							
6							
7							
8							
				Total			

*Community Eligibility Provision

1 The 1.6 multiplier applies to a Community Eligibility school.

2 For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other

Note: 1/2 day Pre-K equals .5 FTE								
			0.5			0.5		
I	J	K	L	M	N	O	P	Q
Number of Low Income- Public School Children (as of 10/31/19)	Number of Direct Certification on Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification on count multiplied by the 1.6 multiplier 1	FTE Low Income Public School Children used to Allocate Title I Funds2	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low-Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)
188	118.0	188.8	188.0	81.39%	0	0.0	\$669.25	\$125,819.00
268	168.0	268.8	268.0	72.04%	0	0.0	\$669.25	\$179,359.00
175	0.0	0.0	175.0	53.68%	0	0.0	\$669.25	\$117,118.75
225	0.0	0.0	225.0	53.44%	0	0.0	\$669.25	\$150,581.25
		0.0		#DIV/0!				\$0.00
		0.0		#DIV/0!				\$0.00
		0.0		#DIV/0!				\$0.00
		0.0		#DIV/0!				\$0.00
856.0	286.0	457.6	856.0		0.0	0.0		\$572,878.00
Table 7-9					Table 7-8			

er words, the count cannot exceed the school's total enrollment.

[illegible]

Title I Schools in SY 2019-2020 removed from Title I ir

[illegible]

SY 2020-2021

Reason for Removal from the
Title I List

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Education Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I school system. A child who might be included in more than one data source may be counted only once in applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the method unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below)

<input type="checkbox"/>	A.	Free Lunch
X	B.	Free and Reduced Lunch
<input type="checkbox"/>	C.	Temporary Assistance for Needy Families (TANF)
<input type="checkbox"/>	E.	Children eligible to receive medical assistance under the Medicaid program
<input type="checkbox"/>	D.	Ages 5-17 in poverty as counted in the most recent LEA-level census poverty approved by the Department; or Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures.
<input type="checkbox"/>	G.	NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the sections 1113(a)(5)(B) and (C)
<input type="checkbox"/>	F.	Community Eligibility Provision(CEP)
<input type="checkbox"/>	H.	Counted by the LEA using a composite of any of the above measures.

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are eligible for free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system uses to identify low-income participants: (Reg. Sec. 200.78)

X	A.	Use FARMS to identify low-income students
<input type="checkbox"/>	B.	Use comparable poverty data from a survey of families of private school students to identify. The LEA must extrapolate data from the survey based on a representative sample if complete
<input type="checkbox"/>	C.	Extrapolate data from the survey based on a representative sample if complete
<input type="checkbox"/>	D.	Use comparable poverty data from a different source, such as scholarship application
<input type="checkbox"/>	E.	Apply the low-income percentage of each participating public school attendance area (proportionality)
<input type="checkbox"/>	F.	Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of

MINING

Is. The data source(s) must be applied uniformly to all schools across the LEA arriving at a total count. The data source(s) must be maintained in the resolution of an audit – if there was one. **The LEA must only check one way).**

data
LEA
re of the

Poverty Percentages of Secondary Schools (ESEA

re from low-income families and attend private
poverty used to count public school children, e.g., free
school system is using to identify private school

ents that, to the extent possible, protects the families'
ative sample if complete actual data are unavailable
: actual data are unavailable

lications

ice area to the number of private school children who

LE I SCHOOLS)

ols that will participate in the Title I, Part A. The

f low-income children.

2.	After schools have been ranked by poverty, the school system must serve schools above and high schools.
3.	Only after the school system has served all schools above 75% poverty, may lower-rank to serve high schools with 50 % or more poverty before it serves any elementary or middle schools. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or ranking by grade span groupings.
4.	If the school system has no schools above 75% poverty, the system may rank district-wide groupings, the school system may use (a) the district-wide grade span poverty average or respective grade span groupings.

CHECK below to indicate which method the school system is using to qualify attendance areas. The listed eligible methods.

<input type="checkbox"/>	Percentages -- schools at or above the district-wide average must be served in rank order of poverty within each grade-span grouping. Schools below the district-wide average cannot be served. Complete Tables 7-3 and 7-5.
<input type="checkbox"/>	Grade span grouping/district-wide percentage -- schools with similar grade spans group together and are eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-5.
<input type="checkbox"/>	35% rule -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-5.
<input checked="" type="checkbox"/>	Grade-span grouping/35% rule -- schools with similar grade spans grouped together, and all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. Complete Tables 7-3 and 7-5.
<input type="checkbox"/>	Special Rule: Feeder pattern for secondary schools. Using this method, a school system must serve schools on the average poverty rate of the elementary school attendance areas that feed into the secondary schools. Complete Tables 7-3 and 7-5.
<input type="checkbox"/>	New Exception as of 2017-2018: An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools at or below 75 %. (ESEA section 1113 (a)(3)(B)). Complete Tables 7-6.2.
<input type="checkbox"/>	District-wide and school percentage below 35% rule -- District-wide percentage is below 35% and schools at or above the district-wide average must be served in rank order of poverty, but not below district-wide percentage. Title I, Part A funding. Complete Tables 7-3 and 7-5.

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is used. If a school system must use the 35% rule for all three or the district-wide average for all three. The district may not use the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

re: Feeder Patterns in Maryland:

In COMAR, Secondary School is defined as the following COMAR 13a.09.10.02B(34):

(34) "Secondary school" means an educational program that:

- (a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;
- (b) Consists of instruction in English language arts, mathematics, science, social studies, and other curriculum.

75% poverty in rank order of poverty, including middle		
ed schools be served. The school system has the option le schools with a poverty percent at or below 75 rk remaining schools by grade span groupings.		
de or by grade span groupings. For ranking by grade span (b) the district-wide grade span poverty averages for the		
ie school system must qualify Title I schools by using percentages or other		
of poverty. Title I, Part A funds may run out before serving all schools above nplete Table 7-3.		
uped together, and any school at or above the district-wide percentage in each h grade-span grouping. Complete Tables 7-3 and 7-4.		
d in rank order of poverty. Title I, Part A funds may run out before serving all		
ind any school at or above 35% in each group is eligible for services. Schools bles 7-3 and 7-4.		
n may project the number of low-income children in a secondary school based chool. (ESEA section 1113 (a)(5)(B)). Complete Tables 7-3 and 7-4.		
overty before it serves any elementary or middle schools with a poverty percent		
low 35% then any school above 35% are eligible for services. Schools must be nds may run out before serving all schools above 35%. (ESEA section 1113		
de-span grouping is selected. If there are three grade-span groups, the school have three groups with one group using the 35% rule and one group using the Note also		
icular areas required for earning a secondary school diploma.		

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12

The LEA may rank schools using the district wide poverty average or the district-wide grade span poverty average for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of September 30, 2019 to complete this table along with the September 30, 2019 enrollment data.

Points of Clarification: *Pre-K Students are counted as ONE child				
1,087.00	/	1,918.00	=	56.67%
Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2019)		Total LEA Student Enrollment (September 30, 2019)		District Wide Average (percentaged) of Low-Income Children

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span average)

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g., PreK-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 INDICATE below the district-wide grade span poverty averages for each grade span groupings.

DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)	631	/	929	67.9%
Middle (6-8)	225	/	421	53.4%
High (9-12)	231	/	568	40.6%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% Rule)

"125 percent rule": If an LEA serves any school below 35 percent poverty, section 1113(c)(2)(A) of the ESEA requires the LEA to allocate an amount for each low-income child in each participating Title I school that is at least 125 percent of the LEA's allocation per low-income child, except that the per-pupil amount for the served school with the lowest poverty rate may be less due to the amount of funds remaining.				
N/A		N/A		#VAL
	/	Total Number of Low-Income Public and Private School	=	Per Pupil

averages
district-
October

CHILDREN
(averaging)

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4%

7%

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Amount

**Local Educational Agency Title I, Part A
Allocation (Taken from Table 7-9.1). This
should match # on C-1-25**

**and Private School
Students (Taken
from Allocation
Worksheet)**

Note							
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Table 7-6.1 CONTINUED ELIGIBILITY (aka grandfather)

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. This provision applies to a newly ineligible school and not to an eligible school that has fallen in the poverty ranking compared to the previous year's ranking and does not receive a Title I allocation from its LEA because the LEA allocates its Title I funds to other eligible schools with higher poverty percentages. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty as qualification is based upon the LEA's selection in Table 7-2.

N/A			
Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY

Ranking High Schools - ESEA Exceptions to the Ranking Requirement

Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B).

List the high schools that the LEA is choosing to serve under this exception.

Name of School(s)	MSDE School ID Number	Poverty Percent
N/A		

Table 7-6.3 Year of data exception: Newly opened and significantly expanded charter schools

Newly Expanded Charter Schools- ESEA Exceptions to the Year of Data Requirement

If applicable, list the Charter Schools that the LEA is choosing to serve under this exception. The LEA must determine such a school's Title I allocation based on current year data and the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).

Name of Charter School(s)	MSDE School ID Number	Poverty Percent
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Table 7-7	TITLE I SKIPPED SCHOOLS
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LEAs must have prior approval from the State Title I Director to skip schools. Request prior to the first submission of Title I Application.

Follow the directions in the Skipped School Addendum.

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to skip a school that has a higher percentage of low-income students if the school meets all three of the following:

- 1. The school meets the comparability requirements of section 1118 (c);**
- 2. The school is receiving supplemental funds from other State and local sources that are spent according to sections 1114 and 1115;**
- 3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I.**

Number of Skipped Schools:N/A	
--------------------------------------	--

test must be in writing

serve an eligible Title I
ig conditions:

the requirements of section

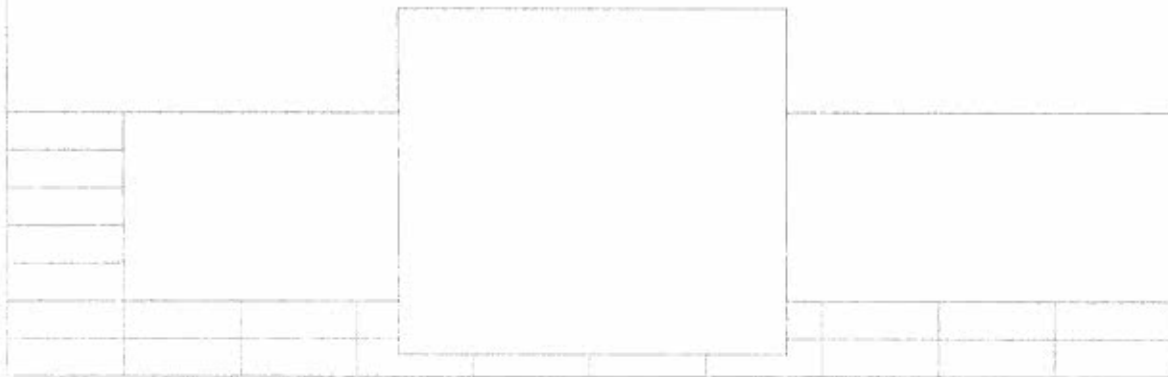
tle I, Part A.

**Note: The completed
2020-2021 Skipped
School(s) Addendum
and Skipped School(s)
Allocation Worksheet
must be submitted with
the Title I Application.
LEA must submit a
copy of the approved
request letter.**

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**Section 1113(b)(1)(D) of ESEA includes a “skipping pro
school system not to serve an eligible Title I school th
of low-income students if the school meets all three of**
1. The school meets the comparability requirements of
2. The school is receiving supplemental funds from oth
that are spent according to the requirements of sectio
3. The funds expended from these other sources equal
that would be provided by Title I

Click on ICON below for for Skipped School Addendun



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**vision” that permits the
at has a high percentage
f the following conditions:
f 1118(c).**

**ier State or local sources
n 1114 or 1115; and
l or exceed the amount**

n word document :

Directions for the completion of the Skipped School Allocation Excel Worksheet
Systems that have State approval to skip school(s) must complete this worksheet. If school(s) listed in this worksheet are also listed on the Title I allocation worksheet and designated (S) **Notations Column:** Indicate the school code for each school as directed in the Notation Column. (1= Regular Ed School, 2= Vocational Ed School, 3= Special Ed and 4= Alternative School) **Column D:** Report MSDE official school ID number for each school. This number can be found on MSDE's www.mdreportcard.org. Please report digit number (including leading "0s").

Column E: List the Skipped schools in rank order by Percent of Poverty.

Column F: Report the **specific (numeric) grade levels served in the school.** **Column G:** Automatic calculation for Percent of Poverty. **Column H:** Report the 9/30/18 9/30/19 of public school enrollment number. **Column I:** Report the 10/31/18 10/31/19 official number of low income public school children (free/reduced or free lunch based on the data source indicated in Table 7-1). **Column J:** Report the FTE for low income children. Count 1/2 Pre-K children as .5 FTE. **Column K:** Provide per pupil allocation. Funding must equal or exceed the amount that would have been provided under Title I Part A. **Reminder:** Per pupil allocation for skipped schools must equal or exceed the Title I PPA as reported on the Title I Allocation Worksheet (example: if all Title I schools have a PPA of \$960, the skipped school must receive additional State or local funds equals or exceeds the \$960 PPA). **Column L:** Automatic calculation of the school's additional State and/or local allocation.

Local School System						
Notation	D	E	F	G	H	
Code as 1, 2, 3, or 4	MSDE Sch ID #	Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/19)	
1				#DIV/0!		
2				#DIV/0!		
3				#DIV/0!		
4				#DIV/0!		
5				#DIV/0!		
6				#DIV/0!		
7				#DIV/0!		
8				#DIV/0!		
9				#DIV/0!		
10				#DIV/0!		
11				#DIV/0!		
12				#DIV/0!		
13				#DIV/0!		
14				#DIV/0!		
15				#DIV/0!		
16				#DIV/0!		
17				#DIV/0!		
18				#DIV/0!		
19				#DIV/0!		
20				#DIV/0!		
		Total				

isatory Funds only--No Federal Funds)

Note: 1/2 day Pre-K equals .5 FTE			

I	J	K	L
Number of Low Income- Public School Children (as of 10/31/19)	FTE Low Income Public School Children (10/31/19)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
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			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
0	0.0		\$0.00
Table 7-7 Skipped			

Table 7-8 EQUITABLE SERVICES

COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)

1.a: Determining Proportional Share for Equitable Services				
0	/	856	=	-
Total # of private school children from low income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
-	x		=	-
Proportion of reservation		Total Title I Allocation (Use # from C 125)		Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation				
-	x	1%	=	0
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
1.c: Remaining for Instruction, Professional Development and Administration				
-	-	0	=	-
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services
1.d: If using funds for PD, subtract amount for agreed upon PD				
-	-		=	-
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
1.e: If using funds for administration, subtract amount for agreed upon administration				
-	-		=	-
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

Points of Clarification

This information is needed to provide exchange of funds for students who may be

[illegible]

	attending private schools in neighboring districts				
	-	/	0	=	#DIV/0!
0			0		
			0		

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement		\$0.00	\$0.00
Professional Development		\$0.00	\$0.00
Administration		\$0.00	\$0.00
Instructional		\$0.00	\$0.00
Total Equitable Share			\$0.00

[illegible]

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST** reserve funds for certain services.

LIST (calculate) the amount of funds the district will reserve from the Title I allocation for required (mandatory) used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wa

		Allocation - Proportional Share
Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8		\$ 657,976
		Total Reservations
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$7,115
3	Services to Neglected Children Sec. 1113(c)(3) (B) (C) of ESEA Must reserve funds if N & D programs exist. Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.	\$0

[illegible]

4a	<p>Required: Education for Homeless Children and Youth</p> <p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	\$900
4b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.</p>	\$0
4c	<p>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section..</p>	\$0
5	<p>Optional: Education for Foster Children</p> <p>Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program, June 2018, Question 30, page 19 An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.</p>	

[illegible]



	<p>Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.</p>	\$0
Total Mandatory Set Asides		\$8,015

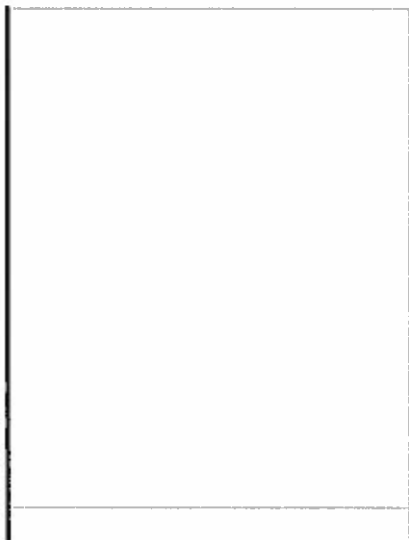


Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system MUST reserve funds for certain services.

LEAs may reserve funds for district-wide instructional and professional development programs.

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by the district. Explain how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must be included. They might appear in Table 7-9.

Total Reservation		\$ -	Taken from the C-1-25
		Total Reservations	DETAILED BUDGET DESCRIPTION
5	District-wide Title I Instructional Program (s)	\$0	N/A
6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA	\$0	N/A
Total Districtwide Set Asides		\$0	

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION

Before allocating funds to schools, a school system **MUST reserve funds for certain services.**

LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. The reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the amount and appear in Table 7-9.

[illegible]

		\$0.00	
		\$0	
		\$0	
Total Administrative Reservations		\$77,083	

Table 7-9 LEA RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALL N/A

LIST the amount of reservations set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief description of how the reserved Title I funds will be used to support each school as a Required Attachment, if applicable,. **All figures must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

	LIST of Comprehensive Support and Improvement (CSI) Schools	Total Reservations	School (List each school on a separate line)
8	Does the LEA provide additional Title I Part A funds to support CSI Schools?	\$0	
	YES ____ NO __X__		
	LIST of Targeted Support and Improvement (TSI) Schools	Total Reservations	School (List each school on a separate line)
9	Does the LEA provide additional Title I Part A funds to support Title I TSI Schools?	\$0	
	YES ____ NO __X__		
Total LEA Reservation		\$0	

ef budget description that explains d charges and fringe benefits					
Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total		
		\$0.00			
		\$0.00			
		\$0.00			
Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total		
		\$0.00			
		\$0.00			
		\$0.00			
		\$0.00			
					\$0

List the **2019-2020** CSI school(s) and the total amount each school received from the 7% set aside from Title I, Part A Funds (1003).

	LIST of Comprehensive Support and Improvement (CSI) Schools	School (List each school on a separate line)	Total Amount of Allocation
	The LEA has CSI Schools		
	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		
Total			\$0.00
<div> Link for School Improvement Resource Hub https://www.marylandresourcehub.com/ https://www.marylandresourcehub.com/csi-tsi-schools </div>			

List the 2019-2020 TSI school(s) and the total amount each school received from the LEA District Level set aside (not federal funds)				
	LIST of Targeted Support and Improvement (TSI) Schools	SI School (List each school on a separate line)	Total LEA district level set aside	DETAILED
	The LEA has TSI Schools:		\$0.00	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Kent County High School	\$0.00	
		Total	\$0.00	

Link for School Improvement Resource Hub
<https://www.marylandresourcehub.com/>
<https://www.marylandresourcehub.com/csi-tsi-schools>

Table 7-10			
BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	---	\$ 657,976
2	Equitable share total reported in Table 7-8	minus	\$ -
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 8,015
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ -
5	Administration total reported in Table 7-9.3	minus	\$ 77,083
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. <i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 572,878

Table 7-11 ESTIMATE OF TITLE I CARRYOVER
(Annually as of September 30)

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July September 30, 2019)

NOTE: Due to the COVID-19 Pandemic, there will be waivers in place for the 2019-2020 regarding the amount allowed for this year. LEAs may carryover more than 15% of the Title I, Part A funds for 2019-2020

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds alloc equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision c services under the respective program during the subsequent school year. In determining how such carryover func the LSS must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I ~~2018-2019~~ 2019-2020 allocation:

The estimated amount of Title I funds the school system will carryover:

1. The estimated percentage of carryover Title I funds as of September 30, 2020 :
THIS IS A PROJECTION

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes

☒

No

☐

fiscal year to
1, 2018-

of carryover

ated for
'(a)(4)(B) and
within the
of equitable
ls will be used,

\$663,486.00

167,806


25.29%

Original Grant Budget	\$657,976	Amended budget #		Request Date
Grant Name	Title I, Part A	Grant Recipient Name	Kent County Public Schools	
MSDE Grant #		Recipient Grant #		
Revenue Source		Recipient A		
Fund Source Code		Grand Period	7/1/2020	9/30/2022

CATEGORY/PROGRAM			BUDGET OBJECT					
			01- SALARIE S & WAGES	02 - CONTR ACT SERVIC	03- SUPPLI ES & MATERI ALS	04 - OTHER CHARG ES	05 - EQUIPM ENT	08 - TRANSF ERS
201 Administration								
Prog.	21	General Support						
Prog.	22	Business Support						19,660.13
Prog.	23	Centralized Support						
202 Mid-Level Administration								
Prog.	15	Office of the Principal						
Prog.	16	Inst. Admin. & Supv.	52,000.00		644.45	800.92		
203-205 Instruction Categories								
Prog.	01	Regular Prog.			7,114.50			
Prog.	02	Special Prog.	359,364.38	8,000.00	69,059.86			
Prog.	03	Career & Tech Prog.						
Prog.	04	Gifted & Talented Prog.						
Prog.	07	Non Public Transfers						
Prog.	08	School Library Media						
Prog.	09	Instruction Staff Dev.	7,753.76			7,290.00		
Prog.	10	Guidance Services						
Prog.	11	Psychological Services						
Prog.	12	Adult Education						
206 Special Education								
Prog.	04	Public Sch Instr. Prog.						
Prog.	09	Instruction Staff Dev.						
Prog.	15	Office of the Principal						
Prog.	16	Inst. Admin & Superv.						
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation			625.00					
210 Plant Operation								
Prog.	30	Warehousing & Distr.						
Prog.	31	Operating Services						
211 Plant Maintenance								
212 Fixed Charges						125,663.00		

	10/05/20
BUDGET BY CAT./PROG.	
	19,660.13
	53,445.37
	7,114.50
	436,424.24
	15,043.76
	625.00
	125,663.00

214 Community Services								
215 Capital Outlay								
Prog.	34	Land & Improvements						
Prog.	35	Buildings & Additions						
Prog.	36	Remodeling						
Total Expenditures By Object			419,743.14	8,000.00	76,818.81	133,753.92	0.00	19,660.13



657,976.00

14



FY <u>2021</u>		Title I Budget Narrative	
School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number
Kent	1.08% of total grant allocation allocated to schools to allow for Parent and Family Engagement activities for the 2020-2021 School Year	203-205 - 01- Inst. Categories-Regular Prog.	03-Supplies & Materials
Kent	Supplies to support participation in school programs for students designated homeless	203-205 Special Programs	03-Supplies and Materials
Kent.	Salaries to support Title I implementation to increase student achievement-Title I Coordinator 1/2FTE	206-16 Mid-Level Administration	01-Salaries
Kent	Indirect Cost (FICA) Associated with Title I Coordinator	2120Fixed Charges	04-Other Charges
Kent	Mileage associated with mandatory Title I briefings and travel between schools for school-wide program monitoring	202-Mid Level Administration	04-Other Charges
Kent	Supplies to support the Title I office	206-16 Mid-Level Administration	03-Supplies and Materials
Kent	Indirect Cost to Support Title I Grant Management	Admin-Business Support/201-22	08-Transfers
Kent	Elementary Interventionists/tutors/ class size reduction teacher, Parent/Family Involvement Liaison	203-205 Special Programs	01-Salaries

Line Item	Calculation	Total	Notes
7.9 Line 2	KCMS421 students X 5.27 ppa=\$2,218.87GALES 326 students X 5.2 7 ppa=\$1,718.02HHGES 372 students X 5.27 ppa=\$1,960.44 RHES 231 students X 5.27 ppa=\$1,217.377114.5	\$7,114.50	
7.9 Line 4a	Initial purchase of supplies to support virtual learning (supplies and materials from the local school supply lists, \$400.00), The remaining funds will be set-aside to respond to requests from the schools for unmet needs as they arise that will assist students designated as homeless participate in their learning and school activities. (Past examples include Cap & Gown expenses, supplies related to participation in sports, school supplies).	\$900.00	
7.9 Line 7	20 hrs./week X 52 weeks X \$50/hr.	\$52,000.00	
7.9 Line 7	\$52,000 X .0765 (FICA)	\$3,978.00	
7.9 Line 7	Title I meeting (140.73 miles X . 575/miles= \$80.92). Travel between schools (104.35 miles per month X 12 months X . 575/mile=\$720.00	\$800.92	
7.9 Line 7	4 cases paper X \$55/case= \$220.00 4 toner cartridge=\$106.10 =,\$424.40)	\$644.45	
7.9 Line 7	\$657,976 - \$0 - \$0 = \$657976 \$657,976 x .0308 = \$20,265.66 \$20,265.66 / 1.0308 = \$19,660.13	19,660.13	
School-based budgets	School Based Staff (2 school- based Interventionist, 6 tutors, 1 class size reduction teacher, 1 Parent Involvement Liaison	359,364.38	

Kent	Contract Services/Conferences/P D	203-205 Special Programs	02-Contract Services
Kent	Teacher hourly to participate leadership meetings, PLC's	203-205 Special Programs- Instructional staff development	01-Salaries
Kent	Instructional Staff Development other charges	203-205 Special Programs- Instructional staff development	04-Other Charges
Kent	Transportation for transition visits	209-Student Transportation	01-Salaries
Kent	FICA pension for school based staff	212- Fixed Chares	04-Other charges
Kent	School Based Material and Supplies	203-205 Special programs	03-Supplies & Materials
TOTAL 2020-2021			

School-based budgets	Pam Ayers working with teachers to analyze data and plan 6 days x \$1,000/day, virtual conference formative assessment and reading writing across the curriculum/math across the curriculum (10 teachers X \$200 registration fee)= \$2,000.00	8,000.00	
School-based budgets	RHES Teacher pay at \$21.07 hr/ X 35 hours X8 staff \$5,899.60 to attend conference. KCMS 11 staff X 8 hours X \$21.07 for summer conferences/pd=\$1,854.16	7,753.76	
School-based budgets	10 teachers to attend remote conference at \$729.99=7290 4 day Introduction Course – 5 staff @ \$729.00 \$ 3,645.00 4 day Advanced Course – 5 staff @ \$729.00 \$ 3,645.00	7,290.00	
School-based budgets	\$125.00 per school x 4 Title I schools	\$625.00	
School-based budgets	Pension/Fica for school based staff	121,685.00	
School-based budgets	Specials Programs Materials and Supplies (promethean boards, intervention materials, math manipulatives)	68,159.86	
		657,976.00	

Category/Program #s:	Category Descriptions
201 - 21-Admin-General Support	Admin-General Support
201 - 22-Admin-Business Support	Admin-Business Support
201 - 23-Admin-Centralized Support	Admin-Centralized Support
202 - 16- Mid-level Admin-Inst. Admin. & Supv.	Mid-level Admin-Inst. Admin. & Supv.
203-205 - 01- Inst. Categories-Regular Prog.	Inst. Categories-Regular Prog.
203-205 - 02- Inst. Categories-Special Prog.	Inst. Categories-Special Prog.
203-205 - 07- Inst. Categories-Non Public Transfer	Inst. Categories-Non Public Transfer
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Inst. Categories-Instruction Staff Dev.
203-205 - 10- Inst. Categories-Guidance Serv.	Inst. Categories-Guidance Serv.
203-205 - 11-Inst. Categories-Psychological Serv.	Inst. Categories-Psychological Serv.
207- Student Personnel Serv.	Student Personnel Serv.
208 - Student Health Services	Student Health Services
209 - Student Transportation	Student Transportation
212 - Fixed Charges	Fixed Charges
214 - Community Services	Community Services

Budget Object #:	Cross Walk Title I Application
01-Salaries & Wages	Equitable Services Proportional Share
02-Contract Services	Parent and Family Engagement
03-Supplies & Materials	District-wide Title I Instructional Programs
04-Other Charges	District-wide Professional Development
05-Equipment	Administration
08-Transfers	Support for Title I CSI Schools
	Services to Neglected Children
	Education for Homeless Children and Youth
	Homeless Liaison Position
	Homeless Education transportation Costs (above what LEA would have otherwise provided)
	Optional-Foster Care Transportation

Annotation section:

REQUIRED ATTACHMENTS

1. The LEA must include a written process explaining how all parties, inclusive of, but not limited to, Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components.

KCPS Written Process for how all parties are involved in oversight and administration of Program Components

Kent County Public Schools will hold monthly meetings with Administration and Supervisory teams (Technology, Human Resources, Special Education, Student Services, Instruction and Curriculum, Finance, School Principals). In a normal setting, these meetings are held face to face at the central office, these meetings may be held using a Zoom platform or face to face at the central office as circumstances surrounding COVID-19 change. On a quarterly basis, beginning in the 2020-2021 school year, Title I will be placed on the agenda to discuss updates that are timely to the meeting date. Individual meetings with the various offices will be conducted to collaborate on processes, carry out the mandates of the grant, and to collect the needed documentation specific to the individual departments.

In addition to as needed meetings with the various departments at the central office level, monthly meetings with school Title I funded positions/interventionists to monitor Schoolwide Components will be held as well as quarterly monitoring visits with the Principal at each Title I school.

2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

KCPS Written Process explaining how the application is developed with timely and meaningful consultation

The application process is a collaborative process that begins in the winter of the prior year. The process includes an annual meeting for equitable services in the winter to determine participation in the Title I program the following year. The process includes an annual meeting held at the LEA and school level to get parent input on LEA and school Parent and Family Engagement Plans and funding. Schools conduct a needs assessment as a part of their School Improvement Planning process which includes teachers, parents, and community stakeholders. Summer Administration and Supervisory meetings may be utilized to share updates to the application and to gain input as needed on county-wide initiatives. Meetings are held throughout the summer with Human Resources, Student Services, Finance, Curriculum and Instruction, and Technology, and Principals to collaborate on the application as needed. Principals bring with them input from the School Improvement Teams which include community members and parents. Revisions and ongoing collaboration happen through the Administration and Supervision meetings as well as quarterly school site-visit conversations throughout the year.

A. Staff Credentials and Certifications

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:

- has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
- coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
- identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
- has a timeline to notify parents.

A.1



BOARD OF EDUCATION OF KENT COUNTY

5608 Boundary Avenue
Rock Hall, Maryland 21661
Phone 410-778-1595
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PROCEDURES FOR ENSURING TITLE I/ESSA SCHOOLS MAINTAIN QUALIFIED PROFESSIONALS/PARAPROFESSIOALS 2020- 2021

The Kent County Public Schools (KCPS) recognizes the importance of ensuring that all teachers and paraprofessionals at all schoolwide Title I schools meet applicable state certification and licensure requirements. In order to do so, the following procedures will govern that process during the 2020-2021 year.

- The Human Resources (HR) Supervisor works directly with each teacher or paraprofessional the year before his/her certificate or license is set to expire. Each employee found to be in this status receives a written reminder from an HR official. The HR Supervisor provides guidance on what requirements are needed and when documentation is due. The KCPS has developed a certification booklet to guide professional staff.
- The HR Supervisor informs the Title I Coordinator about any staff members (both professional and paraprofessional) who may be in danger of certification or licensure expiration. Discussion about this event is shared with the employee by both the HR Supervisor and Title I Coordinator.
- If a teacher is in imminent danger (six months or less) of no longer meeting Maryland certification, a letter is sent to him/her from the HR office detailing certification renewal requirements and a deadline for meeting them. The HR Supervisor notifies each principal and the Title I Coordinator of any teacher facing a pending loss of Maryland certification status.
- The KCPS certifies that all paraprofessionals in Title I schoolwide schools are qualified upon their hiring. Any paraprofessional who is in danger of losing his/her Maryland licensure requirements is notified using the same process as for professionals (above.)

Inter-Departmental Memorandum of Understanding with Human Resources

**Memorandum of Understanding (MOU) Inter-Departmental
Kent County Public School
"Title I Staff Certification and Licensure Management"
2020-2021**

Purpose:

1. To support inter-departmental partnerships that work to improve outcomes for children and families in Harford County Public Schools.
2. This MOU sets forth the conditions of the collaborative relationship between and among departments.

Parties of the Memorandum of Agreement: Within Kent County Public Schools (KCPS):

- Human Resources-Supervisor
- Office of Title I-Coordinator

In order to provide inter-departmental support of the Title I grant management, the above departments agree to the following:

- To work together effectively to manage and maintain Staff Certification and Licensure Management requirements under the Title I grant.
- To communicate on an as-needed basis with topics or issues related to the management of Staff Certification and Licensure under the Title I grant.
- To ensure that 100% of Title I teachers and paraprofessionals meet the Staff Certification and Licensure requirements.
- To coordinate services and eliminate barriers to the Staff Certification and Licensure Management process.
- To identify and disseminate opportunities for shared information.
- To continue and enhance partnerships through joint services, meetings, and facilitation.
- To continue to strive for program enhancements and improvements that will benefit the Title I Staff Certification and Licensure Management process.

Memorandum of Understanding between the following departments collaborating in Kent County Public Schools to support Title I grant management.

Department: Human Resources

Supervisor – Office of HR: *Edward Silver* 

Date: *9/17/2020*

**Coordinator – Office of
Title I: Michael E. Butler
Date: 8/10/2020**



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Phone 410-778-1595**

QUALIFICATIONS OF PROFESSIONAL AND PARAPROFESSIONAL EMPLOYEES KENT COUNTY PUBLIC SCHOOLS PARENTAL RIGHTS' PROCEDURES/TIMELINE 2020-2021

It is acknowledged that parents of students in the Kent County Public School System (KCPS) be made aware of any teacher or substitute who does not meet Maryland's certification requirements or any paraprofessional failing to meet licensure requirements. If, after four weeks, at their assignments, such an uncertified professional or unlicensed paraprofessional in each schoolwide Title I elementary and middle school, a letter will be sent home notifying parents of their rights including the provision that they may request information relative to the lack of sufficient certification or licensure qualifications.

In addition, a letter is sent home prior to October 15, 2020, to parents at each school by principals explaining that the professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to that child may be requested.

Information is provided annually to parents of KCPS students explaining each child's academic growth on State academic standards (see below for timeline). Since there were not State Mandated Tests in the Spring of 2020 due to COVID, other local testing data will be shared with parents but not State Wide test scores in the upcoming school year. Documents provided by the Maryland State Department of Education outlining growth in specific content areas would normally be provided along with any necessary additional clarifying information but, again, that will not happen in this upcoming school year. Parents are encouraged to notify their principal or guidance counselor if any additional information is requested and is supplemented by quarterly KCPS progress reports (see below) and school-level assessment data sent home on a regular, as-generated, basis. In addition, each school's schoolwide and grade level state assessment data are also shared with parents and other stakeholders as they are generated.

TIMELINE FOR NOTIFYING PARENTS

- October 15th, 2020 If requested, letters to parents sent home by principals explaining professional qualifications of their child's teacher(s) and paraprofessional who provide services to that child
- By September 30th (Omitted in 2020) Maryland Comprehensive Assessment Program Reports with clarification information are sent home to parents
- Progress Reports: November (with parent conferences)
February
April (with parental conferences that include MAP scores)
June

- When the situation arises that a substitute is in the classroom for four or more consecutive weeks and does not meet the MD state certification status, a letter will be sent to parents from the Human Resources Office no later than the 15th day that the substitute is in the classroom. The letter is written by the HR. Parents are informed that they may contact the principal if they have concerns. The letter is sent home with the students in that class. The Title I office receives a copy of the letter and the class list.

Kent County Public Schools
Procedures to Address
“Out of Field,” “Ineffective,” and “Inexperienced” Teachers
In Title I Schools

1. In mid-August and again immediately after September 30th of each school year, teacher data will be compiled in order to determine the numbers and percentages of inexperienced teachers, ineffective teachers, and out of field teachers.
2. At the elementary level, those data will be compared internally among the three schools for anomalies.
3. At the middle school level data will be analyzed and compared to previous years’ data.
4. Principals at any schools with “out of field teachers” or “ineffective teachers” will meet with the H.R. Supervisor and Title I Coordinator in order to ensure that an action plan has been developed to eliminate such issues by the end of the school year, or sooner if possible.
5. With the Title I Coordinator and HR Supervisor’s assistance, any schools with “out of field teachers” who will serve children for four weeks or more, will send letters to the parents of affected students as per federal and state regulations.
6. Any schools that are shown to have percentages of new (i.e., non-tenured) teachers that would be considered to not fall within the 5% threshold when compared to the other schools, will be assessed as to why this is the case and, in consultation with HR and the principal, it will be determined if additional support over and above KCPS’ mentor program for new teachers and existing school level supports is necessary.

2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*

RHES-1 teacher, 4.8% of teachers

Kyle Dimichele-Special Education

Waiting on results of Praxis tests-afterwards, will submit his documentation to MSDE for SPC certification

HHGES-1 teacher, 3.2% of teachers

Jodi Bortz Part-Time Music Teacher. Has a music degree and 16 years of private music instruction experience. Submitting for her conditional certification. Working with her to develop a plan to complete the education block of classes, and completion of Praxis tests. With her experience and successful completion of her assignment, expect to submit for SPC cert by January 2022.

5. Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year.*

A.3

100% of paraprofessionals in Title I schools have met certification and licensure requirements.

4. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major

A.4

Kent County Public Elementary Schools
Disparity Chart

Teachers	% Stud. Poverty	% Minority	# Teachers	% Ineffective	# Ineffective	% Inexperienced	# Inexperienced	% of Field	# of Field
RHES	69.3%	32.9%	21	0	0	4	19.0%	0	0
HHGES	67.4%	63.4%	31	0	0	4	12.9%	0	0
GALES	51.7%	35.7%	30	3.33%	1	4	13.3%	0	0
KCMS	54.4%	38%	39	2.6%	1	13	33.3%	0	0

*Based on June 2020 staffing data

This chart was completed and verified by the HR Supervisor on 9/30/2020 and submitted via email below (saved as a PDF and attached):

Michaele Butler <mbutler@kent.k12.md.us>

This morning

Ed Silver <esilver@kent.k12.md.us> Wed, Sep 30, 2020 at 8:02 AM

To: Michaele Butler <mbutler@kent.k12.md.us>

Disparity chart attached
(red text hidden)

Edward J. Silver

Supervisor of Human Resources

Kent County Public Schools

5608 Boundary Ave.

Rock Hall, MD 21661

(410) 778-7135

er@kent.k12.md.us

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Disparity Chart revised request 9.21.2020.docx

14K

B. Schoolwide Programs

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.

B.1



BOARD OF EDUCATION OF KENT COUNTY

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PROCESS FOR IDENTIFYING, DEVELOPING, IMPLEMENTING, AND MONITORING REQUIREMENTS FOR

KENT COUNTY PUBLIC TITLE I/ESSA SCHOOLWIDE SCHOOLS 2020-2021

The identification of the Kent County School System's Title I/ESSA Schoolwide Schools' designation for the 2020-2021 is as follows. Please note that each of the schools listed below have Federal Free and Reduced Meals (FARMS) participation rates (as of 10/31/19) as provided by MSDE are in excess of 40%.

- Rock Hall Elementary School 81.39%
- Henry Highland Garnet Elementary School 72.04%
- Galena Elementary School 53.68%

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

Each of Kent County's Schoolwide Title I/ESSA schools complete 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 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 Teams 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 collaboration with school principals and their interventionists (e.g., plans are discussed and reviewed at monthly interventionists' meetings and via one-on-one monitoring visits with principals.) Care is taken to make sure that parents and other family members are included in each plan's development. A checklist developed by the Title I Coordinator (see following checklist) 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.

The following funding procedure for all four schoolwide Title I schools will be used by the Kent County School System during the 2020-2021 academic year;

- Funding will be based on an equitable division of the MSDE/Federal Title I, Part A allotment established for the Kent County Public Schools.
- Poverty levels at each school are determined by federal Free and Reduced Meals (FARMS) guidelines at each schoolwide school.
- A formula based on %age poverty levels for each of the schools is used to determine allotments. The formula is based on a per pupil allotment multiplied by the number of students at each school identified as low income in order to insure equitable funding throughout all schoolwide schools for all students.

I.a (Schoolwide monitoring tool)

School Name

Title I Schoolwide Program Monitoring Tool/Discussion Guide

Monitoring Schedule:

Interventionists monthly 1st Tuesday of each month via meeting
 Principals-Quarterly school visits held the 1st week of each term

Discussion Item	Date/Notes/Evidences	Next Steps
1. Comprehensive Needs Assessment <ul style="list-style-type: none"> •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 ongoing continuous improvement engaging all stakeholders? 		
2. Schoolwide Reform Strategies <ul style="list-style-type: none"> •What evidence is being collected to demonstrate the effectiveness of reforms? 		
3. Parent, Family and Stakeholder Involvement <ul style="list-style-type: none"> •How will parents, families, and community members be involved in developing and implementing the schoolwide plan? •How will teachers, principals, and other school staff be involved in developing and implementing the schoolwide plan? 		
4. Coordination and Integration of Federal, State, and local services and programs <ul style="list-style-type: none"> •How are federal, state, and local resources being utilized to contribute to the success of your schoolwide program? 		
5. Fiscal monitoring <ul style="list-style-type: none"> •PFE budget •Schoolwide Program Budget 		

2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).

B.2 (Updated signatures to be obtained at a meeting in November)

Memorandum of Understanding

FY 2020-2021

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, and 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.
2. 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.
3. 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.
4. 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.

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.
2. 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.
4. Education services in the natural environment for qualified children birth to age five through the Maryland Infants and Toddlers Program.
5. 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 childcare providers.
8. Provide service coordination for all identified Judy Center Partnership families.
9. 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 Judy Center partners 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.

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 Henry Highland Garnet Elementary School (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.



Maintain accreditation with MSDE.

Signatures for Memorandum of Understanding for FY 2020-2021 between Kent County Public Schools/Kent County Judy Center and the identified agency.

Superintendent of Kent County Public Schools

May 20, 2020
Date

Judy Center Coordinator

May 20, 2020
Date

Executive Director of SHORE UP! Inc.

May 20, 2020
Date



3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
N/A

B.3- N/A

4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.

B.4



**KENT COUNTY PUBLIC SCHOOLS
PROCESS TO REDUCE OVERUSE OF DISCIPLINE PRACTICES
THAT REMOVE STUDENTS FROM THE CLASSROOM**

The Kent County Public Schools (KCPS) recognizes that equitable services to students must also include the fair and equitable administration of discipline among all students and student groups. KCPS includes a diverse and dynamic school population, and its educators understand that minorities, both individuals and groups, are a vital and positive part of the fabric of each school's culture. With that in mind, it is acknowledged as essential that all students are treated fairly and that efforts must be made for inclusiveness and tolerance toward others.

Several efforts have been adopted in Kent County that are designed to encourage positive student behavior and reduce disciplinary issues. Chief among them is the Positive Behavioral Interventions and Supports (PBIS) program adopted at each of Kent schoolwide Title I schools. This program encourages communication and understanding among all students and their families at each school and in multiple settings. This nationwide program is dedicated to "improving academics, [student] behavior, discipline and attendance" and seeks to develop and encourage meaningful conversations among students and educators. It pursues ways to use the team approach in order to provide youngsters with positive alternatives to disruptive behavior. Additionally, schoolwide disciplinary actions based on rules and procedures mutually agreed upon by students and staff are found at each school and within individual classrooms. They are designed to reduce discipline practices that would ultimately remove students from the classroom.

The use of disciplinary data reviews by school level and central office staff including during principals' and other administrators' annual evaluations represent a culmination of regular and on-going data analysis processes that assess the success of the goal that seeks to eliminate any disproportionate disciplinary practices. Professional development in this area also is designed to encourage educators to look for creative ways to a) reduce inappropriate behavior through, whenever possible, positive actions and, b) diminish the necessity of removing students from the classroom or virtual learning opportunities.

Toward that end a number of initiatives designed to support efforts to reduce the overuse of disciplinary practices that remove students from classrooms in schoolwide Title I schools may include:

- Utilize strategies that were gleaned in team trainings for Title I schoolwide schools in behavior management with nationally acclaimed consultant and speaker, Polly Bath. These sessions resulted in schools examining their reactions to behavioral issues and incorporating strategies to work with students on reinforcing and creatively dealing with behavioral issues. Adaptations to these strategies will be considered in the distance learning environment.
- School teams trained using the "trainer as a trainer model" on "Restorative Practices" which resulted in "morning meetings" designed to assist teachers on how to manage and change difficult behaviors. Plans were produced and embedded in School Improvement plans at each Title I schoolwide school. Adjustments will be made to transfer morning meeting practices to the distance learning environment.
- Teacher Specialists for elementary Title I schoolwide schools whose job it is to support on-site interventions for social and emotional learning (SEL) as well as to adapt strategies to the Virtual Learning environment where appropriate and necessary
- Trained selected staff members in each Title I schoolwide school in supporting students who have experienced "adverse childhood experiences" (ACEs). These trainers will, in turn, work with other staff on

strategies found in a program designed to identify the “ten types of childhood trauma” and how they may be addressed.

- Social workers were added to all Title I elementary school staffs. Their roles include one-on-one conferencing with disruptive students and their families. The roles in the distance learning environment have expanded to include assisting families with access to virtual learning.
 - A system-wide “Disproportionality Committee” has been formed and is co-chaired by the Kent County Public School System’s Special Education Supervisor and Pupil Services Coordinator. Their charge is to analyze school survey data in order to determine “likely root causes” and “data sources” used to investigate behavioral disproportionality. They are also tasked with recording and evaluating disproportionality issues within the school system and make recommendations in order to reduce those anomalies. Their practices will be adjusted to accommodate the Distance Learning environment as needed.
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

B.5

Elementary Level:

Kent Career & Technology Center (CCTC) students participate in Career Day activities at the three elementary schools. CTE students representing the various programs are able to interact with students providing them information about career options and programs within our county. The CTE students provide hands-on and interactive activities designed to engage students while teaching them about various careers. Career day activities are an opportunity to showcase non-traditional students participating in a variety of fields where there is an employment gap: for example, women in automotive or construction; males in nursing, child care or cosmetology. The goal of these career days is to help students better understand possible career pathways in their future. The Career Days may be held virtually if schools are not meeting face to face at the time of scheduling.

KENT COUNTY MIDDLE SCHOOL SUPPORTS AND TRANSITIONS TO HIGH SCHOOL CAREER AND TECHNOLOGY PROGRAMS

It is recognized by LSS educators, most specifically, at the schoolwide Title I Kent County Middle School, (KCMS, the system’s only middle school) that programs designed to support and promote Career and Technology Education (CTE) are essential. Toward that end, the Kent County Middle School has incorporated a number of initiatives to meet the needs of students there.

The adoption of the Maryland State Department of Education (MSDE) recognized “Exploring Computer Science” course for students in grades six through eight as well as the Computational Thinking Learning (CTL) course required by MSDE for eighth grade pupils but at KCMS is also offered to youngsters in grades six through eight. Units and lessons in robotics, programming, digital arts, coding, and computer skills’ applications among others are included in this course. These initiatives are designed to introduce and familiarize students with coordinated instructional strategies that incorporate experimental learning and promote skill attainment that may be transferred to both high school and career ready applications. Teachers in other content areas are also cognizant of the importance of CTE

education and make efforts to incorporate concepts found in that curriculum into their lessons where appropriate.

Students at KCMS are also involved with high school students enrolled in career and technology content classes at Kent County High School. These high school students visit with a share their experiences and CTE course content with their younger peers who have an opportunity to dialogue and question these high schoolers. For the first time this year, community technology and associated career professionals will also visit middle school students in order to share information and demonstrate opportunities on the local level for CTE positions in their respective industries. While these efforts at the middle school do not result in academic credit, they are an essential and embedded part of the CTE curriculum at KCMS and are designed to heighten an awareness of career opportunities in these fields. The middle school staff will work together to determine which activities can be completed in the virtual learning environment if necessary.

Targeted Assistance-N/A

REQUIRED ATTACHMENTS: N/A

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

1. If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.
2. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
3. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 1119(b))
4. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.

D. Family and Parent Engagement

REQUIRED ATTACHMENTS:

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

1. 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.

D.1

KCPS Written Process to ensure that the LEA monitors the implementation of Parent Family Engagement Plan and School Parent Compact.

The monitoring process begins with a Title I Principal meeting during the application process where the application and supporting documentation requirements for Parent and Family Engagement Plans, and Parent Compacts are provided by the Title I Coordinator.

After that initial meeting, the Family Engagement Plans and School-Parent Compacts are monitored during the Schoolwide quarterly monitoring visits using the MSDE checklist and the monthly meetings with Title I interventionist. The monitoring will include looking for the documentation that the activities laid out in the plan are being carried out and that the fiscal requirements are met.

KCPS Title I

Family Engagement and Building Capacity for Involvement Strategies

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

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

Title I funds for "parent and family engagement" are provided and are designed to assist schools in enlisting the assistance of these stakeholders in order to collect ideas for school activities and aid in the development of goals for Family Engagement Compacts and Plans. The monitoring process begins with a Title I Principal meeting during the application process where the application and supporting documentation requirements for Parent and Family Engagement Plans, and Parent Compacts are provided.



Parent and Family Engagement 2019-2020

In order to encourage Title I parent and family engagement, the Kent County School System, both at the district and school levels, seek to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1116(a)(2)]. Parent and Family Engagement strategies are woven throughout the Kent County Public Schools *Title I/ESSA Parent and Family Engagement Plan (2020-2021)* as well as *Parent and Family Plans* and *Home-School Compacts* at each of the Title I schools.

Local Educational Agency Action


The 2020-2021 Family Engagement Policy/Plan meeting was held on Thursday, January 28, 2020 at the Henry Highland Garnet Elementary School and included discussions about the Policy/Plan for KCPS (including suggested modifications) as well as references to each school's *Plan* and *Compact*. A similar meeting will be held in January, 2021.

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

In December each schoolwide Title I school principal is contacted and asked to provide names of parents who would be willing to serve on the KCPS Advisory Council and assist in developing the *Title I Parent and Family Engagement Plan*. Individual invitations are sent to parents whose children attend each of the schools. A meeting is held at a central location. The meeting agenda will include a welcome, purpose, review and discussion of the current *Plan*, academic achievement, budget and other areas of concern as well as questions. Parents are encouraged to share their ideas and recommendations regarding changes, additions etc. to the *Plan*. The outcomes of such meetings are a) to communicate the efforts of the district toward involving parents and educators in building strong relationships, b) encourage parents to participate in the planning and implementation of the Plan and, c) promote the academic goals of the system and review the existing Plan prior to soliciting parent input on next year's *Plan* and its budget.

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

District Level Engagement Plan Evaluation



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

School Level Parent and Family Engagement Plan Review

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

School-Parent Compact

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

Distribution of Parent and Family Engagement Funds

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

Monitoring Parent and Family Engagement

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

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

Those responsible for monitoring parent involvement besides the Title I Coordinator are:
Brenda Rose Principal, Henry Highland Garnet Elementary School

Kris Hemstetter Principal, Rock Hall Elementary School
Arlene Redding Principal, Galena Elementary School
Mary Helen Spiri Principal, Kent County Middle School

In addition, the following also monitor parent involvement

Heather Davis, Interventionist, H.H. Garnet Elementary School
Rachel Hopkins, Interventionist, Galena Elementary School
Marlene Vosburg, Acting Interventionist, Rock Hall Elementary School
Sara Moore, Home-School Coordinator, Kent County Middle School

DOCUMENTATION

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

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

2. LEA's 2020-2021 Title I Parent and Family Engagement Policy/Plan that is distributed to parents and families.

D.2 (The current district plan and survey are posted on the KCPS website. The plan below reflects changes that are in process to improve the plan. Once finalized, the new plan will be posted on the KCPS website).


KENT COUNTY PUBLIC SCHOOLS TITLE I/ESSA

PARENT AND FAMILY ENGAGEMENT PLAN 2020-2021


The Kent County Public School System's Title I Office will plan and support programs procedures and activities for involving parents and family members in all schools that implement an ESSA compliant Title I program during the 2020-2021 school year. The purpose of this Plan is to communicate the efforts of the system to engage and involve parents, other family members and educators in order to build strong partnerships at each school and promote the academic goals necessary to support high expectations and achievement for all students. To support this plan, the Title I Office will (as appropriate in the virtual or hybrid learning model and as appropriate with ever-changing COVID-19 restrictions):

- 1. Involve parents jointly in providing input and revising the *Title I Parent and Family Engagement Plan* which is part of the ESSA Consolidated Strategic Plan.**
 - a. Invite parents from each Title I school to annually review and provide Input and feedback on the district level Title I Parent and Family Engagement Plan and,**
 - b. At least annually revise the district level Plan based on parent input and feedback.**
- 2. Provide assistance to schools in planning and implementing effective parent engagement activities designed to improve academic achievement**
 - a. Host monthly meetings with Title I interventionists and other parent-school liaisons including, when possible school level administrators, to support the implementation of school-based parent workshops and activities.**
 - b. Visit schools regularly to ensure that their school-based *Parent and Family Engagement Plans* are being implemented.**
 - c. Participate in and provide technical assistance to schools as needed to implement school-based Title I activities including the sharing of School- Parent Compacts during parent teacher conferences held throughout the school year.**
- 3. Provide assistance to parents in understanding requirements as described in The Every Student Succeeds Act of 2017 (ESSA) and updates as well as Maryland state and local Standards and assessments, along with associated Title I requirements in order to support student progress designed to improve student achievement.**
 - a. Post resources on school-based websites (examples may include: COVID-19 Recovery Plan, Links to Powerschool for student grades and attendance, Upcoming events calendar, Title I Overview and information brochure in various languages, Parent and Family Engagement Plan with survey opportunity for input on the plan and funding, contact information for various schools and departments).**

- b. Include ESSA Title I requirements in the district's Parent Handbook and on the KCPS website.
 - c. Provide parenting tips for parents and other family members designed to support student achievement.
 - d. Offer or assist with parent workshops at schools.
 - e. Provide state and local standardized assessment resources, Common Core Standards resources, and parenting tips on how to support students at home
 - f. Assist with workshops on the monitoring student progress and increasing parent-teacher communications in order to increase student achievement
 - g. Assist schools as necessary with scheduled parent-teacher conferences.
- 4. Provide assistance to interventionists and parent-school coordinators for staff Professional Development to build capacity on how to increase communication and outreach to parents as partners.
 - a. Communicate tips for working with parents as partners during Professional Learning Communities and staff meetings.
 - b. Build the schools' and districts' capacity for strong parent engagement by using multiple means to contact parents.
 - c. Capitalize on the talents of parents to coordinate programs and share their expertise in order to build parent-student-teacher partnerships.
 - d. Assist with planning school initiated parent engagement workshops and ensure alignment with school needs and evaluation feedback as found in School Improvement Plans (examples may include collaboratively working to create parent presentations, hand-outs, and working with peers to share what has worked in various situations, etc)
- 5. Coordinate joint community service programs and resources to increase parent involvement activities
 - a. Work with the 21st Century Summer Program as well as the Horizons Summer Program both designed to increase student achievement.
 - b. Work collaboratively with the Judy Center in order to provide community resources for parents.
- 6. The Title I Office personnel and school-based personnel along with parents and family members will seek ways to collaborate in order to increase parent knowledge and skills when working with their children in order to increase student achievement. Input from parents and families will be sought to achieve this purpose through the PFE Survey.
- 7. Administer annually the Title I Parent Interest Survey designed to identify and assist schools in providing workshops for parents and students and share results at monthly district level Title I interventionists' meetings.

- 
- a. Assist school personnel as needed in Including parents in planning workshops
 - b. Tailor parent sessions to meet individual and group needs.
 - c. Utilize school-based website, including the district level website as well as newsletters in order to provide tips for parents on how to support learning in the home.
 - d. Assist building level parent outreach programs and activities focused on reading/writing, math, science, STEM and technology.
 - e. Assist as needed in conducting MCAP and local curriculum information meetings to inform parents of assessments and standards in order to support learning at home

- 8. Provide written communication to parents in translated languages and formats that they can understand.
 - a. Translate district and school-based communications in a language parents can understand
 - b. Provide translators for district and school-based meetings in a language the parents can understand

- 
- 9. Provide a variety of venues to maximize parental engagement and communicate the information to parents who are unable to attend the sessions
 - a. Assist with parent involvement sessions with other agencies in venues such as schools, churches, and community centers in a variety of areas with the county.
 - b. Send home communications to parents who are unable to attend sessions.

- 10. Use monthly Title I interventionists' meetings to jointly advise and direct matters related to parent involvement for all Title I school leadership teams.
- 11. Articulate parent engagement expectations related to Title I requirements at monthly interventionists' meetings
- 12. Administer school level parental engagement surveys annually and share results at monthly district level Title I meetings

- 3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.



KCPS District Parent and Family Engagement Plan/Funding Survey

After reviewing the KCPS District Parent and Family Engagement Plan for 2020 – 2021 please complete the following survey.



1. Kent County Public Schools' Parent and Family Engagement Plan is clearly written and easy to understand.

____ Yes ____ No

2. Kent County Public Schools' Parent and Family Engagement Plan helps parents better understand the responsibilities of schools in supporting student achievement?

____ Yes ____ No

3. Kent County Public Schools' Parent and Family Engagement Plan helps parents better understand the role of Title 1 in Kent County Public Schools?

____ Yes ____ No

4. Kent County Public Schools' Parent and Family Engagement Plan helps parents understand the role of community partners in their child's education.

____ Yes ____ No

5. Parent and family engagement funds should be distributed as follows, please check one:

____ 100% school level ____ 90% school level, 10% district level

I have the following comments/suggestions regarding the Kent County Public Schools' Parent and Family Engagement Plan and use of funds:



_____ What do you think are the biggest barriers to parent's/guardian's participation in their child's education?

(check all that apply)

<input type="checkbox"/>	Parent work schedule	<input type="checkbox"/>	Childcare	<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Don't know about opportunities	<input type="checkbox"/>	Not sure how to help	<input type="checkbox"/>	Language/need interpreter
<input type="checkbox"/>	Don't feel welcomed at school	<input type="checkbox"/>	Other:		



What do you think parents and families need most to help support children's academic achievement?

Please submit completed surveys to CCPS Title I Coordinator at mbutler@kent.k12.md.us or by mailing to Kent County Public Schools 5608 Boundary Ave, Rock Hall, MD 21661 Thank you for your input!

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. **If these items are available in multiple languages, they should be submitted in all languages available.**

E. Participation of Children in Private Schools

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;

E 1

KCPS Written Process for Participation of Children in Private Schools

Kent County Public Schools Equitable Services Timeline & Process 2020-2021

October 2020	Obtain a complete list of MSDE approved non-public schools and church schools within Kent County
January 2021	Mail invitations via USPS to all MSDE approved non-public schools for the February consultation meeting at which information regarding the SY 2021-2022 Title I program will be shared
January 2021	Conduct follow-up communication including phone calls and emails to non-public schools officials who did not respond to invitations
February 2021	Conduct consultation meeting with all MSDE approved non-public

	school officials for a presentation of Title I and other germane Federal Grant Programs
April-May 2021	If there are non-public schools that indicate interest: <ul style="list-style-type: none"> •Conduct follow-up consultations with those schools •Match addresses of private school students from low-income families to participating public school attendance areas. •Determine the multiple, educationally related selection criteria •Based on consultations, design services that meet participants' needs.
May 2021	If there are participating non-public schools: <ul style="list-style-type: none"> •Provide Title I equitable services affirmation form for signature •Discuss implementation and score of Title I services.
July-September 2021	If there are participating non-public schools: <ul style="list-style-type: none"> •Finalize equitable services for identified students •Begin services for those students •Initiate professional development activities based on the consultation agreement if appropriate.
September 2021-ongoing	Hold on-going consultations and quarterly planning meetings
October 2021	Begin the initial consultation cycle for SY 2022

Each Winter, KCPS will send the following invitation to each of the Kent County Non-Public Schools: