“Better Schools, Better Future”

Maryland’s Reform Plan
Bridge to Excellence in Public Schools

Master Plan
2018-2019
2018 Master Plan Annual Update
(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update

Due: October 15, 2018

| Local Education Agency Submitting this Report: |
| Allegany County Public Schools |
| **Address:**  |
| 108 Washington Street, Cumberland, MD 21502 |
| **Local Point of Contact:** |
| **Name:** Dr. Kim Green Kalbaugh |
| **Telephone:** 301-759-2053 |
| **E-mail:** kim.green@acpsmd.org |

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Master Plan Annual Update to our Bridget to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this annual update has been developed in consultation with members of the local education agency’s current master plan planning team and that each member has reviewed and approved the accuracy of the information provided in the annual update.

| Signature Local Superintendent of Schools |
| Or Chief Executive Officer |
| __________________________ |
| **Date** |
| **10-11-18** |

| Signature (Local Point of Contact) |
| __________________________ |
| **Date** |
| **10-11-18** |
Local Planning Team Members

Use this page to identify the members of the school system’s Bridge to Excellence planning team. Please include affiliation or title where applicable.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation/Title</th>
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<tbody>
<tr>
<td>Dr. David Cox</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Dr. Kim Green Kalbaugh</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Larry McKenzie</td>
<td>CPA Director of Finance</td>
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<tr>
<td>Debbie Metheny</td>
<td>Supervisor of Student Services and Special Education</td>
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<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs and Social Studies</td>
</tr>
<tr>
<td>Nil Grove</td>
<td>Director of Information Technology</td>
</tr>
<tr>
<td>Dee Blank</td>
<td>Supervisor of Elementary Education</td>
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<tr>
<td>Michael McGowan</td>
<td>Supervisor of Elementary Education</td>
</tr>
<tr>
<td>Katie Buskirk</td>
<td>Supervisor of Secondary English and Foreign Languages</td>
</tr>
<tr>
<td>Dr. Ben Brauer*</td>
<td>Supervisor of Physical Education and Health</td>
</tr>
<tr>
<td>Tracey Leonard (Interim)</td>
<td>Interim Assistant Supervisor of Physical Education, Health, and Mental Health</td>
</tr>
<tr>
<td>Matt Marlowe (Interim)</td>
<td>Interim Coordinator of Student Support Services/Safety</td>
</tr>
<tr>
<td>Dr. Stephen Thompson</td>
<td>Assistant Supervisor of Secondary Mathematics</td>
</tr>
<tr>
<td>Eric VanSlyke</td>
<td>Supervisor of Secondary Science</td>
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<tr>
<td>Kathy Eirich</td>
<td>Assistant Supervisor of Special Education</td>
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<td>Dr. Wendy Main</td>
<td>Assistant Supervisor of Special Education</td>
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<td>Dr. George Brown</td>
<td>Supervisor of Professional Development, Title II, Guidance, and Social Studies</td>
</tr>
<tr>
<td>Candy Canan</td>
<td>High School Principal/CTE Supervisor</td>
</tr>
<tr>
<td>Melissa Kaye</td>
<td>STEM Coordinator/P-TECH Coordinator</td>
</tr>
<tr>
<td>Marty Crump</td>
<td>Middle School Principal</td>
</tr>
<tr>
<td>Jacqueline Enright</td>
<td>Elementary School Principal</td>
</tr>
<tr>
<td>Lisa Stevenson</td>
<td>Administrative Coordinator of Acceleration and Enrichment and Library Media</td>
</tr>
<tr>
<td>Trina Simpson</td>
<td>Assistant Supervisor of Assessment and Accountability</td>
</tr>
<tr>
<td>Beth Ternent</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Tim Malloy</td>
<td>Frostburg State University Upward Bound</td>
</tr>
<tr>
<td>Kim Sloane</td>
<td>President, Allegany County Education Association</td>
</tr>
<tr>
<td>Leesa Blank</td>
<td>Parent Representative</td>
</tr>
</tbody>
</table>

*Please note that Dr. Brauer has taken another position and Tracey Leonard and Matt Marlowe are serving in an Interim capacity for the rest of this year.
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Master Plan 2018-2019
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2018 Master Plan Annual Update Clarifying Questions and Commendations

LEA: ___Allegany____________________________   Team Facilitator: __Marsye Kaplan/Julie Ayers __________

Based on the review of the Local Education Agency (LEA) Bridge to Excellence 2018 Master Plan Annual Update, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into sections from the plan. Also, the final column list commendations which demonstrate the LEA exceeding performance presenting a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions. The form is due to MSDE on, or before the close of business on **November 14, 2018.** *(Add additional rows, if required.)*

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LEA Response(s)</th>
<th>Commendations</th>
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<tbody>
<tr>
<td>MD Goals, Objectives, and Strategies</td>
<td></td>
<td>Provide clarification on how the strategies provided specifically connect to the struggling student populations and why Allegany believe they will have a positive impact on student learning within those identified groups.</td>
<td>Read 180 and System 44 as Tier II and III interventions are utilized outside of the regularly scheduled block for ELA for middle and high school students. Fourteen reading intervention teachers support Tier II and III students in elementary schools in addition to a 120 ELA block daily. In elementary, middle, and high schools, different fidelity protocols are implemented for each reading program. In addition, a research-based reading program is utilized within the 120 minute ELA block for Grades K-5. A schedule for the 120 minute reading block, secured through the Florida Center Reading Research, is the basis for the 120 minute instructional block. A reading intervention committee (RIC) has created a standard for the multi-tiered system of support (MTSS) within the standards of reading instruction. Literacy screeners and ELA benchmarks are administered no less than three times a year with progress monitoring occurring for identified students.</td>
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| PARCC ELA/Literacy              | I.B.ELA.21 – I.B.ELA.22 |                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                                                                                                                                                                                 |

Due to MSDE November 14, 2018
Data meetings take place at each school quarterly to evaluate the success of the reading intervention programs and group students accordingly for tiered instruction. ACPS has a Comprehensive Literacy Plan that incorporate language and literacy skills for children from Birth to Grade 12.

Document Based Questions (DBQs) Project teaches students how to incorporate multiple sources to create evidence-based writing as a result of sharing and synthesizing information as readers, writers, active listeners, and persuasive presenters.

Secondary ELA teachers will be trained in the use of literacy centers for older students. The literacy center approach allows for students to be instructed at their level for a portion of the instructional period and collaborate with their peers.

These consistent practices within the MTSS throughout ACPS create a research based system with opportunities to scaffold information, provide for individual needs, and monitor the progress of students at regular intervals and adjust for instruction accordingly. We are confident that these strategies will provide consistency for teachers and will have a positive impact on our struggling student populations while concurrently addressing the needs of all students.

| PARCC Mathematics Grade 3-8 | I.B.MATH.18 - I.B.MATH.21 | Where is the evidence to support the strategy of placing students in grades 6 & 7 needing tier II interventions in an additional math class during their co-curricular instruction period? (I.B.MATH.13 & 14) | ACPS strongly supports the use of the co-curricular period in the middle school schedule to provide targeted Tier 2 mathematics intervention for those students who display 2 to 3 years of deficiency in mathematics skills as determined by universal screening. |
Why do you think that GRR, UDL and co-teaching model will help close the achievement gap?

Provide clarification on how the strategies provided specifically connect to the struggling student populations and why Allegany believes those specific strategies should have a positive impact on student learning within the identified groups.

This approach is guided by the 2009 What Works Clearinghouse report: Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools.

Research cited as:

Examined Tier II mathematics intervention provided as additional time outside of regular classroom mathematics instruction.

Earlier years of Tier II mathematics interventions in the middle school were conducted within the student's regular mathematics class. We learned that providing mathematics intervention with fidelity in this setting underprepared these students for grade level state assessment. In short, grade level content was sacrificed at the expense of the intervention.

The middle school Tier 2 mathematics program we use is HMH Math180. This program is intended for 50-70 minutes of daily instruction, much of which is using the program software. Our co-curricular period is 45 minutes in length which allows for substantial instruction and exposure to the intervention program with a high level of fidelity.

By offering Tier 2 intervention to supplement, and not supplant the regular grade level mathematics instruction ACPS believes that
our approach gives students the best opportunity to address their deficiencies, while still getting full exposure to grade level content.

ACPS has invested heavily in implementation of the Gradual Release of Responsibility (GRR) instructional framework and UDL at all grade levels.

Our belief is that students learn best by being active participants in the educational process. The GRR emphasizes that students be actively engaged in guided instruction, collaboration, and independent work. This framework further promotes UDL by ensuring that students experience multiple approaches to representation, multiple opportunities to become engaged in the content, and to have multiple pathways to express their understanding. By investing in appropriate technology, instructional resources, professional learning, and ongoing district support, our teachers are able to provide students with engaging lessons that allow them to interact with the mathematics instead of being a passive participant in their own mathematics education.

The co-teaching model is used within class that have special need students. While still making full use of GRR and UDL, this approach allows for students to receive more small group and individualized attention than what would occur in a one-teacher classroom.

Related citations:
All of these approaches when looked at in totality have enabled ACPS students to incrementally improve performance as defined by PARCC. While we have made modest gains in students reaching Level 4 status, we have noticed a large decrease in the number of students scoring at Level 1, especially using 2018 results. Since the 2017-2018 school year was our second year of implementing the GRR framework, we believe that this helped to bring up our most struggling students and begin to narrow the achievement gap. Through continued use of this framework, we anticipate that 2019 PARCC results will continue to show ACPS bringing up the performance of our weakest students.

Clarification on Strategies
While not exclusive to the struggling student population, most students requiring Tier 2 intervention do represent a racial minority and/or economically challenged subgroup. Students in this program have shown progress in eliminating deficiencies with their content knowledge, while also showing the ability to be successful on grade level content.

ACPS monitors local assessment data which is then used by teachers to address lapses in student content mastery. Teachers then provide remediation / re-teaching to strengthen student understanding of content which was an area of concern. This is provided to all students.

The GRR model places more responsibility
on the student for their own learning.
Through extensive training, ACPS teachers develop and present lessons which provide students with multiple opportunities to be engaged with the content. By shifting the responsibility towards the student, the teacher assumes the role of a facilitator who can monitor and guide students through their learning process. This also enables the teacher to focus lesson activities on different levels of learners and enable the teacher to provide more targeted attention to struggling populations within the classroom.

See c. above
See I.B. Math 14, paragraph 3

ACPS is actively piloting two middle school math series: HMH GoMath and Illustrative Mathematics. We are piloting these materials with all levels of student. Based upon teacher feedback and student performance, we will be selecting a series which appeals and adapts to all learners. Pilot teachers are utilizing the recommendations from the publishers for adapting the materials to struggling learners.

School21 is being used system-wide with all middle school students. This online resource helps to solidify the procedural and conceptual knowledge that students are taught in the classroom. This program also provides for refresher activities that may be used to address student deficiencies in prior learning. We believe the online environment appeals to today’s students and they are more likely to use a learning tool which is tech driven, provides immediate feedback, and sets obtainable performance goals.

| Algebra 1 | I.B.ALG I.9 – I.B.ALG I.11 | Provide clarification on how the strategies provided specifically | ACPS has invested heavily in implementation of the Gradual Release of Responsibility |
Due to MSDE November 14, 2018

<table>
<thead>
<tr>
<th>Connect to the struggling student populations and why Allegany believes those specific strategies should have a positive impact on student learning within the identified groups.</th>
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<td>Our belief is that students learn best by being active participants in the educational process. The GRR emphasizes that students be actively engaged in guided instruction, collaboration, and independent work. This framework further promotes UDL by ensuring that students experience multiple approaches to representation, multiple opportunities to become engaged in the content, and to have multiple pathways to express their understanding. By investing in appropriate technology, instructional resources, professional learning, and ongoing district support, our teachers are able to provide students with engaging lessons that allow them to interact with the mathematics instead of being a passive participant in their own mathematics education.</td>
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<td>The co-teaching model is used within class that have special need students. While still making full use of GRR and UDL, this approach allows for students to receive more small group and individualized attention than what would occur in a one-teacher classroom.</td>
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Clarification on Strategies
a. While not exclusive to the struggling student population, most students requiring Tier 2 intervention do represent a racial minority and/or economically challenged subgroup. Students in this program have shown progress in eliminating deficiencies with their content knowledge, while also showing the ability to be successful on grade level content.

b. ACPS monitors local assessment data which is then used by teachers to address lapses in student content mastery. Teachers then provide remediation/re-teaching to strengthen student understanding of content which was an area of concern. This is provided to all students.

c. The GRR model places more responsibility on the student for their own learning, through extensive training, ACPS teachers develop and present lessons which provide students with multiple opportunities to be engaged with the content. By shifting the responsibility towards the student, the teacher assumes the role of a facilitator who can monitor and guide students through their learning process. This also enables

Change a.
b. thru g. are aligned with MP 11/9/18
the teacher to focus lesson activities on different levels of learners and enable the teacher to provide more targeted attention to struggling populations within the classroom.

d. See c. above
e. See I.B. Math 14, paragraph 3
f. ACPS is actively piloting an Algebra 1 series: HMH AGA. We are piloting these materials with Grade 8 Algebra 1 students. Based upon teacher feedback and student performance, we will be selecting a series which appeals and adapts to all learners. Pilot teachers are utilizing the recommendations from the publishers for adapting the materials to struggling learners.
g. School21 is being used system-wide with all middle school students. This online resource helps to solidify the procedural and conceptual knowledge that students are taught in the classroom. This program also provides for refresher activities that may be used to address student deficiencies in prior learning. We believe the online environment appeals to today’s students and they are more likely to use a learning tool which is tech driven, provides immediate feedback, and sets obtainable performance goals.

| High School Assessment Government | I.B.HSA Gov.4 - I.B.HSA Gov.5 | Why were these strategies selected? Based on what evidence? | Disciplinary Literacy practices that support Standard 6.0, Processes and Skills, will be utilized in all LSF Government classrooms.

*“Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using"
disciplinary and inquiry literacies.”

Students will use such Disciplinary Literacy practices such as SOAPStone and the Question Formulation Technique as they analyze and cite evidence to cite an argument via writing or orally.

SOAPStone is a reading and writing strategy that is endorsed by the College Board.

(https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing)

The Question Formulation Technique (QFT) was created by the Right Question Institute and is endorsed by Harvard University. This practice gives students opportunities to create and respond to their own closed and open questions based on primary and secondary source documents.

http://rightquestion.org/education/

The Document Based Questions (DBQs) Project teaches students how to incorporate multiple sources to create evidence-based writing as a result of sharing and synthesizing information as readers, writers, active listeners, and persuasive presenters. Additionally, the Gradual Release of Responsibility (GRR) instructional framework integrated with the principles, guidelines and checkpoints of Universal Design for Learning (UDL) will be used during daily instruction. The GRRUDL instructional framework will provide teacher modeling via Focused Instruction, teacher-student questioning via Guided Instruction, student-centered learning via Collaborative Learning and Independent Learning.
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<td>Funding to support the instructional practices will be provided locally and via Title IIA for professional learning.</td>
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</table>
Executive Summary

Instructions:

The Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, requires Local Education Agencies (LEAs) to develop and submit an annual update to the comprehensive master plan to the Department for review. The annual update includes reporting requirements in accordance with Annotated Code of Maryland §7-203.3, and Chapter 702, Commission on Innovation and Excellence in Education. In alignment with the Annotated Code of Maryland § 5-401, Annotated Code of Maryland §7-203.3, Chapter 702, and the Maryland State Board of Education’s vision to create a world class system to prepare all students for college and career, the comprehensive Master Plan Annual Update should include goals, objectives, and strategies to promote academic excellence among all students.

Reported strategies are to address any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, students with limited English proficiency, as defined in §5-208 of the Education Article and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. The Executive Summary should serve as a stand-alone document that summarizes progress that the LEA is making in accelerating student performance and eliminating achievement gaps, as described throughout the master plan annual update. Only specified reporting requirements noted in this guidance should be included in this Executive Summary.

The Executive Summary shall include a budget narrative section that provides a detailed summary of the fiscal climate in the LEA. The budget narrative section should also describe any changes in demographics and the fiscal climate, along with a discussion of the effect of these changes on the LEA and Master Plan implementation.

The following is a suggested outline for the Executive Summary:

I. Introduction

The Allegany County Public Schools (ACPS) Bridge to Excellence Master Plan is a system plan to accelerate the achievement of all students, including all subgroups and specialized populations to eliminate performance gaps that persist based on students’ race, ethnicity, socio-economic status, disability, and native language. The summary serves as a stand-alone report that summarizes the progress that Allegany County Public Schools is making in accelerating student
performance and eliminating achievement gaps. Progress towards achieving the goals is evaluated during the year and revisions are made to strengthen the plan.

ACPS, located in rural Western Maryland, has seen changes in demographics over recent years. Student enrollment continues to slowly decline. The end of year enrollment of 8,539 (2017-2018) is down 1.9% from the previous year enrollment of 8,702 and down 3.7% since 2014-2015 enrollment of 8,865. Enrollment data for this school year will be verified once the official September 30, 2018 enrollment figures are official. The percentage of students receiving free/reduced meals, retrieved from mdpublicschools.org, is 55.39%. This number is reported as of October 31, 2017 and remains close to the same with a slight decrease of 0.88% since the previous year. The percentage of special education population of 15.8%, as on the end of year 2017-2018 report, has maintained about the same over the past 4 years. 2017-2018 data is not currently available or updated from MSDE for use. Data will be updated upon availability.

According to the 2016-2017 end of year report, the race/ethnicity breakdown for Allegany County Public Schools indicates that 88.5% or 7700 students are white, 5.8% or 508 students are 2 or more races, 3.1% or 268 students are Black/African American and the remaining 2.6% are American Indian, Asian and/or Hispanic.

System priorities are based on an analysis of test data, survey of need, and through the ACPS goal planning process. The priorities for the Master Plan are established through the Superintendent’s Senior Staff with input from and coordination with all instructional and administrative departments. These priorities are aligned with the Master Plan and are funded through the Superintendent’s budget.

ACPS continues to examine ways to improve efficiency and effectiveness in the delivery of support to schools. Under the direction of the Chief Academic Officer, the system evaluates the strengths and needs of the instructional division and adjusts the Master Plan and School Improvement Plans accordingly.

ACPS system’s challenge of differentiating instruction continues for all students, especially those in the FARMS, Special Education and African American subgroups. A great deal of modeling, coaching, and professional development continues to be used to transform secondary learning environments to include small groups, differentiated instruction, and reteaching. Title 2A funding has been allocated in the area of professional development at all levels to address these challenges. Teachers have received training in developing more effective instructional strategies including the four components of the Gradual Release of Responsibility (GRR) instructional framework integrated with the guidelines and checkpoints of Universal Design for Learning (UDL), Disciplinary Literacy, Document Based Questioning (DBQ) Training and critical vocabulary (academic and content specific).

Each school has been charged with forming a professional learning community to advance lesson planning, instructional delivery, data analysis, and collaboration among faculty.
All teachers use a daily lesson plan organizer created by the district. The Supervisor of Professional Development has provided additional support to teachers in unpacking the standards, Universal Design for Learning, and Disciplinary Literacy. The supervisor is also the district’s liaison for Universal Design for Learning.

Moreover, on-going data analysis and root cause analysis training continued to take place last year. Administrators learned how to use the “5 Whys” to identify reasons for gaps in academic achievement. Each administrator conducted a root cause analysis to determine the deepest underlying cause(s) of the negative symptoms for their achievement gaps. Each administrator worked with his/her school improvement team and teachers to complete a goal planning process to identify goals, strategies, resources, implementation procedures, progress monitoring, and evidence of outcomes to address areas in need of improvement. During the August professional development, all administrators and staff reviewed assessment data and made updates and modifications to their school improvement plans and goal planning process. Moreover, each administrator facilitated an analysis of student engagement and staff engagement survey results to determine goals and strategies for improvement within their plans. Principal SLOs were aligned to their academic achievement goals and their goal planning process.

**Academic Programs**

**Elementary**

Prekindergarten classrooms continue to offer universal access to all age eligible four year olds. There is at least a .5 pre-kindergarten experience offered in every elementary school. Pre-kindergarten programs are inclusive environments for some three year olds and all four year olds with disabilities. A full-day Federal Pre-k Expansion Grant funded classroom is available at South Penn Elementary School. This is the third year for the full-day pre-k classroom.

Elementary teachers who are new to Allegany County will work with elementary specialists to review resources in which they learn how to deconstruct the standards, create questions for a unit of study, and write essential questions related to the big ideas for ELA and mathematics. A math consultant was hired to work with the cadre to provide professional development and coaching designed to deepen and extend professional learning and enhance the knowledge and experience of our teachers as they use the mathematical practices and content within the classroom to accelerate student achievement and eliminate performance gaps. The math consultant worked with the teachers to build both individual skills and leadership capacity through collaboration. The elementary math instructional specialists were closely involved in coaching as they provided support for implementing effective teaching practices, differentiation strategies, and a continued focus on developing and deepening math content knowledge and skills. New elementary math units and a pacing guide were created.
The elementary reading and math instructional specialists will provide assistance with teaching and classroom support in all elementary schools during the 2018-19 school year. A scientifically based reading research (SBRR) core reading program continues to be implemented in all elementary schools. In accordance with the textbook replacement schedule, a reading textbook selection committee recommended the adoption of the MacMillan/McGraw-Hill Treasures reading program in the spring of 2010. The reading series, in its eighth year of use, promotes a 120 minute English Language Arts (ELA) block for explicit instruction in reading and writing. An emphasis on writing in all content areas continues to be a focus. There is also a 60-90 minutes math block depending on grade level for explicit instruction in mathematics. All teachers in ACPs use the Gradual Release of Responsibility framework to guide planning and instruction. Each teacher creates and reinforces a content purpose, language purpose, and social purpose for their daily lessons.

Experiences in environmental education are provided for students K-5. For the ninth year, students in the fifth grade continue to participate in a residential environmental education program. The experience provides students with a hands-on five day, four night program which aligns with the environmental literacy standards for science, math and reading. This experience typically takes place during the September-October timeframe.

Middle

The middle schools continue to operate on a modified block format that affords the opportunity for increased instructional time in mathematics and ELA. Specifically, ELA and math classes are taught during a daily 76 minute block. Science and social studies are delivered on a 76 minute block on an A-B schedule. Eighth-grade students have the opportunity to enroll in Spanish I and Algebra I. Both of these courses are for high school credit.

Middle schools students participate in a 38 minute co-curricular period which allows time for band and choral practice without pull-outs as well as interest-based activities geared to motivate and encourage students to have a positive attitude about school. Middle school students participate in keyboarding and computer experiences. Keyboarding is offered in sixth grade, Intro to Computers in seventh-grade, and Intro to Computer Science is offered to eighth-grade students. All students in middle school have the opportunity to take a financial literacy course each year. In grade six, students participate in Vault-Understanding Money. Vault is an online interactive platform that incorporates multiple evidence-based learning theories to increase students’ knowledge and build the foundation for making good financial decisions. This year is a transition year for the Venture and FutureSmart financial literacy programs. Teachers provided input that Venture which focuses on Entrepreneurial Adventure should be moved to grade eight. Therefore, this year, all students in grades seven and eight will be participating in FutureSmart. Next year, seventh-grade students will have FutureSmart and eighth-grade students will participate in Venture. Venture is an online interactive program teaches students to think about business and life. The course uses case studies, interactive business simulations and personal
development activities to teach important basic business skills. Students develop a personalized plan for their individual business. Students have the opportunity to participate in an Entrepreneurial Showcase each year. Based upon the TV show Shark Tank, individual students or teams present a business pitch. Business/Industry and community leaders participate in the annual event, which is sponsored by the school district, HRDC, and EverFi. The event is in its third year of implementation and is regarded as highly successful by the Chamber of Commerce Education Committee and parents.

Each middle school also provides an Advisory period for students at least twice a month. The Advisory program is focused on PeaceBuilders concepts and school-wide PBIS. All seventh grade students have the opportunity to participate in Focus on the Future, a career awareness event that brings together business and industry professionals from the ten career clusters who provide demonstrations and other hands-on experiences for the students. School counselors provide pre event activities regarding careers and there are post activities and reflections for students after the event. The district has provided this event for over a decade and works with the Chamber of Commerce and Economic Development to coordinate the event.

READ 180, an intervention program in all middle schools, was upgraded to the Next Generation Edition, which is aligned to Maryland’s College and Career Ready Standards. All students who qualify for Read 180 participate in the universal ELA class plus the Tier II reading intervention. Students who need additional reading support participate in a Tier III reading intervention.

MATH 180, a Tier II intervention program that is also aligned to Maryland’s College and Career Ready Standards, is part of the sixth and seventh grade curriculums. Like the READ 180 program, students are assessed three times a year to determine student growth and individual classroom instruction based on student needs. The school improvement specialists for both reading and mathematics continue to provide mentoring/coaching, data analysis, and job embedded professional development.

Middle school students participate in a Meaningful Watershed Educational Experience (MWEE) and Meaningful Outdoor Education Experience (MOEE). Students participate in a 2.5 day Environmental Education Program. These outdoor learning experiences follow the Alice Ferguson Foundation Bridging the Watershed Curriculum. Students attend a one day MOEE at the Evergreen Heritage Center (EHC) with extension and reflection activities led by the classroom science teacher at the home school. Sixth-grade students experience a one day MOEE with EHC and seventh-grade students participate in a 2.5 day MWEE and MOEE lead by the Alice Ferguson Foundation which qualifies as 30 hours of Service Learning hours for these students.

High
At the high school level, the focus continues on ensuring that students are college and career ready. The program of study continues to be enhanced in a number of ways to increase course offerings and rigor in the high schools. Three world language completer options are available at the high school level: French, Mandarin Chinese, and Spanish. The Mandarin Chinese I, II, and III which were previously delivered by way of PolyCom units through the University of Maryland System are now taught face to face with a teacher at each of the high schools.

Many of the AP course enrollments continue to increase or maintain enrollment. Advanced Placement course offerings include AP English Language and Lit, AP World History, AP U.S. History, AP Calculus, AP Statistics, AP Environmental Science, AP Biology, and AP Physics II and II. During the 2017-18 year, additional data analysis took place to determine why students are not scoring higher on the AP exams. Strategies for improved student outcomes were developed to address the problem. Albert, an online resource, was purchased for all AP students via Title IV funds. Moreover, all AP students will be required to take a final exam prior to the AP exams.

Most of the early college/dual enrollment classes are offered on the high school campuses with the high school teacher delivering the instruction as an adjunct professor. College English, College, Speech, College Psychology, College Algebra, College Probability and Statistics, College Biology I and II are offered in ACPS. The Center for Career and Technical Education and the three comprehensive high schools offer Speech through a hybrid platform with Allegany College of Maryland. Students participate in Speech via online and face-to-face meetings.

ACPS continues to partner with Allegany College of Maryland to provide a college coach that works at each of the high schools and the Career Center. The coach college provides a series of presentations called the Academic Choice Planning Series (ACPS) on topics such as why college matters, college terminology, financial aid, and career planning to students in grades 9-12. The Chief Academic Officer and instructional supervisors will work with principals and teachers to expand course offerings in AP and early college by encouraging teachers to participate in training or to obtain additional content coursework to become credentialed to teach AP or early college. ACPS continues to work with the local community college on articulation agreements and College and Career Readiness. Seniors who are not deemed CCR through one of the acceptable indicators are offered a transition experience at each of the high schools and Career Center. The students are re-assessed for CCR as per Senate Bill 740 requirements.
Transition to NGSS and MISA

STEM

The Next Generation Science Standards was phased in according to the MSDE timeline. ACPS developed a timeline for the full implementation of the NGSS.

- **2016-17**: Full implementations in PreK-2
  - Pilot units in grades 3-5
  - Pilot integrated course overviews and units for grade 6

- **2017-18**: Full implementations of units in grades PreK-6
  - Pilot integrated course overview and units for grade 7
  - Assess high school students who didn’t participate in HSA Biology in 2016-17 who need to participate to meet graduation requirements

- **2018-19**: Full implementation of units for grade 7
  - Pilot integrated course overview and units for grade 8
  - 10th and 11th grade students who have taken all three high school science courses will take the MISA field test

The STEM coordinator will continue to assist all schools in the implementation of Maryland STEM education in all content areas. Teachers have access to an online template that incorporates the STEM Standards of Practice that guide STEM instruction. ACPS maintains an online warehouse of STEMcentric lessons that teachers within the district have created. All teachers have access to the online warehouse. Schools have been charged with creating a STEMcentric Professional Learning Community. The STEM Coordinator will be working with members of the STEM Professional Learning Communities at each school.

Academic and Behavior Instruction and Supports

For the past five years, the district participated in the SWIFT initiative (School-wide Integrated Framework for Transformation) with four elementary schools and one middle school. A district implementation team worked to build capacity and sustainability to provide academic and behavioral instruction and supports for all students, including those with the most extensive needs in preparation for the end of the grant. The district and school leaders used six research-based practices to select several effective innovations (EI) using the Hexagon Tool for Implementation as district priorities. The implementation team worked on building capacity for problem solving and implemented the ‘5 Whys’ and a Goal Planning Process to guide decision making.

The Reading Intervention Committee designed a MTSS Model in Reading for the Allegany County Public Schools. This priority resulted from the partnership with the SWIFT
Center and the subsequent professional development and training designed to help the district provide academic and behavioral support to improve outcomes for all students through equity-based inclusion. This continues to be a significant instructional initiative. Using the Hexagon Tool of Implementation Science, the committee and its subgroups have worked to address the needs of creating a protocol for universal screening, identification and description of research-based reading intervention programs that can be used in the district, development of a protocol to monitor fidelity of chosen research-based reading intervention programs, and creation of a system-wide support team at the elementary, middle, and high school levels, with primary focus on elementary reading interventions and bridging the current achievement gaps at both the middle and high school levels.

The Reading Intervention Committee (RIC) selected consistent screening tools and reading intervention materials. Through a coordinated effort with identified priorities indicated by the district SWIFT team and the Reading Intervention Committee, professional development was provided to principals during a summer Principal Academy and council meetings on quality Tier I instruction, the instruction all students get. Professional learning was also provided and is ongoing on Tier II (supplemental intervention) and Tier III (individualized intervention). The Instructional Consultation Team Model (ICT) is utilized within the district at the 14 elementary schools as part of the Response to Intervention (RTI) mandate required by the Individuals with Disabilities Education Act (IDEA).

The district committee has created the following:

- Universal Screeners fidelity protocols
  - DIBELS (Grades K-3)
  - Reading Inventory (Grades 4-9)
- Secondary Screener protocols
  - Quick Phonics fidelity Screener (As Needed Per Grade Level)
- Potential Third Screener specific to Multi-Sensory Reading Instruction
- Identified Components of High Quality Tier I Instruction
- A total of 62 teachers (at least one teacher per school) participated in multi-sensory reading instruction training.
- Training on the use of Fidelity Protocols for Universal and Secondary Screeners
- Training on the Reading Inventory for Grades 4, 5, and 9 teachers
- LEXILE Measures (LM): How do LMs transfer to classroom instruction?
- NEWSELA (one resource with multiple LMs)
- Identification of Person(s) responsible for monitoring the use of fidelity protocols for Universal and Secondary Screeners and Tier II and Tier III Instruction
- Creation of a protocol for team monitoring of student progress
An ACPS MTSS Practice Profile was designed by ACPS and is used to support ACPS in a multi-tiered system of support to ensure that all students in ACPS receive appropriate instruction and supports in order to maximize student achievement and positive outcomes in the areas of reading and mathematics and behavior. Systems of Support (MTSS) Practice Profile:

Collaborative Teams and Data Based Decision Making
Screening and Progress Monitoring
Tier I, II, and III
Reading
Mathematics
Behavior

As a result of the MTSS Practice Profile results, a Math Intervention Committee and Behavioral Implementation Team were established and guidelines, programs, and supports were created for mathematics and behavioral interventions. The Behavior Implementation Team met frequently during the year and created a district wide training during the Superintendent’s Advance for administrators and supervisors. The four SWIFT schools and John Humbird Elementary piloted a Behavioral Screener during the 2017-18 year. A number of technical glitches had to be solved, but training took place with all elementary and middle school administrators for implementation of the screening tool at the elementary and middle levels for the 2018-19 year. In addition, a Tier 3 Integrated Support Plan was designed for all schools to use to document interventions and supports for students with intensive behavioral needs. All school based administrators attended training and information was provided to school-based faculty/staff during the Opening Staff Development in August. School Counselors, PPWS, and school-based administrators received initial training in Restorative Practices during the 17-18 year and additional training will be provided to school counselors and assistant principals during the 18-19 year. A train the trainer model will then be used to train other personnel. Moreover, supervisory personnel and members of the Behavioral Implementation Team will be working with administrators and school counselors to review other universal, targeted, and intensive discipline best practices and interventions.

District priorities were established based on district wide results of the MTSS Practice Profile. In order to support these priorities and move the district to improved student outcomes, a significant amount of work has taken place at the district and school levels to align priorities. The district continues to collect and analyze data through data snapshots that engage school leaders in a concentrated analysis of what they do, how they do it, and the impact is has on student outcomes. Training was held in August to guide school based administrators through school improvement data analysis on assessment results and the goal planning process. We examined the changes within the year for the percent of the students with and without disabilities and we examined trend data. We also conducted a grade level and content level analysis for each
school in the district. We also examined attendance and school discipline data, prevention and intervention strategies in place, professional development needs, disproportionality ratios and differences among schools in the rates of suspension and referrals. Based on the data, we identified particular areas of concern and, subsequently, we began work to restructuring our alternative programs to increase therapeutic and behavioral supports and mental health services. The district also hired additional behavioral specialists to support increasing behavioral needs.

Using the Fidelity of Implementation Tool, we examined data on the domains of the School-wide Integrated Framework for Transformation: Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy. When we analyzed the District Capacity Assessment for Scaling up of Evidence-Based Practices, we noted that there an increase within the driver category of Leadership. We were consistent in the driver category of Competency and we continued a high level in the area of systems intervention in the driver category of Organization. The district team has examined strengths and identified opportunities to make changes or conduct additional analysis/investigation. We continue to analyze PARCC trend data and utilize the goal planning process to guide our work. We also continue to analyze SAT and AP test results. Last year, students in grades 6-12 and all teachers participated in an engagement survey. The district survey provided information on engagement, relationships, services, and supports. The district results were provided to all supervisors and administrators. School-based administrators shared school-level results with their faculty/staff. Areas in need of improvement were indicated in school improvement plans, along with goals and strategies.

Through our district level work, we continue to leverage the power of our committees through distributed leadership and multi stakeholders with coordinated efforts in the decision making process. We continue to focus on progress monitoring, setting district priorities, and staying the course. We have consistently worked on the integration of multiple initiatives and we have focused on showing the alignment of how each fits together for school improvement and increased academic results. We created a goal planning process based on implementation science, and all supervisors and school-based administrators and school improvement chairs were trained to effectively use the tool. Through a Comprehensive Literacy Grant, we were able to add coaching through a system of dedicated personnel at the elementary and secondary levels.

**Local Benchmarks and PARCC**

Benchmarks in reading, math and science continue to provide data for making instructional changes and for monitoring student progress. Benchmark assessments in elementary reading assess writing. Grade five benchmarks in reading, math, and science are used for placement consideration during the transition to middle school. Elementary benchmarks are administered via the Engrade online platform. This platform allows the district and teachers to analyze and monitor student progress efficiently and accurately. Engrade aligns with PARCC, allowing district level personnel and specialists to author standards-aligned benchmarks test items that replicate PARCC test items and accessibility features. A variety of more than 10
question types can be used to accurately assess student performance, including enhanced technology items. Moreover, the Engrade authoring tool empowers district leaders and teachers to build custom assessments quickly using an item bank provided by MSDE. While we had a goal of having all district benchmarks on the Engrade platform by the start of the 2018-2019 school year, we have been unable to meet that particular goal due to budgetary challenges. We do not have enough technology to support this initiative and we do not have funding to meet this goal. We continue to request funding through our local government and we research grants that could provide us with the funding for this critical initiative.

The results of locally developed benchmark assessments are housed in the ACPS Assessment Management System (AMS) and through Engrade. HSA tracking data for Biology and Government is also stored in ASPEN. These assessment results are analyzed at the school and county levels and are used to plan and adjust instruction to meet the needs of all students. Benchmarks are continually reviewed and revised based on teacher input and curricular changes. The system continues to develop and update benchmark assessments aligned to Maryland’s College and Career Ready Standards. An electronic curriculum repository has been developed to house web and software based resources that may be easily accessed by teachers. This repository features instructional resources and a mechanism whereby teachers can recommend additional resources to other teachers. An additional electronic Maryland’s College and Career Ready Standards website, www.commoncore.allconet.org, has been developed to house the revised ELA and Mathematics curriculum and to assist teachers with resources and lesson seeds to be used to implement Maryland’s College and Career Ready Standards.

The PARCC results, including individual student scores, district and school level reports are housed in two different locations. The first location is the Pearsonaccessnext website. Pearson has created informative and helpful reports that all principals, supervisors, test coordinators and identified teachers have access to. These reports include Evidence Statement Analysis Reports, Performance Level Summary Reports, Summary of Schools Reports, Individual Student Reports, School Content Standards Rosters, and School Student Rosters. All reports have been shared and discussed at Council Meetings and other staff development opportunities. The second location where data is housed is the Google Drive. In this folder, data is specifically identified for elementary, middle and high schools. In addition, feeder school information is provided to middle schools with requested data for the incoming sixth grade class. Individual PARCC scores are housed in this folder, along with various tools on how to interpret the Evidence Statement Reports and the PARCC Score Report. All principals, supervisors and approved teachers have access to the data in this folder. All school-based administrators and supervisors have been trained on how to interpret evidence statement reports and how to access Pearson.

Individual Assessment Student Reports are sent home to parents each year. IT is working with Follett so that these reports will eventually be housed in ASPEN and accessible to all parents and students. Every month, the Board of Education of ACPS is updated about the
assessment program. After each MSDE data release, ACPS prepares a media release. Parent information is posted to the ACPS website. Assessment updates are presented to the Teacher Round Table, the Parent Advisory Council, the Curriculum Committee and requests from other groups.

Data results from the locally developed benchmarks, as well as PARCC and HSA data, are used to provide information on the data review and baseline evidence component on the MSDE Student Learning Objective (SLO) template. Principals, supervisors, assistant principals, and teachers received training in writing SLOs. The SLOs serve as one of the measures of student growth for the ACPS Teacher and Principal Evaluation. Data from the benchmarks alert teachers and principals regarding students who are not making adequate progress during the school year. The data also helps teachers to identify interventions and principals to identify school-based professional learning needs. The SLO process will provide support for ACPS principals and teachers to identify areas of growth and make data-driven instructional decisions to increase academic achievement and close achievement gaps.

**Innovative Programs- NGSM, Biomedical Science, CHIP, ALL, and P-TECH**

Beginning in the 2017-18 year, Allegany County Public Schools began participating in the Next Generation Scholars of Maryland Program. Washington Middle School and Fort Hill High School are the sites for the program. The Maryland Business Roundtable (MBRT) was selected to implement a program for seventh through ninth grade students with qualifying FARMS indicators to receive essential college and career ready services from the MBRT for Education (MBRT) in alignment with Allegany County Public Schools. A second cohort of students has been added for the 2018-2019 school year.

The Center for Career and Technical Education sought and received funding to implement Project Lead the Way (PLTW) Biomedical Science in the comprehensive high schools. The Biomedical Science program is now in its fifth year of implementation with students in grades nine through twelve participating in the completer program at the comprehensive high schools. Evaluation of the program indicates that enrollment in the first course is high, but enrollment decreases in the subsequent courses due to several identified factors: rigor of the course work, other course conflicts, and other student interests. This will be a particular area of focus for the Curriculum Committee during the 18-19 school year.

The Chinese Immersion (CHIP) program is in its seventh year of implementation at West Side Elementary, K-5. The integration of iPad technology to enhance instruction and to provide a home communication tool has continued. The district created transition plan to move the program from fifth to sixth grade at a district middle school site in the 2018-2019 year. A cohort of sixth-grade students are enrolled in a Chinese Immersion class at Braddock Middle School, the district side for middle school. These students were previously in the elementary partial Chinese Immersion program at West Side Elementary, the district site for the elementary
program. The Chinese Immersion course in grade six (6) will equip students with oral and written proficiency in Chinese and an understanding of Chinese history, literature and culture. The course will be designed to meet the course requirements for Chinese I. Students will be merging into a traditional Language Class with components of the International School model being integrated through a focus on literature, reading, writing, and Chinese history/culture. During grade eight (8), students will complete a personal project in Chinese where the students choose and present the topic.

ACPS continues to implement and expand the Active Learning Labs (ALL). The ALL was originally implemented in grades four and five at the highest poverty elementary school in the district and ACPS is the first district in Maryland to implement an ALL program. While technology in the ALL enhances instruction, the critical piece to the success of the ALL has been the practice of the GRR instructional framework. The Active Learning Labs include interactive technology and a classroom configuration that allows students to work together in small groups in order to increase critical thinking, collaboration, communication, and creativity. Groups of four to five students sit around lab tables mounted with a 27-inch touchscreen computer. Software connects their computer with their teacher’s tablet computer and the room’s large SmartBoard. Students also use digital probes, digital microscopes, and other investigative technology. The Gradual Release of Responsibility (GRR) Framework is used to provide appropriate instruction, moving students towards independence through focused instruction, guided instruction, collaborative and independent work. Based on instructional objectives, educators may choose to begin in any part of the framework. Students move back and forth between each of the components as they master lesson standards and skills. To gradually release responsibility from the teacher to the student provides students with what they need to be purposefully engaged and self-directed learners.

ACPS continues to achieve its goal of expanding the Active Learning Labs within the school district. Moreover, ACPS was able to add the ALL to grades 6-8 at the highest poverty middle school in the district via a STEM grant. Through a generous donation, the ALL expansion has continued at the high school level with labs in two of the three comprehensive high schools. ACPS will continue to work on the expansion of the program to the other schools in forthcoming years. We recognize that to scale up the adoption of these practices and implementation strategies at the other schools in the district will take numerous years, particular due to funding issues. We continue to be very concerned about the lack of funding to grow and sustain these critical programs. However, the overall goal remains to eventually implement Active Learning Labs in all schools in ACPS. On a positive note, all schools are utilizing the instructional GRR framework and are using no tech, low tech, and high tech methods to enhance the instruction.

Allegany County Schools also continues to implement the P-TECH Pathways in Technology Early College (P-TECH) program. The Pathways in Technology Early College
High School (P-TECH) is a 9-14 school model, which combines high school, college and the world of work. The P-TECH mission is to provide students with an education that starts in grade 9, continues through high school completion with high school diploma, and culminates in the attainment of an associate degree program. The program also includes authentic work experiences designed to prepare students for positions in an identified career field. The P-TECH model delivers five core benefits to students:

- A rigorous, relevant and cost-free grades 9 to 14 education focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers;

- Workplace learning that includes ongoing mentoring by professionals in the chosen career sector, worksite visits, speakers, and internships;

- Intensive, individualized academic support by K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace; An Associate of Applied Science degree or the two-year degree that is the industry standard for the targeted jobs in a high-tech field (referred to as an AAS degree for the purpose of this RFP); and a commitment from the business partners to be first in line for consideration for a job with the participating business/employer partners following completion of the program. The program is also designed to: Develop programs of study in high-wage, high-skill, high-demand career areas; Align school, college, and community systems in these programs of study; Increase opportunity and access to postsecondary education for academically at-risk, disadvantaged populations of students; Support strong academic performance; Promote informed and appropriate career choice and preparation; and Ensure that employers in key technical fields have access to a talented and skilled workforce. Students will be able to earn college credit resulting in an AAS degree.

The career pathway begins in 9th grade and provide a seamless sequence of high school and college study, including a Career and Technology Education (CTE) program sequence and workplace learning, which culminate in an AAS degree. This is a six-year integrated program focused on two-year degree completion. The program will be required to document their performance through reporting on a set of performance metrics and achievement of critical benchmarks for student success. ACPS partners with Allegany College of Maryland. The program is Computer Technology-Cybersecurity. The primary business/industry partner is the Western Maryland Health System. Currently, we have two cohorts of students in the program. The first cohort, now in tenth grade, began taking college courses this fall. This has been challenging, since the courses use an online format. The P-TECH coordinator works closely the students, parents, and the college faculty. On another positive note, there were so many applications for the second cohort that students have been placed on a wait list.
Ongoing Professional Learning

The Chief Academic Officer and Supervisor of Professional Development continue to lead principals, supervisors, and APs in professional learning on the Gradual Release of Responsibility (GRR) instructional framework. During the 2018 Superintendent’s Advance, professional development was provided on the GRRUDL showing the GRR and UDL alignment. Participants participated in a Maryland Public TV GRR Module and a review of key points from Fisher and Frey’s books that included the following:

- Better Learning Through Structured Teaching
- Guided Instruction
- Productive Group Work
- “The First Twenty Days”

At the Advance, instructional supervisors, school-based administrators and identified teacher leaders had the opportunity to attend professional learning sessions on the following subjects: Building a Growth Mindset, Hands-on Collaborative Lesson on Communication, The Five Whys and Implementation in School Improvement, The ACPS Goal Planning Process, Productive Work, Reading and Writing Via Mini DBQs, Mind-Body Connections, Question Formulation Technique, Teacher/Principal Evaluations, Universal Design for Learning in Practice. All participants were introduced to Mindset by Carol Dweck. Participants studied the features of a Fixed Mindset vs. Growth Mindset, what the research says, and viewed a Ted Talk by Carol Dweck. The group is participating in a year-long book study. Information from the book study will be used to lead professional learning activities at the school level. The participants also participated in a session on Equity in Education. Survey evaluations from the Advance sessions indicated an extremely high level of satisfaction with the professional learning opportunities provided.

All teachers have received professional development on the four components of the GRR. The GRR is used in an integrated manner with the guidelines, principles, and checkpoints of UDL. This priority aligns very well with SWIFT priorities for improving student achievement outcomes for all students. Teachers implement the GRRUDL in their lesson plans and instructional delivery. Teachers provide a content purpose, language purpose, and social purpose for students. The goal is that all students will understand the relevance of the lesson and will be able to articulate it in their own words, as well as learn the academic vocabulary and content specific vocabulary used in each content area. The addition of the social purpose helps students understand their social responsibility and reinforces skills needed for 21st Century career readiness. Each year, all new teachers participate in a New Teacher Induction Program. Part of the training involves the GRR. Both system wide and school based professional development on the GRR are offered during the school year.

Through a generous grant funding, the ACPS contracted with Maryland Public Television (MPT) to create a video of the ALL. The video is used for professional learning purposes. The
video features the ACPS Superintendent and two teachers facilitating the lessons and students who participated in the lessons. The video shows how the GRR works in a high or low technology classroom. MPT also created another video for ACPS on the GRR and this video was used during professional development on the GRR in September 2017. This video is also used for professional learning purposes.

Administrators and supervisors use an electronic walk-through protocol tool during teacher observations. The walk-through tool is aligned to the teacher observation and teacher evaluation instruments. Both UDL and GRR are major components of the lesson plan organizer, lesson plan considerations document, and the walk-through protocol tool. We added an analytics component to the protocol and this tool is used to analyze school and district data with regards to UDL and GRR implementation within the classrooms.

Instruction at all levels is enhanced by technology. SMART Technology has been placed in all schools and content areas. Wireless expansion to the classroom continues to be expanded in support of the new online PARCC assessments. Moreover, ACPS continues to look for ways to move to electronic formats for its systems and processes.

ACPS continues to participate in on-going training and professional learning for administrators, supervisors, and teachers on the SLO process. School based administrators and supervisors attended training on Inter-Rater Reliability from the Danielson Group. School-based training was provided to teachers during opening staff development sessions. Additional professional learning has been provided each year on increasing the rigor of SLOs and inter-rater reliability. Principals, supervisors, and teachers were trained on Communications and Building Stakeholder Capacities. Through the training, ACPS staff gained skills related to understanding the importance of collaboration and the maintenance of stakeholder knowledge and operational capacities to integrate and support the work of MCCRS, TPE, and PARCC. Training also took place on using systems thinking to sustain the teacher and principal evaluation process.

Principals received initial training on the new standards for the principal evaluation during the 17-18 school year. During the 18-19 year, training will continue to occur. Principals meet each month to discuss evidence of practice with regards to the ten interdependent standards in the Professional Standards for Educational Leaders (PSEL). All principals create a portfolio that provides artifacts and reflections of their school leadership that align to the ten standards. The principals are apprised of professional learning opportunities that will help them modify their practices and systems to improve student learning and school performance.

Administrators received training to use iPads to complete teacher observations and evaluations. Under the new evaluation system, teachers and principals will be evaluated on an qualitative and quantitative measure: professional practice and student growth. Teachers and principals in ACPS have received training and professional development on the teacher and principal evaluation system.
Resources and support have been provided by the district so that teachers and principals fully understand how they will be evaluated. All ACPS teachers have participated in professional development on the teacher evaluation process and SLOs. All ACPS principals and assistant principals were trained in the writing of SLOs and continue to receive ongoing support. Additional professional learning was provided on Increasing the Rigor of SLOs and Inter-Rater Reliability. On-going support is provided on inter-rater reliability, including completing evidence collections for the observation and evaluation process, and best practices for inter-rater reliability. An electronic TPE workflow was locally developed in an in-house system. This system houses both the qualitative and quantitative measurement tools. Both the teacher and principal evaluations are maintained through the electronic system. IT prepares the annual MSDE report for the teacher and principal evaluation.

All principals, assistant principals, and supervisors received additional training on the critical vocabulary of the Common Core. Individuals also received a copy of Marilee Sprenger’s book *Teaching the Vocabulary of the Common Core*. This training supported previous training on learning the language of PARCC presented by Bruce Taylor. All schools are required to provide activities to help students learn and process the critical words in enough different ways to help them store the words in their long-term memories for future reference and application. Dr. Marilee Sprenger provided training to school-based administrators and supervisors during the August 2017 Advance on ways to help students apply their skills.

A district-level TPE team continues to meet periodically throughout the year. The team continues to review the processes of the teacher evaluation system. Moreover, members of the team attend statewide TPE convenings. Principals are given support as they provide school-based professional development on the TPE. As a result of the More Teaching, Less Testing Act of 2017, the district TPE team collaborates on the requirements provided by MSDE. The team created a rubric that will be used to evaluate local assessments. The TPE committee recently met during the 2017-18 to review the guidance provided by MSDE on the Act. MSDE approved the evaluation model plans for both the teacher and principal evaluation. Each evaluation utilizes a 70-30 model, with 70% reflecting professional practice and 30% student growth. Both teachers and principals create two SLOs as part of the student growth measure. All administrators and teachers have received guidance and professional learning on professional practice and student growth. In addition, a portfolio rubric was provided to teachers who want the option of using a portfolio SLO as one of their SLOS.

All PARCC assessments, including the additional CCR PARCC tests for Algebra II and English 11, are administered in an online format at the elementary, middle and high school levels. To prepare for the PARCC administration, teachers and students were encouraged to complete PARCC like sample test items and practice PARCC tests. In addition, schools were encouraged to run Infrastructure Trial tests to ensure that equipment worked properly. The county test coordinator, along with the technology infusion specialists, provided required
training to all school test coordinators for the PARCC administration. In addition, the IT staff worked to ensure that all computers were test ready with required updates.

**Commitment to Academic Excellence**

ACPS is committed to excellence through the implementation of the Master Plan. Students are provided rigorous course work utilizing Maryland’s College and Career Ready Standards. School Improvement Plans have been revised to include the new Maryland Accountability Program while aligning with the county’s Master Plan. The results of each plan’s implementation will have a positive impact on the achievement of all students. Parents, community members and the elected Board of Education support the school system’s Master Plan and appreciate the commitment made by teachers, staff, and administrators to ensure the acceleration of student achievement.

The ACPS system is committed to retaining and attracting certified teachers. Due to reductions in funding and student enrollment, instructional staffing has been reduced through attrition. A three-year new teacher mentoring program seeks to provide support to new teachers through a variety of quality-based mentoring resources and information for mentors and mentees. Evidence-based standards addressing mentor and mentee recruitment, training, monitoring and support are emphasized. Each year new teachers are provided with enhancement strategies that mentees can incorporate based on the experience of outstanding veteran teachers serving as mentoring practitioners. All mentors are assigned to the same school as the new teacher. This process has been very beneficial for the mentor/mentee relationship.

The Superintendent, Chief Academic Officer, and ACPS staff recognize the critical connection between school discipline and academic success and continue to work with personnel and stakeholders on adopting rehabilitative approaches and best practices in school discipline to foster and teach positive behaviors. The district’s alternative education program is currently being restructured to further increase therapeutic supports for students with targeted and intensive needs. Ongoing professional development continues with school wide PBIS, Restorative Practices, Check and Connect/Check In-Check Out, Mental Health and Suicide Prevention Training, Mindfulness, and the Growth Mindset. Moreover, a Tier III Integrated Support Plan has been created for schools to use. During the 18-19 year, an exploration of other resources will be made, and a district/school team will be visiting other school districts that use Tier II and Tier III Restorative Practices. Additional training will take place on Restorative Practices, Check In-Check Out. Furthermore, school counselors have identified professional development needs at the most recent school counselor meeting.

Under the direction of the Superintendent and senior staff, administrators central office and school-based staff participate in professional development activities throughout the year that is designed to fully strengthen instructional leadership and build leadership capacity. ACPS will continue to use the walkthroughs, look fors, and classroom observations to drive instructional
decisions to improve student achievement of Maryland’s College and Career Ready Standards. New teacher trainings and new administrative trainings will be continued to improve instruction and school-based leadership. Building secondary leadership continues to be a priority. Monthly Assistant Principal Meetings take place to build capacity for the principalship. An Aspiring Assistant Principal Symposia was developed to teachers who aspire to be school-based administrators.

The Superintendent and members of the senior staff meet monthly with the Teacher Roundtable (TRT) which includes a representative from each school. Questions and/or concerns from faculty members are discussed. Responses to concerns requiring data or information gathering are addressed at the following meeting. During the 2017-18 year, the Superintendent with input and feedback from the TRT and principals/supervisors, created a Student Engagement Survey and Staff Engagement Survey. Results of the surveys were analyzed and stakeholders had the opportunity to review district level results. At the school level, principals are working with their faculty/staff to examine strengths and opportunities. Goals and strategies will be included in the individual school improvement plans.

The Superintendent and his senior staff continue to work on a number of Board goals, including increasing student achievement and learner engagement, increase efficiencies in school system operations, improve employee morale through effective communication and meaningful professional development, promote the school system in the county and throughout the state, and support and promote programs that meet students needs. Roles and responsibilities were defined and indicators of goal attainment have been developed for each of the goals and a review of the goals and indicators has been reviewed and will continue to be during the 18-19 school year.

A Policy committee meets monthly to review and update policy sections. The Allegany County Board of Education has eleven policy sections that are available for review on the district’s website. All draft policies and regulations are provided to supervisors and school-based administrators for input and feedback

A Parent Advisory Council meets throughout the year. The agenda is developed collaboratively by ACPS staff and parents. The Chief Academic Officer coordinates instructional department meetings and curriculum committee meetings throughout the year. Attendance at monthly Chamber of Commerce Education Committee meetings also helps keep the community informed of district programs and initiatives. The Chief Academic Officer serves on the Bridges to Opportunity workgroup and chairs the P-TECH Stakeholder group. Supervisors, school based administrators, and faculty participate on health and wellness, mental health, and drug prevention/opioid committees.
II. Budget Narrative

a. Fiscal Outlook, changes in demographics

ACPS, located in rural Western Maryland, has seen changes in demographics over recent years. The student enrollment continues to decline, decreasing from 9,022 students in 2011 to 8,629 for the 2017-2018 school year. Enrollment data for this school year will be verified once the official September 30, 2018 enrollment figures are official. The percentage of economically disadvantaged (FARMS) students, determined by the October 2017 data, decreased slightly from 55.10 percent in 2016 to 54.77 percent in 2017. The special education population for the 2017 school year comprises 17.30 percent, or 1,413 students, of the school system’s enrollment which is up from the prior year of 16.95 percent and 1,387 students.

Funding has been allocated to address the challenges as outlined in the Master Plan Update. The budget for FY2019 increased by approximately $3.16 million including grant funds. Excluding grant funds, the unrestricted budget increased by $1.75 million. The school system received a flat funding appropriation from county government of $30,424,308 which represented the first time since 2012 that the district was funded above maintenance of effort. State Aid increased by $1.78 million due to per pupil funding amounts being increased and the continued phasing in of Net Taxable Income within the wealth. Also, the school system has not utilized its fund balance to balance the budget the past two fiscal years. The fund balance was $12.6 million at June 30, 2012 and was $8.6 million at June 30, 2017.

As a self-funded healthcare provider, future expenditures could be negatively impacted if the school system were to have a challenging year in healthcare claims as it may impact the funds in the fund balance. In fiscal 2016, the system withdrew additional fund balance to cover the rapidly increasing costs of health insurance. The school system’s health reserve account has decreased from $9.0 million at June 30, 2010 to $5.0 million at June 30, 2018. The reserve is now about $3.0 million above the IBNR minimum. At the end of fiscal 2016, the reserve balance was at the IBNR minimum.

While there was an increase in state aid funding for fiscal 2019, State funding continues to be impacted by the wealth formula in state aid formulas. This wealth index directly impacts state aid formulas. Allegany County’s real estate assessments remained relatively stable as compared to the rest of Maryland. The school system is also closely following the State Aid Adequacy Study and Kirwan Commission that is underway as it could significantly impact the amount of state funding the school system receives. Approximately 70.7% of the system’s unrestricted fund comes from state aid. During the 2012 legislative session, the General Assembly approved a teacher pension shift program to local school systems funded by increases in the required minimum or maintenance of effort funds from county government. The teacher pension shift has now been fully absorbed in the maintenance of effort calculation of local governments.
Clarifying Response

As a result of the unrestricted funding increase of $1.75 million, the district was able meet its contractual obligations with all four bargaining units and provide not only incremental step increases for eligible employees, but also a 1% COLA for all employees. The Board was also able to keep the costs to employees for healthcare flat in fiscal 2019.

The Board also prioritized a class size reduction initiative in an effort to bring the teacher to student ratio down to 18-1 for grades K-2 within the district. This initiative resulted in the addition of approximately five new teachers being introduced into these grade bands.

The district was also able to fully fund three elementary school afterschool programs that were previously funded by the 21st Century SAFE grant that expired in fiscal 2018.

Additional personnel initiatives in the fiscal 2019 unrestricted budget included the addition of two Behavioral Specialists at the elementary school level to be student resources. There were also additions within the secondary World Language program. One of these additions was for the accommodation of the middle school offering of the district’s Chinese Immersion program. The district also will be using a contracted Drug Counselor position to assist with the drug problem facing all districts.

From a programmatic standpoint, the district is continuing to invest in Active Learning Labs or ALL classrooms by adding seven additional classrooms within this year’s fiscal 2019 budget cycle. The total cost of these additions will be approximately $140,000. The district is also reinstating $200,000 in technology funds that were removed from previous budgets in an effort to keep up with the technology needs of the district. As a result of the level of usage across the district, the cost of dual enrollments increased about $52,500 from the prior budget.

From a restricted funding perspective, the increases basically came from three sources. The district budgeted $741,754 for the initial year of the Striving Readers grant. This three year grant will provide additional reading support for birth to grade 12 at targeted schools and catchment areas based upon underserved children such as those with special needs, English as a second language, and children from poverty.

The Full Steam Ahead grant for $200,000 will be used to provide after school enrichment opportunities focusing on STEM based activities with an environmental focus. In addition, birth to five services for the South Penn school catchment area will be supported by the Judy Center expansion grant of $330,000.
b. **Impact of changes on the school system and the master plan goals and objectives**

Funding has been allocated to address the challenges as outlined in the Master Plan Update. The district budget for FY2019 increased by approximately $3.16 million including grant funding. Excluding grant funds, the unrestricted budget increased by $1.75 million. The school system received flat funding of from county government, of $30,424,308. This appropriation was the first time the district was funded at more than maintenance of effort since 2012. State Aid increased by $1.78 million due to per pupil funding amounts being increased and the continued phasing in of Net Taxable Income within the wealth formula.

Based upon the goals and direction of the Board, the school system for the second year prioritized not utilizing fund balance to balance the current year’s budget. The fund balance
which was $12.6 million at June 30, 2012 and was at $8.6 million at June 30, 2017. The Board within its goals this year declined to consider the utilization of fund balance in the budget as future expenditures could be negatively impacted if the school system exhausts the remaining funds in the fund balance. The school system is self-insured for health insurance purposes. The school system’s health reserve account has decreased from $9.0 million at June 30, 2010 to $2.1 million at June 30, 2016. Fiscal 2017 and 2018 were both better for the health insurance account which added approximately $1.2 million to the account balance last year and another $1.6 million to the account balance at the end of fiscal 2018. The IBNR decreased slightly too approximately $2.0 million dollars. Future budgets could be impacted if the school system would be required to provide additional funds for health care if expenses increase dramatically. In fiscal 2016, the system used a net additional fund balance of $1.8 million to cover the rapidly increasing costs of health insurance.

While there was an increase in state aid funding for fiscal 2019, State funding continues to be impacted by the wealth formula in state aid formulas. This wealth index directly impacts state aid formulas. The school system is also closely following the State Aid Adequacy Study and Kirwan Commission that is underway as it could significantly impact the amount of state funding the school system receives. Approximately 70.7% of the system’s unrestricted funds come from state aid. During the 2012 legislative session, the General Assembly approved a teacher pension shift program to local school systems funded by increases in the required minimum or maintenance of effort funds from county government. In the past, the school system has sought additional county funding through the non-recurring cost procedure which would negate future maintenance of effort increases but efforts have not yet proven successful. ACPS will also face collective bargaining with all four bargaining groups.

Since FY 2009, ACPS has experienced a decline in state funding of approximately $4.4 million. Consequently, ACPS has taken measures to reduce staffing in all employee groups through attrition. Approximately 210 positions have been reduced. The school system also actively reviews all budgeted expenditures, as well as open positions, to see if additional reductions are possible.

c. Responses to analyzing questions (Section 1.B – Finance)

Revenue and Expenditure Analysis

1. Did actual FY2018 revenue meet expectations as anticipated in the Master Plan Update for 2018? If not, identify the changes and the impact any changes had on the FY2018 budget and on the system’s progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Revenues were slightly lower than anticipated in the fiscal 2018 Master Plan Update of unrestricted revenues. The district received fewer state funds, $974,779 below plan, for
non-public placements as a result of having fewer overall non-public students. However, other local revenue was nearly $52,000 higher than anticipated partially as a result of increasing interest rates and additional tuition revenue.

The biggest variance was a result of having additional grant funds become available over and above those previously budgeted. This would include grants such as P Tech, Full Steam Ahead, PreK Expansion, and Robotics.

Some of those increases also included Title I as well as some Special Education grants, as well as some miscellaneous monies carried over when compared to the original plan.

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.

Testing and Accountability – Overall expenditures were lower than plan for this particular assurance area. Total planned expenditures were $1,363,700 compared to actual expenditures of $1,254,933. Actual expenditures were 8.0% lower than plan. PARCC results while below expectations, were typically better than the state average for most tested areas. Another reason for the decrease in this area compared to plan was that there were retirements within the department after the plan had been finalized.

Data Systems to Support Instruction – Aspen maintenance was purchased and was slightly less than the planned expenditures of $99,222. Aspen is the student data system that the district utilizes.

Great Teachers and Leaders – Overall, the cost of this assurance area came in better than plan. The budgeted cost of this assurance area was $59,547,408. Actual costs for the assurance area were $1,427,187 or 2.4% less than plan and totaled $58,120,221. As positions become open within the district, there is an evaluation process to review the position to determine if the position gets authorized for rehire, eliminated, or potentially reconfigured. There were also several positions that became open early in the year that were filled with long-term substitutes for the remainder of the year which yielded further savings.

Turning Around the Lowest Achieving Schools – The costs related to the after school program were lower than planned, partially as a result of the timing of receiving the grant. Actual costs were $19,444 compared to planned costs of $198,140. The 21st Century Learning grant was planned for $385,333 and actual expenditures totaled $225,551. Overall test scores were typically better than the state average for most disciplines, however the district realizes that much work still needs to be done relative to
making all students College and Career Ready. Overall this assurance area was below plan by 58.0%.

III. Goal Progress

a. Maryland’s Goals, Objectives, and Strategies Regarding Performance of:

i. Students requiring special education services;

Students with disabilities continue to perform below non-disabled peers on PARCC assessments at all levels. In order to address these deficits, curricular accommodations and modifications are implemented from IEP recommendations in order to meet individual student needs. Special Education teachers develop lessons with modifications or accommodations to meet the needs of individual students. These lessons include aspects of specialized instruction as well as UDL strategies. Special education staff work with content area teachers to determine that the appropriate services are provided to students with IEPs.

Considerable time is being given to analyzing assessment data regarding student performance gaps. Specialists conducted quality inclusive practice observations in all schools and classrooms. Specialists analyzed the results of the indicators and compared those to the schools with the smallest gaps. Staff has worked with principals and teachers via district wide staff development to utilize those practices to promote those qualities in the schools that have shown the most impact. There are 13 indicators for the quality inclusive practices. It was determined that three of the indicators provided the most impact. Those indicators are specialized instruction with pre teaching and/or reteaching that is based on student performance; assignments and tasks are differentiated based on student abilities; and purposeful, flexible grouping of students. Analysis will continue this year on the assessment results and we will continue to promote those qualities that indicate the most positive impact.

Universally designed materials provide content information in multiple and flexible formats. This is very beneficial if the only means of content representation is a printed text and a student cannot read, cannot read the language in which the book is printed, or cannot see. In these and other cases, digital or electronic formats for texts are being used to provide flexibility in such content representation. The National Instructional Materials Accessibility Standard (NIMAS) helps facilitate timely access to alternate formats of instructional materials for students with visual impairments or other print disabilities. The National Instructional Materials Access Center (NIMAC) is a federally-funded, national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats. Created under IDEA 2004, the NIMAC receives source files in NIMAS format from textbook publishers, and makes these files available for download to authorized users in the United States and its territories through an online
database. NIMAC authorized vendors for Maryland includes Bookshare, with approximately 100,000 titles available, and Learning Ally (formerly Reading for the Blind and Dyslexic), with approximately 65,000 titles available. Both are fee for service. Bookshare received a five year grant from Office of Special Education Programs to provide services to qualified students.

ACPS continues to consult with the Maryland Coalition for Inclusive Education (MCIE). Presently, we have four cohorts of four schools in each cohort that have participated in the consultation. The cohorts work with specialists to create school centered action plans. These action plans focus on improving co-planning, tiered interventions, and specially designed instruction practices at each school. Each subsequent cohort also focuses on creating school centered plans that emphasize collaborative planning.

A Reading Intervention Committee (RIC), Math Implementation Team (MIT), and Behavioral Implementation Team (BIT) continue to examine screening tools and interventions and resources. A Multi-Tiered Systems of Support Practice Profile is used operationalize the features of our practices. The Practice Profile provides the guiding principles and critical components of the Evidence-Based Instruction, Intervention, and Assessment Practices that we use or need. The ACPS Practice Profile is used to support ACPS in a multi-tiered system of support. One significant goal is to promote consistency among our educators in service delivery.

ii. Students with limited English proficiency;

Since ACPS does not use Title III funds, we are not sanctioned by the federal guidelines for needing to meet a specific AMAO data percentage. ACPS uses the ACCESS assessment as a guideline for when it is appropriate to service or dismiss a child from ELL services. All services are provided through local funding. Some students are living in a non-English speaking environment. Students are coming here directly from another country with limited to no English background. The district has seen an increase in the number of students who do not speak English due to the families moving here directly from other countries. ACPS provides ELL services to these children since they do not speak English.

The Reading/Writing domains incorporate criteria in the areas of linguistic complexity, vocabulary usage and language control. The goal is to have students excel to levels four and five of the WIDA Access Placement Test at which time they are dismissed from services. The Reading and Writing Domains provide the most difficulty for students, with writing more so than reading. Due to most of the students coming from countries that use the same alphabet, oral reading tends to progress more quickly than comprehension. ACPS provides a great deal of work on background knowledge when teaching new concepts. Many students have stated that they have more difficulty with the output of information on paper than with reading. Some strategies employed are journal writing and using new vocabulary in writing activities. If needed, ACPS is able to utilize additional support through the ELL Specialist from MSDE.
Additional coverage is being provided per student, especially on the secondary level due to the number of teachers and content level subjects per child. The service delivery model has changed from pullout to inclusion, as much as possible.

Opportunities have been provided for the students and their families to socialize. This has increased their socialization skills, increased the students’ self-esteem and has helped the families to realize that other families are experiencing what they are experiencing in the school system with English language delays. Although the ELL supervision falls under the job description of the Supervisor of Special Education, ACPS has placed the day to day organization of the program under the responsibility of an assistant supervisor and a program specialist. ACPS has utilized two trained providers to complete the beginning of the year and the statewide assessments in order to complete them more quickly.

Based on general practice, the students are assessed and placed in interventions such as Wilson, Fundations, Read 180, etc., as appropriate. The ELL service provider supports the curriculum presented by being included in the intervention, in small group instruction, concentrating on phonics, letter recognition and the overall reading process. ELL providers work with the students on correct ways to say letters/words and accommodate the student by reading and modeling correct English as well as visually presenting pictures and using peers as a model.

Teachers use UDL principles to remove the language barriers for students receiving ELL services in reading, writing, listening and speaking. Examples of UDL strategies include: more time given for students to process spoken language; presentation of pictures of objects with the English word; and teachers follow a routine so the students receiving ELL services know what to expect during their school day. Sheltered instruction (an approach to teaching ELL students which integrates language and content instruction) strategies include: provide access to inclusive subjects, grade level content and promote the development of English language proficiency.

iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

For all grade levels in ELA and Mathematics, the following subgroups are failing to meet or failing to make progress towards meeting State performance standards:

Special Education
Free/Reduced Meals
**English/Language Arts**

While the subgroup of Special Education, ELA grades 3 through 5, continue to make slight increases in proficiency, they performed lower than their non-disabled peers. Overall, in 2017-2018 there was an increase of 6 percentage points, with a 22 point gap as compared to the student population as a whole. Performance in grade three decreased from 23.7% to 20%. In fourth grade there was an increase from 17.2% to 28.9%, in 5th grade there was an increase from 11.1% to 15.4%.

The subgroup of Economically Disadvantaged Students in grades 3 through 5 for ELA continues to be a focus and a need. The gap of economically disadvantaged students passing at a level 4 or 5 compared to those not economically disadvantaged has widened from 2016-2017 gaps. There is a 34% gap at grade three, 7.4% wider than the previous gap. The gap at grade 4 remained close to the same at 26.5% gap which was 26.2% in 2016-2017. The gap at grade 5 has widened to 28.3%, 1.4% wider than the previous year’s 26.9% gap.

ELA grades 6 through 8 show the same trends as ELA grades 3 through 5. Overall, special education increased by 2.2 points which is 34.4 points below the population as a whole. Performance in grade 6 increased from 5.9% to 8.2%. In grade 7 there was an increase from 2.5% to 5.7%. In 8th grade there was a slight increase from 1.1% to 1.4%.

The subgroup of Economically Disadvantaged Students in grades 6 through 8 for ELA continues to be a focus and a need although the gap decreased in grades 6 and 8. There is a 23.9% gap at grade six, a 5.4% decrease than the previous gap of 29.3. The gap at grade 7 widened to 29.3% which is 3.9% wider than the previous gap of 25.4%. The gap at grade 8 decreased to 18.2%, 11.1% less than the previous year’s 29.3% gap.

The growth in Special Education for ELA 10 showed an increase of 1.0 which is 29.9 points below the student population as a whole.

Passing scores of levels 4 and 5 decreased for ELA 10 for students economically disadvantaged as well as students not economically disadvantaged. While scores decreased, the gap decreased as well to a 26.8% which is 2.9% less than the gap of 29.7% in 2016-2017.

**Mathematics**

Math for grades 3 through 5 mirror ELA needs and subgroups performing below the group as a whole. Overall, the special education subgroup increased 4.6 points putting them 22 points below the group as a whole. In grade 3 there was a decrease in the percentage proficient
from 29.8% to 20% over the previous year. In grade 4 there was an increase from 13.9% proficient to 32.8% proficient. Grade 5 showed an increase from 12.8% to 16.2%.

The subgroup of Economically Disadvantaged Students in grades 3 through 5 for Math continues to be a focus and a need. The gap of economically disadvantaged students passing at a level 4 or 5 compared to those not economically disadvantaged has widened from 2016-2017 gap in grade 3. The gap of 37.1% is 8.3% wider than the previous gap of 28.8%. The gap of 23% at grade 4 is 3% less than the previous gap of 26.3%. Grade 5 gap of 25.2% is also 3% less than the previous gap of 28.2%.

Math in grades 6 through 8 pose the same challenges and deficits for students in the Special Education subgroup. Overall, students increased 1.6 points, which puts the gap of proficiency at 26.3 between them and the group as a whole. In grade 6 there was a decrease in proficiency from 10.6% to 9.2%. In grade 7, there is a slight increase from 2.5% to 5.7%. Grade 8 also shows a slight increase from 0 to 1.4%.

The subgroup of economically disadvantaged students passing at a level 4 or 5 for grade 6 Math was 25.2% which is 2.7% less of a gap than the previous year’s 27.9%. Grade 7 same subgroup gap widened by 16.2% even though the subgroup itself increased its passing rate by 7.9%. The gap of 4.9% for grade 8 math is 5% less than the previous gap of 9.9%.

The Special Education subgroup for Algebra 1 decreased by 2.8 with a 28.8 point gap from the student group as a whole. The passing rate for Economically Disadvantaged subgroup for Algebra I of 14.9% is an 8.2% decrease from the previous year’s 23.1% gap.

b. Strategies to Address any Discrepancies in Achievement of:

i. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

For any student failing to meet or failing to make progress towards meeting State performance standards, regardless of subgroup identification, teachers utilize many strategies to help students achieve academic success, including the following:

- UDL principles, checkpoints, and guidelines
- GRR – Gradual Release of Responsibility Instructional Framework- Focused Instruction, Guided Instruction, Collaborative Instruction, and Independent Practice
- PreTeaching and ReTeaching
Differentiated Instruction
- Purposeful Flexible Groups
- Inclusion and Inclusive Practices (Co-Teaching Models)
- Online Resources
- Math 180 and Read 180
- MTSS – Multi-Tiered Systems of Support (interventions and remediation)
- CRR Transition Courses and Opportunities
- After school programs (tutoring, homework, interventions)
- PBIS
- AAC – Augmentative and alternative communication
- Research Based Strategies (QAR, LINCS, Academic Vocabulary and Language, etc)
- Demonstrating, Modeling, Cues, Questioning
- Walk-throughs

IV. Assessment Administered Requirement

a. The requirements of §7-203.3 of Education Article for each assessment administered, the LEA must provide the following information:

Please see 2018 Bridge to Excellence Assessment Administered Requirement Template - MSDE

Assessments, both formative and summative, play an integral part of educating students in Allegany County Public Schools. These assessments are a measure of what students know and are able to do and help drive changes in instruction to meet the needs of all students. Teachers analyze results and adjust strategies and plans to ensure that all learners and learning styles are being met.

Allegany County participates in all State and Federal mandated tests included in the Maryland Comprehensive Assessment Program (MCAP). I.e. English Language Arts, Math, MISA, HSA Government, KRA, MSAA, and NAEP. All State and Federal guidelines for test administration are carefully followed to ensure a proper and secure test administration. All tests are administered by certified, full time personnel, who are fully trained as test administrators, with the exception of NAEP, which provides their own test administrators. All students receive accommodations as identified in their IEPs for each test administered. Accessibility features are also available for all test takers.

Allegany County uses online, as well as paper benchmark testing in all content areas. The online benchmarks provide many of the features used in state testing including magnification, eliminator tool, and soon an audio component. Assessments are used to drive and guide instruction. Educators use the results to differentiate instruction and meet the specific needs of individual students. Teachers may use their own professionalism in deciding how to use
the benchmarks within a student’s grade. They may not use the benchmarks as a stand-alone category but can include it in within a category of similar items. Local benchmarks may be used as part of a teacher’s SLO. Allegany County does not require content teachers to administer a final exam. Teachers have the option, however, to do so if they choose.

All high schools provide AP courses which students can self-select to take. A final exam is administered in all AP courses which is part of their final grade. AP tests are administered to students; however, they are not mandatory. Students pay to take the AP exams with students receiving free/reduced lunch receiving a fee waiver by our county. All high schools also provide students with several dual enrollment courses through Allegany College of Maryland or Frostburg State University. Any student can self-select to take these courses. Both AP and dual enrollment prerequisites must be met before students can take certain courses. For example, before a student can take AP Biology, they must take Biology. AP exams are through the College Board and dual enrollment exams are administered through the participating higher education college or university. Albert, an online AP resource, was purchased for all AP students to use.

In October of each year, tenth and/or eleventh grade students in Allegany County take the PSAT. Juniors do not have to pay to take this test since the county has allocated this amount in their budget. Sophomores may take the test at a reduced rate shared by our county. All testing is conducted at the school level with guidance counselors as test administrators. All results to students, parents and schools are provided by College Board through an online program.

Read 180 and Math 180 are two research based intervention programs available to middle school students who qualify. All students in fifth grade are given the Scholastic Reading Inventory and the Scholastic Math Inventory near the end of their fifth grade year. Results are used to determine which students will participate in these programs in middle schools.

Gifted and Talented students participate in a GT program at the elementary level. Students are identified for potential participation through teacher or parent nominations. The media teacher coordinates the GT programs for elementary students.

Professional Development related to assessment administration, test interpretation and data analysis is an integral part of all assessments administered in Allegany County. All schools have a test coordinator who is responsible for State mandated tests. The Assistant Supervisor of Assessment and Accountability is responsible to train school test coordinators for each assessment. School test coordinators train all test administrators at the school level. Test administration protocols must be followed by all participants to ensure test security and proper administration. Content supervisors provide training for local benchmark administrations. Principals, APs and other administrative staff receive professional development at Council Meetings. School Board members receive updates related to assessments periodically when data
is released. The Public Information Officer provides the media with public release updates when any new data is available.
Finance Section

Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the LEA’s alignment of current year budget and prior year expenditures with the Master Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. The Executive Summary (I.A) includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the master plan goals and objectives, and the responses to analyzing questions.

   a. Supporting Budget Tables
      i. Current Year Variance Table: the budgetary plan for FY 2018.
### 1.1A: Current Year Variance Table

**Local School System:** Allegany County Public Schools

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>FY 19 Budget</th>
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<tr>
<td>Local Appropriation</td>
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<td>Other Local Revenues</td>
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<td>State Revenue</td>
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**Instructions:** Itemize expenditures by source (CFOA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

### Section B: Standards and Assessments

**Reform Area 1:** Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the

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<th>Expenditures:</th>
<th>Source</th>
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### Section C: Data Systems to support instruction

**Reform Area 2:** Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

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<th>Expenditures:</th>
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### Section D: Great Teachers and Leaders

**Reform Area 3:** Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

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<tr>
<th>Expenditures:</th>
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<td>School Administration</td>
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<td>Regular Instructional Salaries</td>
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<td>Special Education Salaries</td>
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<td>Title I</td>
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<td>Idea, Part B</td>
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<td>Federal Restricted Funds</td>
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### Section E: Turning Around the Lowest Achieving Schools

**Reform Area 4:** Turning around our lowest-achieving schools

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<thead>
<tr>
<th>Expenditures:</th>
<th>Source</th>
<th>Amount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool Program</td>
<td>Unrestricted</td>
<td>$246,140</td>
<td></td>
</tr>
<tr>
<td>21st Century Learning Centers</td>
<td>Restricted</td>
<td>$400,000</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Mandatory Cost of Doing Business:** Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>Source</th>
<th>Amount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Unrestricted</td>
<td>$1,863,669</td>
<td>14.00</td>
</tr>
<tr>
<td>Textbooks and Supplies</td>
<td>Unrestricted</td>
<td>$2,110,070</td>
<td></td>
</tr>
<tr>
<td>Expenditure</td>
<td>Source</td>
<td>Amount</td>
<td>FTE</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>Other Instructional Costs</td>
<td>Unrestricted</td>
<td>$2,235,454</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>Unrestricted</td>
<td>$6,453,914</td>
<td>4.00</td>
</tr>
<tr>
<td>Student Personnel</td>
<td>Unrestricted</td>
<td>$656,472</td>
<td>7.00</td>
</tr>
<tr>
<td>Health</td>
<td>Unrestricted</td>
<td>$766,250</td>
<td></td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>Unrestricted</td>
<td>$25,308,078</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Unrestricted</td>
<td>$6,159,379</td>
<td>50.00</td>
</tr>
<tr>
<td>Maintenance, Operation, Capital Outlays</td>
<td>Unrestricted</td>
<td>$9,689,427</td>
<td>109.00</td>
</tr>
<tr>
<td>Food Service</td>
<td>Unrestricted</td>
<td>$553,659</td>
<td></td>
</tr>
<tr>
<td>Title 1</td>
<td>84.010</td>
<td>$1,032,670</td>
<td></td>
</tr>
<tr>
<td>IDEA, Part B</td>
<td>84.027</td>
<td>$848,595</td>
<td></td>
</tr>
<tr>
<td>Federal Restricted Funds</td>
<td>Restricted</td>
<td>$2,231,099</td>
<td></td>
</tr>
</tbody>
</table>

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

Expenditures: Source | Amount | FTE
---|---------|------|

Total

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.
ii. Prior Year Variance Table: a comparative look at the FY 2017 plan versus actual events.

<table>
<thead>
<tr>
<th>Assurance Area</th>
<th>Source</th>
<th>Expenditure Description</th>
<th>Planned Expenditure</th>
<th>Actual Expenditure</th>
<th>Planned FTE</th>
<th>Actual FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Assessments</td>
<td>Unrestricted</td>
<td>Instructional Direction Services</td>
<td>1,239,108</td>
<td>1,173,305</td>
<td>13.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Standards and Assessments</td>
<td>Unrestricted</td>
<td>Testing and Accountability</td>
<td>124,592</td>
<td>81,628</td>
<td>1.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Data Systems to Support Instruction</td>
<td>Unrestricted</td>
<td>Aspen Maintenance</td>
<td>109,244</td>
<td>99,222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Unrestricted</td>
<td>Personnel Department</td>
<td>451,945</td>
<td>452,302</td>
<td>5.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Unrestricted</td>
<td>School Administration</td>
<td>5,434,152</td>
<td>5,418,793</td>
<td>76.0</td>
<td>76.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Unrestricted</td>
<td>Regular Instructional Salaries</td>
<td>39,763,193</td>
<td>38,190,482</td>
<td>604.5</td>
<td>595.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>5A.010</td>
<td>Title I</td>
<td>1,663,040</td>
<td>1,762,858</td>
<td>30.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>5A.027</td>
<td>IDEA, Part B</td>
<td>1,650,111</td>
<td>1,487,791</td>
<td>22.0</td>
<td>29.0</td>
</tr>
<tr>
<td>Great Teachers and Leaders</td>
<td>Restricted</td>
<td>Federal Restricted Funds</td>
<td>1,336,634</td>
<td>1,493,290</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Turning Around Lowest Performing Schools</td>
<td>Unrestricted</td>
<td>Afterschool Program</td>
<td>198,140</td>
<td>19,444</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turning Around Lowest Performing Schools</td>
<td>Restricted</td>
<td>21st Century Learning Centers</td>
<td>385,333</td>
<td>225,551</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Administration</td>
<td>1,531,809</td>
<td>1,877,667</td>
<td>13.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Textbooks and Supplies</td>
<td>2,021,714</td>
<td>1,957,682</td>
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<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Other Instructional Costs</td>
<td>1,623,946</td>
<td>1,402,813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Special Education</td>
<td>6,456,185</td>
<td>5,328,798</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Student Personnel</td>
<td>627,198</td>
<td>574,403</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Health</td>
<td>732,506</td>
<td>737,976</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Fixed Charges</td>
<td>23,303,027</td>
<td>23,732,640</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Transportation</td>
<td>6,106,584</td>
<td>5,873,296</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Unrestricted</td>
<td>Maintenance, Operation, Capital Outlays</td>
<td>9,744,783</td>
<td>9,381,500</td>
<td>109.0</td>
<td>109.0</td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>5A.010</td>
<td>Title I</td>
<td>553,061</td>
<td>559,429</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>5A.027</td>
<td>IDEA, Part B</td>
<td>929,930</td>
<td>1,068,440</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Cost of Doing Business</td>
<td>Restricted</td>
<td>Federal Restricted Funds</td>
<td>795,163</td>
<td>767,473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Unrestricted</td>
<td>Fund Balance Increase/Expenditure Control</td>
<td>5,061,344</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. *Resource Allocation Discussions are included in the content analysis throughout the 2018 Master Plan Update.* This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.

3. *Analyzing Questions* are based on the Prior Year Variance Table. Responses to these questions should be embedded within the Budget Narrative.
PARCC English Language Arts/Literacy for Grades 3-8 and Grade 10:

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:
   (i) students requiring special education;
   (ii) students with limited English proficiency,
   (iii) and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

Refer to page 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

<table>
<thead>
<tr>
<th>Grades 3-5 English Language Arts</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Percent Met</td>
<td>Percent Met</td>
<td>Percent Met</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>42.3</td>
<td>45.4</td>
<td>45.3</td>
</tr>
<tr>
<td>Special Education</td>
<td>32.7</td>
<td>34.9</td>
<td>34.2</td>
</tr>
<tr>
<td>African American</td>
<td>16.8</td>
<td>17.3</td>
<td>23.3</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>27.1</td>
<td>28.6</td>
<td>35.1</td>
</tr>
<tr>
<td>Female</td>
<td>34.2</td>
<td>34.4</td>
<td>36.9</td>
</tr>
<tr>
<td>Male</td>
<td>51.3</td>
<td>54.1</td>
<td>48.2</td>
</tr>
<tr>
<td></td>
<td>34.1</td>
<td>37.5</td>
<td>42.8</td>
</tr>
</tbody>
</table>
ACPS Grade 4 ELA Proficiency Level Growth
Spring 2015 to Spring 2018

ACPS Grade 4 ELA Subgroup Trends
In ELA grades 3 through 5, some progress is evident from 2017-2018. All Students category increased by 3.4 percent. Special Education increased by 5 percent from the previous year and African American students performed 6.5 points above the previous year. Although Grade 3 showed a slight decline in from 2017-2018 for All Students, Farms and Special Education, Grades 4 and 5 show positive trends in all of those areas. The biggest challenge is for teachers to meet the diverse needs and students.

<table>
<thead>
<tr>
<th>Grades 6-8 English Language Arts</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green shading indicates growth from previous year</td>
<td>Percent Met</td>
<td>Percent Met</td>
<td>Percent Met</td>
</tr>
<tr>
<td>All students</td>
<td>31.4</td>
<td>36.3</td>
<td>39.7</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>20</td>
<td>23.8</td>
<td>29.2</td>
</tr>
<tr>
<td>Special Education</td>
<td>2.5</td>
<td>3.1</td>
<td>5.3</td>
</tr>
<tr>
<td>African American</td>
<td>0</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>29.6</td>
<td>25</td>
<td>27.4</td>
</tr>
<tr>
<td>Female</td>
<td>47.8</td>
<td>47.4</td>
<td>50.8</td>
</tr>
<tr>
<td>Male</td>
<td>20.6</td>
<td>25.9</td>
<td>29.8</td>
</tr>
</tbody>
</table>
ACPS Grade 8 ELA Proficiency Level Growth
Spring 2015 to Spring 2018

Percent of Students

Achievement Levels

Level 1 or 2
Level 3
Level 4 or 5

ACPS Grade 8 ELA Subgroup Trends

Free/ Reduced Meals
Not Free/ Reduced Meals
Students with Disabilities
Not Students with Disabilities

Percent of Students Passing

2015 2016 2017 2018
In ELA Grades 6-8, an increase in proficiency at Level 4 and Level 5 is demonstrated in all groups and subgroups with the exception of “African Americans.” All Students category continued to increase from 2017, improving by 3.4% to 39.7%. FARMS increased by 5.4% to 29.2%, and Special Education increased by 2.2% to 5.3% proficient. African American students dropped in proficiency, moving from 25% to 22%. Two or More Races, an area of drop in 2017, increased from 25% to 27.4%. The LEP subgroup did not meet the minimum required number for reporting. The proficiency rates in Grade 7 moved ahead of the state for the first time at 46.5%. The state rate for Grade 7 is 45.6%. While the proficiency rates are still below the state average for Grades 6 and 8, incremental gains have been made consistently over the last three years. A challenge continues to be teachers’ ability to embed standards in a challenging but accessible manner for all students in their daily lessons, specifically with the use of informational text and with providing materials and activities that are accessible to students reading on multiple levels. Curricula revision was completed in the Summer of 2018 for Grades 6, 7, and 8, providing for more focused instruction on grade-specific standards. The DBQ Project for writing has also been implemented, giving students a model for organizing their ideas and using primary and secondary sources to provide evidence in their writing. Middle school specialists meet monthly with the ELA supervisor to review and evaluate materials and discuss school-based needs. The ELA supervisor, in conjunction with the middle school specialists, then meet with school-based ELA and special education teaching staff quarterly to discuss any curricular needs and adjustments. Updated versions of Read 180 were purchased by the district in the Summer of 2018 to provide reading intervention to students, and System 44 is being implemented in the one middle school with the most intensive need. Representatives from the company will provide training and coaching for these teachers throughout the year to ensure that fidelity protocols are being implemented. Additional professional development opportunities are planned for the Spring 2019 to train teachers in the use of literacy centers at the secondary level, which will provide for chunked mini-lessons, guided practice, and center activities to support reading and writing skills. In addition, a literacy coach has been placed in targeted schools to coach teachers on instructional strategies that meet the diverse needs of their students.
### All Test Takers (includes first time and retakes)

<table>
<thead>
<tr>
<th>English Language Arts 10</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>41.4</td>
<td>47.2</td>
<td>36.8</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>25.8</td>
<td>33.7</td>
<td>25.4</td>
</tr>
<tr>
<td>Special Education</td>
<td>3</td>
<td>5.9</td>
<td>6.9</td>
</tr>
<tr>
<td>African American</td>
<td>9.7</td>
<td>27.6</td>
<td>11.8</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>23.1</td>
<td>39.4</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>53.4</td>
<td>52.2</td>
<td>48.8</td>
</tr>
<tr>
<td>Male</td>
<td>30.2</td>
<td>37.3</td>
<td>27.4</td>
</tr>
</tbody>
</table>

Green shading indicates growth from previous year.

### First Time Test Takers

<table>
<thead>
<tr>
<th>English Language Arts 10</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>42.1</td>
<td>50.3</td>
<td>45.3</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>26</td>
<td>34.7</td>
<td>31.8</td>
</tr>
<tr>
<td>Special Education</td>
<td>3.4</td>
<td>8.2</td>
<td>10.3</td>
</tr>
<tr>
<td>African American</td>
<td>10.3</td>
<td>33.3</td>
<td>16</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>23.1</td>
<td>48.1</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>54.1</td>
<td>60.9</td>
<td>55.4</td>
</tr>
<tr>
<td>Male</td>
<td>30.9</td>
<td>39.9</td>
<td>36</td>
</tr>
</tbody>
</table>
ACPS ELA 10 Proficiency Level Growth
Spring 2015 to Spring 2018

Percent of Students

<table>
<thead>
<tr>
<th>Achievement Levels</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 or 2</td>
<td>63.1</td>
<td>34.9</td>
<td>29.0</td>
<td>30.4</td>
</tr>
<tr>
<td>Level 3</td>
<td>19.5</td>
<td>23.7</td>
<td>20.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Level 4 or 5</td>
<td>17.4</td>
<td>41.4</td>
<td>50.3</td>
<td>45.3</td>
</tr>
</tbody>
</table>

ACPS ELA 10 Subgroup Trends

Percent of Students Passing

<table>
<thead>
<tr>
<th>Year</th>
<th>Free/ Reduced Meals</th>
<th>Not Free/ Reduced Meals</th>
<th>Students with Disabilities</th>
<th>Not Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>10.2</td>
<td>24.6</td>
<td>0</td>
<td>3.4</td>
</tr>
<tr>
<td>2016</td>
<td>26</td>
<td>55.3</td>
<td>8.2</td>
<td>31.8</td>
</tr>
<tr>
<td>2017</td>
<td>34.7</td>
<td>31.8</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>58.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All areas showed decline with the exception of Special Education, which increased by 2.1% to 10.3%. All Students had a decrease of 5%, and Free and Reduced Meals had a decrease of 2.9%. The most significant decrease was in the African-American and Two or More Races subgroups, which decreased by 17.3% and 19.1% respectively. The LEP subgroup did not meet the minimum required number for reporting. A challenge continues to be to find and utilize strategies which continue to target economically disadvantaged and minority student subgroups and close achievement gaps. A literacy coach has been added in targeted schools to assist teachers with instructional strategies, and professional development on the use of literacy centers within the classroom will be implemented to meet the challenges of diverse learners and provide opportunities for more content and skills practice, personalized instruction, and multiple means for teachers to conduct formative assessments. In addition, a research-based reading program, System 44, has been purchased for the high schools to provide a Tier 3 intervention for those students who still read well below grade level. Representatives from the company will provide training and coaching for these teachers throughout the year to ensure that fidelity protocols are being implemented. For those students who need to retake PARCC 10, the essential skills and standards are embedded in a Bridge English 11 course for the beginning of the school year in order to provide classroom instructional time to focus on remediation, improvement, and growth in students’ writing, reading, and listening.

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds.

ELA PARCC Grades 3-5

Connecting reading and writing using research-based strategies continues to be an elementary initiative. Local funding supports three Reading Instructional Specialists who will provide district level professional learning opportunities and job embedded lessons within classrooms of all elementary schools. Research-based strategies from The Reading Strategies Book and The Writing Strategies Book by Jennifer Serravallo continue to be utilized. All teachers continue to use a two-week program to establish school-wide and district-wide instructional routines for English Language Arts. The scientifically research based reading
program for grades pre-k through 5 is Treasures. A scope and sequence is provided to ensure that all concepts are addressed with students. An ELA pacing document is utilized by all elementary schools in the district. “I can” statements are created for each standard. The content, language and social purposes for each lesson are introduced and displayed in classrooms. A comprehensive core English Language Arts Block for planning whole group, writer’s workshop and small groups has been developed. ELA is scheduled for 120 minutes using research based strategies. Scholastic News electronic and paper resources provide informational text to supplement the reading program and incorporate Social Studies standards into literacy. The Mini Document Based Questions (DBQ) was introduced to Grade 5 teachers. Grade 5 students are expected to read to analyze multiple accounts of the same event, draw information from multiple sources and synthesize information from several texts. Grade 5 students are expected to write opinion pieces that support a point of view and write informative/explanatory texts that examine a topic that shares ideas and information in a clear manner. Additionally, Grade 5 students are expected to effectively participate in collaborative discussion with their peers and teachers in the effort to build upon the ideas of others and clearly expressing their own ideas.

Mini-DBQs (The DBQ Project, 2018) provide students opportunities to practice reading, writing, speaking and listening.

The Mini-DBQ process consists of seven steps:

- The hook exercise that engages students and orients them to the question.
- The background essay further orients students to the question and provides essential context that helps make sense of the documents.
- Understanding the question and pre-bucketing helps students plan so they can target their investigation of the documents.
- Analyzing the primary and/or secondary source documents gives students opportunities to gather clues and evidence to support their claim.
- Bucketing helps students to organize their pre-writing. The buckets become containers for evidence that students use to categorize or group evidence from the documents.
- Students prepare to write by debating or “thrashing-out” their answer to the question. They practice using evidence from the documents to support and verbally validate their claims. They use what they learn to outline their essays. As students “thrash-out,” they build upon their own ideas by listening to their peers.
- Students write multi-paragraph, evidence-based essays using their documents, buckets and outline to support and explain their reasoning.

  **Source:** [Mini-DBQs](#)

Mini-DBQs allow students opportunities to master Disciplinary Literacy skills based on the MD College and Career Readiness ELA Standards, MD Social Studies Standard 6: Skills and
Processes, and the College, Career and Civic Life (C3) Framework for Social Studies State Standards.

A Striving Readers Grant has been secured by Allegany County Public Schools. A birth to 5 Coach will work with pre-k teachers in targeted schools. She will partner with Head Start and The Allegany County Public Library to bring literacy and language totes into child care centers. She will model and coach child care participants including two targeted Head Start locations and family child care providers.

An elementary coach for hired for the Striving Readers Grant and a district ELA Specialist will target teachers at two identified schools, John Humbird Elementary and South Penn Elementary. These school have large populations of students from economically disadvantaged backgrounds and gaps in performance for those students with disabilities. The coaches will work with staff by modeling and mentoring teachers.

New Pre-k and new Reading Intervention teachers were trained how to use the program *Phonemic Awareness: The Skills That They Need To Help Them Succeed!*-Pre-k version by Michael Heggerty, Ed.D. This program was selected to address poor phonemic awareness scores over several years on the first DIBELS administration. Kindergarten and Grade1 and Grade 2 teachers were trained how to use the program *Phonemic Awareness: The Skills That They Need To Help Them Succeed!*-A Kindergarten and a Primary version by Michael Heggerty, Ed.D. Allegany County Public Schools recognizes that many students have deficits in phonemic awareness skills.

The Gradual Release of Responsibility Framework continues to be a key anchor when working with teachers and administrators. The content, language and social purposes for each lesson will be displayed and reviewed for each ELA lesson at all grade levels.

Writing and conferencing with students will take continue during with Elementary English Language Arts Instructional Specialists providing job embedded professional development in all schools. Writing folders have been developed to support teachers with monitoring students writing and conferencing. Anchor papers for benchmark assessments have been developed for 2018-2019. These will be circulated and reviewed with individual teachers during team meetings at schools.

Assessments continue to be modified and updated through EnGrade in the form of benchmarks. Job embedded professional development and data meetings will be used to align the benchmark expectations to the Maryland College and Career Ready Standards.

I.B.ELA.16
School teams continue to disaggregate data and make instructional decisions about how groups are determined for guided instruction within the classroom. Groups of students with identified needs meet in with the teacher in focused guided groups five days per week for 15-20 minutes. Students with lesser needs meet in guided focused groups with the teacher less frequently. Students who meet the criteria for reading intervention will be placed into small groups. These students receive an additional 30 minutes of reading instruction beyond the core reading program and in addition to the guided focused groups.

Each elementary classroom that has students with an IEP that addresses reading and/or written language goals is served by an inclusion teacher. Elementary teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the general education and inclusion teacher, the elementary ELA curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Additionally, students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented. Based on general practice, ELL students are assessed and placed in interventions as appropriate. The ELL service provider is included in the intervention, in small group instruction, concentrating on phonics, letter recognition and the overall reading process. ELL providers work with the students on correct ways to say letters/words and accommodate the student by reading and modeling correct English as well as visually presenting pictures and using peers as a model.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCCR standards. In October 2018 all special education teachers will participate in professional development that addresses:

a. Unpacking Grade Level Standards to identify the essential target skill as well as proximal, distal and initial precursor skills that precede the essential target skill;
b. Identifying formative assessment tools that can be incorporated into classroom routines to provide real-time student information on where they are on the continuum between initial precursor and target skill;
c. Identifying and acquiring appropriately modified media and materials of instruction, and;
d. Developing specially designed instruction to advance students up the continuum between initial precursor and target skill.

The expectation is that special education teachers, in collaboration with general education teachers, will continually monitor student data for the purpose of the creation of specially
designed instruction. This instruction will be prescriptive in nature based on the diagnostic assessment of each student. It will be intentional with a clear overall purpose and focus on strategies and skills, and will be appropriately delivered including appropriate accommodations and modifications. This work will be supported by coaching and mentoring from specialists within the special education department, as well as department supervisors. Additionally, ACPS has been involved in a project for the last six years to create a cohort of schools with a leadership team that meets regularly to create an action plan to enhance collaborative planning, co-teaching and individual student planning for high needs students within the schools. Currently ACPS has ten elementary schools participating in the cohort work.

Schools will continue to use consistent screening tools and reading intervention materials. A Multi-Tiered Systems of Support Profile has been created. School teams, lead by the principal, completed the profile and determined areas in need of improvement. An improvement plan based on the MTSS Profile will become part of each school’s School Improvement Plan. An additional phonemic awareness will be used for reading intervention in primary grades.

ELA PARCC Grades 6 - 8 and 10

Providing focused instruction is ongoing in an effort to improve student achievement. Connecting reading tasks with writing tasks is a focus, as is revising curricula to include additional materials and strategies to support the acquisition of skills, specifically the reading and writing of complex texts. Middle school ELA specialists will review and analyze curricula for the inclusion of all standards per grade and revise accordingly, revise benchmarks to be PARCC-like in their construction and to align them with new curricula scope and sequence, and research authentic informational text resources to be paired with current literary units.

School teams and school improvement specialists disaggregate data and make instructional decisions about how groups are determined for guided instruction within the classroom. Groups of students with identified needs meet with the teacher in focused guided groups. The Reading Inventory (RI) is administered as a universal screener for all students in grades 4 through 9, empowering teachers to make instructional decisions related to student reading levels, instructional grouping, and strategies to employ in increasing student achievement. Students who meet the criteria for reading intervention will be placed into small groups. These students receive additional reading instruction beyond the core ELA program and in addition to the guided focused groups. These RI scores are shared with content teachers beyond the ELA department so that all staff are aware of their students’ Lexiles and can plan their instruction and groupings accordingly. In addition, teachers and school based staff will be
trained by ACPS on data management systems as they relate to PARCC as well as RI, which will also inform classroom instruction and priorities.

The district initiative to utilize the Gradual Release of Responsibility model continues this year with a focus on Collaborative and Independent Work. Teachers are participating in professional learning activities to improve this portion of the instruction and enhance student engagement. Volunteers will be recorded delivering a model lesson to be used for discussion with colleagues during subsequent professional development throughout the year. Particular attention will be given to the Special Education and FARMs subgroups in order to utilize research based strategies to increase student performance.

ELA teachers from Grades 6-12 received professional development on the use of DBQ writing in the classroom. Mini-DBQs (The DBQ Project, 2018) provide students opportunities to practice reading, writing, speaking and listening.

The Mini-DBQ process consists of seven steps:

- The hook exercise that engages students and orients them to the question.
- The background essay further orients students to the question and provides essential context that helps make sense of the documents.
- Understanding the question and pre-bucketing helps students plan so they can target their investigation of the documents.
- Analyzing the primary and/or secondary source documents gives students opportunities to gather clues and evidence to support their claim.
- Bucketing helps students to organize their pre-writing. The buckets become containers for evidence that students use to categorize or group evidence from the documents.
- Students prepare to write by debating or “thrashing-out” their answer to the question. They practice using evidence from the documents to support and verbally validate their claims. They use what they learn to outline their essays. As students “thrash-out,” they build upon their own ideas by listening to their peers.
- Students write multi-paragraph, evidence-based essays using their documents, buckets and outline to support and explain their reasoning.

Source: Mini-DBQs

Mini-DBQs allow students opportunities to master Disciplinary Literacy skills based on the MD College and Career Readiness ELA Standards, MD Social Studies Standard 6: Skills and Processes, and the College, Career and Civic Life (C3) Framework for Social Studies State Standards.

I.B.ELA.19
ACPS secured a grant, which is supporting disciplinary literacy in targeted schools. A literacy coach will work with teachers to incorporate research-based instructional strategies and create collaborative lesson plans based on student need. Particular consideration will continue to be given to FARMS and Special Education subgroups in order to increase student performance.

Each secondary English classroom that has students with an IEP that addresses reading and/or written language goals is served by an inclusion teacher. English teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the general education and inclusion teacher, the English curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Additionally, students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented. Based on general practice, ELL students are assessed and placed in interventions as appropriate. The ELL service provider is included in the intervention, in small group instruction, concentrating on phonics, letter recognition and the overall reading process. ELL providers work with the students on correct ways to say letters/words and accommodate the student by reading and modeling correct English as well as visually presenting pictures and using peers as a model.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCR standards. In October 2018 all special education teachers will participate in professional development that addresses:

a. Unpacking Grade Level Standards to identify the essential target skill as well as proximal, distal and initial precursor skills that precede the essential target skill;

b. Identifying formative assessment tools that can be incorporated into classroom routines to provide real-time student information on where they are on the continuum between initial precursor and target skill;

c. Identifying and acquiring appropriately modified media and materials of instruction, and;

d. Developing specially designed instruction to advance students up the continuum between initial precursor and target skill.

The expectation is that special education teachers, in collaboration with general education teachers, will continually monitor student data for the purpose of the creation of specially designed instruction. This instruction will be prescriptive in nature based on the diagnostic assessment of each student. It will be intentional with a clear overall purpose and focus on strategies and skills, and it will be appropriately delivered including I.B.ELA.20
appropriate accommodations and modifications. This work will be supported by coaching and mentoring from specialists within the special education department, as well as department supervisors. This ongoing coaching and mentoring at the classroom level will embed professional development into practice. Coaches will facilitate linkages between special education teachers and English 10 teachers. Additionally, ACPS has been involved in a project for the last six years to create a cohort of schools with a leadership team that meets regularly to create an action plan to enhance collaborative planning, co-teaching, and individual student planning for high needs students within the schools. Currently ACPS has all four middle schools and the three comprehensive high schools participating in the cohort work.

Clarifying Questions & Responses

Provide clarification on how the strategies provided specifically connect to the struggling student populations and why Allegany believe they will have a positive impact on student learning within those identified groups.

Read 180 and System 44 as Tier II and III interventions are utilized outside of the regularly scheduled block for ELA for middle and high school students. Fourteen reading intervention teachers support Tier II and III students in elementary schools in addition to a 120 ELA block daily. In elementary, middle, and high schools, different fidelity protocols are implemented for each reading program. In addition, a research-based reading program is utilized within the 120 minute ELA block for Grades K-5. A schedule for the 120 minute reading block, secured through the Florida Center Reading Research, is the basis for the 120 minute instructional block.

A reading intervention committee (RIC) has created a standard for the multi-tiered system of support (MTSS) within the standards of reading instruction. Literacy screeners and ELA benchmarks are administered no less than three times a year with progress monitoring occurring for identified students. Data meetings take place at each school quarterly to evaluate the success of the reading intervention programs and group students accordingly for tiered instruction. ACPS has a Comprehensive Literacy Plan that incorporate language and literacy skills for children from Birth to Grade 12.

Document Based Questions (DBQs) Project teaches students how to incorporate multiple sources to create evidence-based writing as a result of sharing and synthesizing information as readers, writers, active listeners, and persuasive presenters.
Secondary ELA teachers will be trained in the use of literacy centers for older students. The literacy center approach allows for students to be instructed at their level for a portion of the instructional period and collaborate with their peers.

These consistent practices within the MTSS throughout ACPS create a research based system with opportunities to scaffold information, provide for individual needs, and monitor the progress of students at regular intervals and adjust for instruction accordingly. We are confident that these strategies will provide consistency for teachers and will have a positive impact on our struggling student populations while concurrently addressing the needs of all students.
PARCC Mathematics for Grades 3-8:

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:
   (i) students requiring special education;
   (ii) students with limited English proficiency,
   (iii) and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to page 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

<table>
<thead>
<tr>
<th>Grades 3-5 Math</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green shading indicates growth from previous year</td>
<td>Percent Met</td>
<td>Percent Met</td>
<td>Percent Met</td>
</tr>
<tr>
<td>All students</td>
<td>39.8</td>
<td>40.4</td>
<td>45.3</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>28.9</td>
<td>29.6</td>
<td>34.2</td>
</tr>
<tr>
<td>Special Education</td>
<td>18.4</td>
<td>18.7</td>
<td>23.3</td>
</tr>
<tr>
<td>African American</td>
<td>23.4</td>
<td>18.4</td>
<td>35.1</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>38.2</td>
<td>28</td>
<td>36.9</td>
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<tr>
<td>Female</td>
<td>41.5</td>
<td>43.2</td>
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</tr>
<tr>
<td>Male</td>
<td>38.2</td>
<td>37.8</td>
<td>42.8</td>
</tr>
</tbody>
</table>
ACPS Grade 5 Math Proficiency Level Growth
Spring 2015 to Spring 2018

ACPS Grade 5 Math Subgroup Trends

Free/ Reduced Meals
Not Free/ Reduced Meals
Students with Disabilities
Not Students with Disabilities

Percent of Students Passing

2015 2016 2017 2018

I.B.MATH.5
Allegany County Public Schools showed continued growth in elementary school mathematics from the 2014/2015 administration of PARCC to the 2017/2018 administration. Citing the MSDE District Performance Level Summary for all students grades 3-5, the percentage of students who met (PARCC level 4) or exceeded (PARCC level 5) expectations increased from 39.8% to 45.3%. As a system, grades 3-5 students outperformed the state percentage of students scoring at levels 4 or 5 by 9.6%. Allegany County’s third graders meeting or exceeding expectations were 2.3% lower than those across the state. Allegany County’s fourth graders meeting or exceeding expectations outperformed the state by 10.3%. Allegany County’s 5th graders meeting or exceeding expectations outperformed the state at 9.6%.

Compared to all students (45.3%) Allegany County FARMS (34.2%) subgroup shows a gap of 11.1%. The African American subgroup (35.1%) has a 10.2% gap in achievement. The special education subgroup (23.3%) has a 22% gap.

A major focus over the last four years in the elementary math program has been “unpacking” the Maryland College and Career Ready Standards. The first step in increasing student achievement in math was for all teachers to understand the relatedness and progression of individual Standards. This understanding will allow teaching related standards simultaneously thereby providing multiple exposures to each Standard and Indicator. ACPS is in year 3 of utilizing the units developed in this manner stressing conceptual understanding vs. rote memorization of algorithms. With instruction designed this way, students should develop a strong understanding of why we solve mathematical problems in the manner we do and be able to apply them in real-world applications. These units contain both prior and enrichment skills and strategies necessary for success in meeting and or exceeding the Standards. Such inclusions will assist teachers in differentiating instruction and in closing achievement gaps while at the same time meeting the needs of advanced learners.

The shift to the Maryland College and Career Standards has been more than just an embrace of rigor; it is a deliberate transition away from teaching facts and providing direct instruction to teaching thinking and providing collaborative learning opportunities. Teachers in ACPS will continue to utilize and extend use of the Gradual Release of Responsibility Model for the presentation of lessons for this year. The Gradual Release of Responsibility (GRR) instructional framework purposefully and gradually shifts the responsibility from the teacher to joint responsibility of the teacher and student, to independent practice and application by the student. Gradual Release of Responsibility (GRR) and Universal Design for Learning (UDL) reinforce each other by providing students multiple means of representation while promoting student discourse during instruction. This instructional framework will allow students to practice and apply skills and understanding without barriers while providing multiple means of...
engagement. The “I Can” statements and “Big Ideas” established during our unit development will again be utilized as we continue the use of “Content Purpose.” Content specific vocabulary and terminology will be focused on through the “Language Purpose” for each lesson. ACPS will have fully implemented the Gradual Release of Responsibility Model for instruction during the 2018-19 academic year.

To better meet the needs of intermediate students (grades 3-5) ACPS will continue utilizing Imagine Learning to better meet the needs of intermediate students (grades 3-5) in all elementary schools again this year. (Local Funding: $58,242) This program will be used as a screening tool, benchmarking tools, and an intervention/enrichment program targeted to each individual student.

Primary Grades (K-2) in the ACPS will continue to use an electronic benchmarking system during the 2018-2019 academic year. Benchmark questions are directly aligned with the Standards and the recommended pacing of instruction. Intermediate Grades (3-5) in ACPS will utilize the benchmarking provided through Imagine Learning. Both of these electronic formats provide immediate data analysis. The data will be utilized to make adjustments to the instructional program throughout the year.

Imagine Learning (grade 3-5, elementary screener and intervention program) allows teachers and specialists to assess student achievement while creating individual pathways to meet student needs. Teachers are then able to identify gaps in student learning and shift the instruction to meet the needs of all learners in the classroom through the Gradual Release of Responsibility and Universal Design for Learning strategies. This combination allows teachers to present instruction in multiple ways and formatively assess as instruction occurs. Targeted instruction then addresses students with identified gaps.

ACPS’s female subgroup is again the highest achieving group in elementary mathematics. (48.2%) There are significant achievement gaps with all other subgroups. The special education (22%) and FARM (11.1%) subgroups have the greatest gaps.

Each elementary classroom that has students with an IEP that addresses math goals is served by an inclusion teacher. Elementary teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the general education and inclusion teacher, the elementary math curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Additionally,
students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCR standards. In October 2018 all special education teachers will participate in professional development that addresses:

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c. Identifying and acquiring appropriately modified media and materials of instruction, and;

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<table>
<thead>
<tr>
<th>Grades 6-8 Math</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>29.1</td>
<td>28.8</td>
<td>32.1</td>
</tr>
<tr>
<td>Free/ Reduced Meals</td>
<td>20.5</td>
<td>20.7</td>
<td>22</td>
</tr>
<tr>
<td>Special Education</td>
<td>6.8</td>
<td>4.2</td>
<td>5.8</td>
</tr>
<tr>
<td>African American</td>
<td>17.9</td>
<td>19.6</td>
<td>13.2</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>22.4</td>
<td>22.8</td>
<td>21.3</td>
</tr>
<tr>
<td>Female</td>
<td>32.8</td>
<td>30.5</td>
<td>36</td>
</tr>
<tr>
<td>Male</td>
<td>25.8</td>
<td>26.9</td>
<td>28.8</td>
</tr>
</tbody>
</table>

**2018 Middle School Math Pass Rates**
Allegany County ~ State of Maryland Comparison

<table>
<thead>
<tr>
<th></th>
<th>Percent of Students Passing (level 4 or 5)</th>
</tr>
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<tbody>
<tr>
<td>Math 6</td>
<td>36</td>
</tr>
<tr>
<td>Math 7</td>
<td>41.8</td>
</tr>
<tr>
<td>Math 8</td>
<td>11.1</td>
</tr>
</tbody>
</table>

**ACPS Grades 6-8 Math Pass Rate Trends**
Spring 2015 to Spring 2018

<table>
<thead>
<tr>
<th></th>
<th>Percent of Students (level 4 or 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 6</td>
<td>33.7</td>
</tr>
<tr>
<td>Math 7</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 8</td>
<td>16.5</td>
</tr>
</tbody>
</table>
Allegany County Public Schools showed growth in middle school mathematics from the 2017 administration of PARCC to the 2018 administration. Citing the MSDE District Performance Level Summary, the percentage of students who met (PARCC level 4) or exceeded (PARCC level 5) expectations are: grade 6 decreased from 37.2% to 36.0%, grade 7 increased from 26.9% to 41.8%, and grade 8 decreased from 19.4% to 11.1%. As a system, grade 6 outperformed the state percentage of students scoring at levels 4 or 5 by 4.2%, grade 7 outperformed the state by 13.2%, and grade 8 underperformed the state average by 4.7%. It must be noted that approximately 35% of the grade 8 mathematics students took the PARCC for Algebra 1 and not the PARCC for Grade 8 which explains the gap in grade level performance when compared to grades 6 and 7. The percentage of students taking Algebra 1 in grade 8 has increased in each of the past three school years. For 2018, 251 grade 8 students took the Algebra 1 PARCC with 81.7% (205) scoring at level 4 or higher.

While the 2018 data indicate that approximately 32% of middle school students in Allegany County passed the PARCC assessments for Grade 6, Grade 7, or Grade 8, there exists segments of our student population which fell well below the success rate of the student population as a whole. Across all three grades, the following subgroups consistently underperformed when compared to the overall student population: Black or African-American, two or more races, economically disadvantaged, and students w/IEP. Each subgroup mentioned experienced similar results in 2017 that were well below student performance as a whole. Black or African-American and two or more races subgroups have small populations (< 25 per grade) which can cause the subgroups’ performance to fluctuate greatly based on individual student results.

Challenges to success in middle school mathematics continue to exist on two fronts. First, teachers are better at identifying and using classroom materials which are in alignment with the depth and rigor necessary for success on PARCC in all grades. This has improved from 2017, but a shortage of available resources for effectively addressing the Maryland College and Career Ready Standards still exists. During the summer of 2018, ACPS teachers, using the existing middle school curriculum, developed an enhanced curricular document which included elements of the district GRR initiative, UDL, strategies for diverse learners, links to high quality resources, and a thorough match to the MCCRS and evidence statements. This was done to place our curriculum in line with MSDE curricular expectations. A challenge for ACPS math teachers will be to continue adapting their practice to include the core components of the updated curricular documents as we believe this will lead to improved student learning.

Through use of the HMH Math Inventory, all students in grades 6, 7, and any grade 8 student not in Algebra 1, are screened for appropriate placement in the next grade. Students in grades 6 and 7 who are identified as needing tier II intervention in mathematics are placed in
HMH Math 180 during the co-curricular instructional period in addition to their regular mathematics classroom instruction.

Each middle school mathematics classroom which contains students with an IEP is served by an inclusion teacher. All middle school mathematics teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the middle school mathematics teacher and inclusion teacher, the mathematics curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Student progress is monitored regularly using ACPS benchmark assessments for middle school mathematics, with tier 1 interventions provided as needed. Additionally, students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCCR standards. In October 2018 all special education teachers will participate in professional development that addresses:

a. Unpacking Grade Level Standards to identify the essential target skill as well as proximal, distal and initial precursor skills that precede the essential target skill;
b. Identifying formative assessment tools that can be incorporated into classroom routines to provide real-time student information on where they are on the continuum between initial precursor and target skill;
c. Identifying and acquiring appropriately modified media and materials of instruction, and;
d. Developing specially designed instruction to advance students up the continuum between initial precursor and target skill.

The expectation is that special education teachers, in collaboration with general education teachers, will continually monitor student data for the purpose of the creation of specially designed instruction. This instruction will be prescriptive in nature based on the diagnostic assessment of each student. It will be intentional with a clear overall purpose and focus on strategies and skills, and will be appropriately delivered including appropriate accommodations and modifications. This work will be supported by coaching and mentoring from specialists within the special education department, as well as department supervisors. Additionally, ACPS has been involved in a project for the last six years to create a cohort of schools with a leadership team that meets regularly to create an action plan to enhance collaborative planning, co-teaching and individual student planning for high needs students within the schools. Currently ACPS has
all four middle schools participating in the cohort work.

During the 2017-2018 school year, all middle school mathematics teachers used an online assessment system to administer common benchmark assessments designed using PARCC-like formatting. These benchmarks were aligned to the Maryland College and Career Ready Standards and in many cases, included PARCC public release questions for grades 6, 7, and 8. Data collected from these benchmark assessments was used to identify areas of weakness which teachers used to adjust future instruction.

In addition to PARCC aligned district level benchmark assessments, all middle school teachers are made aware of the Pearson PARCC - online practice assessment portal and related PARCC sites. These sites provide middle school teachers with a wealth of PARCC Middle School Mathematics questions and assessments which teachers could access in a print format or allow students to respond to problems online using TestNav.

Middle school mathematics teachers continue to implement Universal Design for Learning (UDL) and Gradual Release of Responsibility (GRR) principles and guidelines for assessment and instructional practices. At the district level, GRR/UDL principles are used during daily classroom planning, instructional delivery, development of curriculum, materials, and assessments to maximize learning opportunities for all students, including students with disabilities, gifted and talented, and ELL.

Goals for Middle School Mathematics 2018-2019

*** = 2018 Data
a. Increase district passing percentage for each of PARCC Grade 6, Grade 7, and Grade 8 Mathematics assessments by 3%
   *** - Goal Partially Met: Grade 7 increased by >3%. Grades 6 and 8 decreased
b. Increase the passing percentage for PARCC Algebra 1 for each middle school by 2% or obtain a pass rate of 90% or higher
   *** - Goal Partially Met: One school exceeded 90% pass rate. Other three maintained or decreased from 2017
c. Reduce the gap for each targeted subgroup and the All subgroup by 10%
   *** - Goal Not Met: No gap between a targeted subgroup and the All subgroup decreased

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a
particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds.

The following describe the changes or strategies and rationale that will be implemented to ensure progress.

a. Continue use of the HMH Math Inventory to screen all students in grade 6 and 7 and providing HMH Math 180 to all middle school students who are identified as needing tier II intervention in mathematics.

b. In depth examination of benchmark and module assessment data at least once per quarter. Students within low performing subgroups will be monitored to identify and address deficiencies in content learning through tier 1 supports. Additionally, those students with IEPs will have deficiencies addressed through specially designed instruction. Through data analysis conducted at team and department meetings, middle school mathematics teachers will identify areas of content which show deficiencies in student mastery and in response, adjust instruction to address the deficiencies.

c. Continued implementation of the Gradual Release of Responsibility (GRR) instructional model. GRR is a research based framework which promotes increased student participation in their learning, while reducing the role of the teacher as the sole provider of information. Middle School mathematics teachers will concentrate on the Collaboration piece of the model for 2018-2019. This will be demonstrated by incorporating the social purpose within their daily instruction.

d. Ongoing professional learning for all Middle School teachers will continue with emphasis placed on: UDL, GRR, Engrade assessments, and alignment of instruction with college and career readiness standards.

e. Ongoing professional learning and coaching provided to all special education teachers with an emphasis on formative assessment, and specially designed instruction.

f. Piloting a new Middle School series during 2018-2019. Plan is to make a selection for possible implementation in 2019-2020. This will help build continuity and consistency of instructional resources throughout the district.

g. Implementation of the online tool School21. All Middle School students have a license for this program which reinforces MCCRS skills, provides ample opportunities for remediation, and presents problems in a format which resembles what students will see on district benchmarks and the PARCC Middle School Math Assessments.
Timeline for Implementation of Changes and Strategies

Summer 2018
- Continued development of online Middle School resource file
- Development of an expanded Middle School Mathematics curriculum in accordance with MSDE guidance
- Acquire School21 licenses for all Middle School students
- Introduction to the Collaboration piece of the Gradual Release of Responsibility instructional model

Fall 2018
- Continue focus on Collaboration
- Professional Development for School21
- Benchmark data analysis
- District professional learning focusing on GRR, UDL, and aligning instruction with the college and career readiness standards.
- MATH 180 data gains meeting
- Monitor School21 usage
- Professional development for special education teachers

Winter 2019
- Continue focus on Collaboration
- Benchmark data analysis
- MATH 180 data gains meeting
- Monitor School21 usage
- Mathematics Text selection based on pilots

Spring 2019
- Continue focus on Collaboration
- Benchmark data analysis
- School21 PARCC-Prep
- School based PARCC practice
- MATH 180 data gains meeting
- Monitor School21 usage

Imagine Learning (elementary screener and intervention program) allows teachers and specialists to assess student achievement while creating individual pathways to meet student needs. Teachers are then able to identify gaps in student learning and shift the instruction to meet the needs of all learners in the classroom through the Gradual Release of Responsibility and Universal Design for Learning strategies. This combination allows teachers to present
instruction in multiple ways and formatively assess as instruction occurs. Targeted instruction then addresses students with identified gaps.

Thorough analysis of district middle school module assessment data will enable instructional specialists to identify gaps in content mastery for each identified underperforming subgroup. Targeted assistance will then be provided through the use of tier 1 instruction, specially designed instruction for students with disabilities, co-curricular learning periods, and after-school program instruction.

Assessment data for underperforming subgroups will be consistently monitored to inform decisions pertaining to the effectiveness of the targeted assistance strategies being used.

Because most of our underperforming subgroups are very small in number of students, the identified strategies can be implemented through the aforementioned methods with fidelity.

Clarifying Questions & Responses

Where is the evidence to support the strategy of placing students in grades 6 & 7 needing tier II interventions in an additional math class during their co-curricular instruction period? (I.B.MATH.13 & 14)

ACPS strongly supports the use of the co-curricular period in the middle school schedule to provide targeted Tier 2 mathematics intervention for those students who display 2 to 3 years of deficiency in mathematics skills as determined by universal screening.

Why do you think that GRR, UDL and co-teaching model will help close the achievement gap?

This approach is guided by the 2009 What Works Clearinghouse report: Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools.

Provide clarification on how the strategies provided specifically connect to the struggling student populations and why Alleghany believes those specific strategies should have a positive impact on student learning within the identified groups.
Examined Tier II mathematics intervention provided as additional time outside of regular classroom mathematics instruction.

Earlier years of Tier II mathematics interventions in the middle school were conducted within the student’s regular mathematics class. We learned that providing mathematics intervention with fidelity in this setting underprepared these students for grade level state assessment. In short, grade level content was sacrificed at the expense of the intervention.

The middle school Tier 2 mathematics program we use is HMH Math180. This program is intended for 50-70 minutes of daily instruction, much of which is using the program software. Our co-curricular period is 45 minutes in length which allows for substantial instruction and exposure to the intervention program with a high level of fidelity.

By offering Tier 2 intervention to supplement, and not supplant the regular grade level mathematics instruction ACPS believes that our approach gives students the best opportunity to address their deficiencies, while still getting full exposure to grade level content.

ACPS has invested heavily in implementation of the Gradual Release of Responsibility (GRR) instructional framework and UDL at all grade levels.

Our belief is that students learn best by being active participants in the educational process. The GRR emphasizes that students be actively engaged in guided instruction, collaboration, and independent work. This framework further promotes UDL by ensuring that students experience multiple approaches to representation, multiple opportunities to become engaged in the content, and to have multiple pathways to express their understanding. By investing in appropriate technology, instructional resources, professional learning, and ongoing district support, our teachers are able to provide students with engaging lessons that allow them to interact with the mathematics instead of being a passive participant in their own mathematics education.

The co-teaching model is used within class that have special need students. While still making full use of GRR and UDL, this approach allows for students to receive more small group and individualized attention than what would occur in a one-teacher classroom.
Related citations:


All of these approaches when looked at in totality have enabled ACPS students to incrementally improve performance as defined by PARCC. While we have made modest gains in students reaching Level 4 status, we have noticed a large decrease in the number of students scoring at Level 1, especially using 2018 results. Since the 2017-2018 school year was our second year of implementing the GRR framework, we believe that this helped to bring up our most struggling students and begin to narrow the achievement gap. Through continued use of this framework, we anticipate that 2019 PARCC results will continue to show ACPS bringing up the performance of our weakest students.

Clarification on Strategies

While not exclusive to the struggling student population, most students requiring Tier 2 intervention do represent a racial minority and/or economically challenged subgroup. Students in this program have shown progress in eliminating deficiencies with their content knowledge, while also showing the ability to be successful on grade level content.

ACPS monitors local assessment data which is then used by teachers to address lapses in student content mastery. Teachers then provide remediation / re-teaching to strengthen student understanding of content which was an area of concern. This is provided to all students.

The GRR model places more responsibility on the student for their own learning. Through extensive training, ACPS teachers develop and present lessons which provide students with multiple opportunities to be engaged with the content. By shifting the responsibility towards the student, the teacher assumes the role of a facilitator who can monitor and guide students through their learning process. This also enables the teacher to focus lesson activities on different levels of learners and enable the teacher to provide more targeted attention to struggling populations within the classroom.

See c. above
See I.B. Math 14, paragraph 3
ACPS is actively piloting two middle school math series: HMH GoMath and Illustrative Mathematics. We are piloting these materials with all levels of student. Based upon teacher feedback and student performance, we will be selecting a series which appeals and adapts to all learners. Pilot teachers are utilizing the recommendations from the publishers for adapting the materials to struggling learners.

School21 is being used system-wide with all middle school students. This online resource helps to solidify the procedural and conceptual knowledge that students are taught in the classroom. This program also provides for refresher activities that may be used to address student deficiencies in prior learning. We believe the online environment appeals to today’s students and they are more likely to use a learning tool which is tech driven, provides immediate feedback, and sets obtainable performance goals.
PARCC Algebra I

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:
   (i) students requiring special education;
   (ii) students with limited English proficiency,
   (iii) and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to page 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

<table>
<thead>
<tr>
<th>All Test Takers (includes first and retakes)</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green shading indicates growth from previous year</td>
<td>Percent Met</td>
<td>Percent Met</td>
<td>Percent Met</td>
</tr>
<tr>
<td>All students</td>
<td>31</td>
<td>33.3</td>
<td>29.8</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>18.3</td>
<td>23.5</td>
<td>24.1</td>
</tr>
<tr>
<td>Special Education</td>
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<td>1</td>
</tr>
<tr>
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<td>10</td>
<td>11.1</td>
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<td>32.5</td>
<td>33.9</td>
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</tr>
<tr>
<td>Male</td>
<td>29.5</td>
<td>32.7</td>
<td>25.7</td>
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</table>

<table>
<thead>
<tr>
<th>First Time Test Takers</th>
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<th>2016-2017</th>
<th>2017-2018</th>
</tr>
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<tbody>
<tr>
<td>ALGEBRA I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green shading indicates growth from previous year</td>
<td>Percent Met</td>
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<td>Percent Met</td>
</tr>
<tr>
<td>All students</td>
<td>31.5</td>
<td>36</td>
<td>40.5</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>18.4</td>
<td>24.1</td>
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<td>Special Education</td>
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<tr>
<td>African American</td>
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<td>2 or more Races</td>
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<tr>
<td>Male</td>
<td>30.2</td>
<td>36.3</td>
<td>34.9</td>
</tr>
</tbody>
</table>
Allegany County Public Schools showed sustained growth in Algebra I from the 2017 administration of PARCC to the 2018 administration. Citing the MSDE District Performance Level Summary, the percentage of all test takers who met (PARCC level 4) or exceeded (PARCC level 5) expectations in Algebra I increased from 36.0% to 40.5% for first time test takers who completed all parts of the Algebra 1 PARCC. When we include repeat test takers and students who completed only a portion of the Algebra 1 PARCC, the percentage of students scoring level 4 or higher decreased from 33.3% to 29.8%. This is mostly due to the inclusion of students who were required to reassess to satisfy their state testing graduation requirement in Algebra 1 or to become eligible for the Algebra 1 Bridge for Academic Validation Project. (Note: Only students who previously scored level 2 or below were required to re-test). While the district equaled the state percentage of students scoring at levels 4 or 5, this was an improvement over the 3.0% gap in 2017. Because a PARCC level 3 score was considered passing for the state testing graduation requirement in mathematics during 2017-2018, an additional 241 (27.7%) of our Algebra 1 students met this testing requirement.

While the 2018 data suggests that 29.8% of all test takers and 40.5% of first time test takers in Allegany County passed the PARCC Algebra I assessment (level 4 or 5), there exists segments of our student population who fell below the success rate of the student population as a whole. Those subgroups are: Black or African-American (16.2% All; 31.6% First Time), economically disadvantaged (24.1% All; 33.3% First Time), and students w/IEP (1.0% All; 1.9% First Time). All of these subgroups experienced similar results in 2017 that were below the student performance as a whole. It must be noted that the African American subgroup is a small population (< 25) which can cause the subgroup performance to fluctuate greatly based on individual student results.

There are still a number of challenges to address. First, teachers are beginning to find classroom materials which are in alignment with the depth and rigor necessary for success on PARCC Algebra I. However, there is still a shortage of available resources for effectively addressing the Maryland College and Career Ready Standards still exists. Secondly, since the PARCC Algebra I testing requirement now requires students to pass the assessment with at least a level 3 score, students are more accountable for their performance as it pertains to satisfying a graduation requirement. As students realize that a consequence exists for not passing the Algebra 1 PARCC on the first attempt, we anticipate a continual increase in students scoring level 3 or higher. Thirdly, for students who re-test, it is a challenge to move these students from a level 1 or 2 up to a level 4 status. Given that only four (4) of 226 students retested met this level of proficiency, it may be unreasonable to expect significant progress through remediation for this population. It should be stated that 22.6% (51 out of 226) of the re-tested students did meet their state graduation requirement by reaching a level 3 status, which is a more realistic expectation for struggling Algebra students.
During the summer of 2018, ACPS teachers, using the existing Algebra 1 curriculum, developed an enhanced curricular document which included elements of the district GRR initiative, UDL, strategies for diverse learners, links to high quality resources, and a thorough match to the MCCRS and evidence statements. This was done to place our curriculum in line with MSDE curricular expectations. A challenge for ACPS Algebra 1 teachers will be to continue adapting their practice to include the core components of the updated curricular documents as we believe this will lead to improved student learning.

A recurring concern for ACPS is the significant gap in Algebra I proficiency which exists between students who take Algebra I in the middle school compared to those who take the course in high school. While it is understood that the strongest mathematics students will take Algebra I in the 8th grade, other factors which may be contributing to the challenge of Algebra I students in the high schools to be successful include: 1. Less instructional time for mathematics (45 minutes per day in the high schools compared to 76 minutes per day in the middle schools) and 2. Lack of a high school mathematics instructional specialist to provide supports. While both middle school and high school algebra students showed growth respectively for 2018, the gap between middle and high school performance continues to be substantial.

Each Algebra I classroom having students with an IEP is served by an inclusion teacher. All Algebra I teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the Algebra I teacher and inclusion teacher, the Algebra I curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Student progress is monitored regularly using ACPS benchmark assessments for Algebra I, with tier 1 interventions provided as needed. At this time, ACPS does not provide programmed (Math 180, Imagine Learning, etc.) tier 2 or tier 3 interventions for Algebra I. Additionally, students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCRS standards. In October 2018 all special education teachers will participate in professional development that addresses:

a. Unpacking Grade Level Standards to identify the essential target skill as well as proximal, distal and initial precursor skills that precede the essential target skill;
b. Identifying formative assessment tools that can be incorporated into classroom routines to provide real-time student information on where they are on the
continuum between initial precursor and target skill;

c. Identifying and acquiring appropriately modified media and materials of instruction, and;

d. Developing specially designed instruction to advance students up the continuum between initial precursor and target skill.

The expectation is that special education teachers, in collaboration with general education teachers, will continually monitor student data for the purpose of the creation of specially designed instruction. This instruction will be prescriptive in nature based on the diagnostic assessment of each student. It will be intentional with a clear overall purpose and focus on strategies and skills, and will be appropriately delivered including appropriate accommodations and modifications. This work will be supported by coaching and mentoring from specialists within the special education department, as well as department supervisors. This ongoing coaching and mentoring at the classroom level will embed professional development into practice. Coaches will facilitate linkages between special education teachers and Algebra 1 teachers. Additionally, ACPS has been involved in a project for the last six years to create a cohort of schools with a leadership team that meets regularly to create an action plan to enhance collaborative planning, co-teaching and individual student planning for high needs students within the schools. Currently ACPS has all four middle schools and the three comprehensive high schools participating in the cohort work.

During the 2017-2018 school year, all Algebra I teachers used an online assessment system to administer common benchmark assessments designed using PARCC-like formatting. These benchmarks are aligned to the Maryland College and Career Ready Standards and in many cases, included PARCC public release questions for Algebra I. Data collected from these benchmark assessments is used to identify areas of weakness which teachers used to adjust future instruction.

In addition to PARCC aligned district level benchmark assessments, all Algebra I teachers are made aware of the Pearson PARCC - online practice assessment portal and related PARCC sites. These sites provide Algebra I teachers with a wealth of PARCC Algebra I questions and assessments which teachers could access in a print format or allow students to respond to problems online using TestNav.

Algebra I teachers continue to implement Universal Design for Learning (UDL) and Gradual Release of Responsibility (GRR) principles and guidelines for assessment and instructional practices. At the district level, GRR/UDL principles are used during daily classroom planning, instructional delivery, development of curriculum, materials, and
assessments to maximize learning opportunities for all students, including students with disabilities, gifted and talented, and ELL.

Goals for Algebra I 2018-2019

*** 2018 Data based on First Time Test Takers

1. Increase district passing percentage (level 4+) for PARCC Algebra I first time test takers by at least 3%
   ***2018 - Goal Met: Improved 4.5%

2. Increase the passing percentage for PARCC Algebra I first time test takers for each high school by 5%
   ***2018 - Goal Partially Met: One school met target, Two others showed growth <5%.

3. Increase the passing percentage for PARCC Algebra I for each middle school by 2% or obtain a pass rate of 90% or higher
   ***2018 - Goal Partially Met: One school exceeded 90% pass rate. Other three maintained or decreased from 2017

4. Reduce the gap for each targeted subgroup and the All subgroup by 10%
   ***2018 - Goal Partially Met: Both FARMS and African American subgroups closed the gap by at least 10%. Two or more races eliminated the gap. Special Education showed an increase in the gap

In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds.

The following describe the changes or strategies and rationale that will be implemented to ensure progress.

a. Continued focus on the establishment of a professional learning community for all Algebra I teachers. Currently, there does not exist any form of professional learning community for specific course content. This will include peer observations, instructional coaching, and periodic meetings. A wealth of professional literature supports the use of the professional learning community for improving student learning and teacher professional practice.

b. In depth examination of benchmark data at least once per quarter. Students within low performing subgroups, as identified on the 2018 PARCC Algebra I assessment, will be
monitored to identify and address deficiencies in content learning through tier 1 supports. Additionally, those students with IEPs will have deficiencies addressed through specially designed instruction. Student progress towards PARCC Algebra I readiness is evaluated following each benchmark administration.

c. Continued implementation of the Gradual Release of Responsibility (GRR) instructional model. GRR is a research based framework which promotes increased student participation in their learning, while reducing the role of the teacher as the sole provider of information. Algebra I teachers will concentrate on the Collaboration piece of the model for 2018-2019.

d. Ongoing professional learning for all Algebra I teachers will continue with emphasis placed on: UDL, GRR, Engrade assessments, and alignment of instruction with college and career readiness standards.

e. Ongoing professional learning for all special education teachers with an emphasis placed on formative assessment and specially designed instruction.

f. Piloting a new Algebra 1 series during 2018-2019. Plan is to make a selection for possible implementation in 2019-2020. This will help build continuity and consistency of instructional resources throughout the district.

g. Implementation of the online tool School21. All Algebra 1 students have a license for this program which reinforces Algebraic skills, provides ample opportunities for remediation, and presents problems in a format which resembles what students will see on district benchmarks and the PARCC Algebra 1 Assessment.

Timeline for Implementation of Changes and Strategies

Summer 2018

- Continued development of online Algebra 1 resource file
- Development of an expanded Algebra 1 curriculum in accordance with MSDE guidance
- Acquire School21 licenses for all Algebra 1 students
- Introduction to the Collaboration piece of the Gradual Release of Responsibility instructional model

Fall 2018

- Continue focus on Collaboration
- Professional Development for School21
- Benchmark data analysis
- District professional learning focusing on GRR, UDL, and aligning instruction with the college and career readiness standards.
- Begin instructional coaching for Algebra 1 using the MQI (Mathematics Quality of Instruction) coaching model
- Monitor School21 usage
● Professional Development for special education teachers

Winter 2019
● Continue focus on Collaboration
● Benchmark data analysis
● Work with school level administration to establish a foundation for developing a professional learning community which focuses on the teaching, learning, and assessment of Algebra
● Continue instructional coaching with MQI
● Monitor School21 usage

Spring 2019
● Continue focus on Collaboration
● Benchmark data analysis
● School21 PARCC-Prep
● School based PARCC practice
● Monitor School21 usage

Through the use of district Algebra 1 assessments, gaps in content mastery for each identified underperforming subgroup will be identified. Targeted assistance will then be provided through tier 1 instruction, specially designed instruction for students with disabilities, study hall remediation, and pull-outs with instructional assistants at the high school level and through tier 1 instruction, co-curricular learning periods, and after-school program for middle school Algebra 1 students.

Assessment data for underperforming subgroups will be consistently monitored to inform decisions pertaining to the effectiveness of the targeted assistance strategies being used.

Because most of our underperforming subgroups are very small in number of students, the identified strategies can be implemented through the aforementioned methods with fidelity.

Clarifying Questions & Responses

Provide clarification on how the strategies provided specifically connect to the struggling student populations and why Allegany believes those specific strategies should have a positive impact on student learning within the identified groups.
ACPS has invested heavily in implementation of the Gradual Release of Responsibility (GRR) instructional framework and UDL at all grade levels.

Why do you think that GRR, UDL and co-teaching model will help close the achievement gap?

Our belief is that students learn best by being active participants in the educational process. The GRR emphasizes that students be actively engaged in guided instruction, collaboration, and independent work. This framework further promotes UDL by ensuring that students experience multiple approaches to representation, multiple opportunities to become engaged in the content, and to have multiple pathways to express their understanding. By investing in appropriate technology, instructional resources, professional learning, and ongoing district support, our teachers are able to provide students with engaging lessons that allow them to interact with the mathematics instead of being a passive participant in their own mathematics education.

The co-teaching model is used within class that have special need students. While still making full use of GRR and UDL, this approach allows for students to receive more small group and individualized attention than what would occur in a one-teacher classroom.

All of these approaches when looked at in totality have enabled ACPS students to incrementally improve performance as defined by PARCC. While we have made modest gains in students reaching Level 4 status, we have noticed a large decrease in the number of students scoring at Level 1, especially using 2018 results. Since the 2017-2018 school year was our second year of implementing the GRR framework, we believe that this helped to bring up our most struggling students and begin to narrow the achievement gap. Through continued use of this framework, we anticipate that 2019 PARCC results will continue to show ACPS bringing up the performance of our weakest students.

Clarification on Strategies

1. While not exclusive to the struggling student population, most students requiring Tier 2 intervention do represent a racial minority and/or economically challenged subgroup. Students in this program have shown progress in eliminating deficiencies with their content knowledge, while also showing the ability to be successful on grade level content.
2. ACPS monitors local assessment data which is then used by teachers to address lapses in student content mastery. Teachers then provide remediation / re-teaching to strengthen
student understanding of content which was an area of concern. This is provided to all students.
3. The GRR model places more responsibility on the student for their own learning, through extensive training, ACPS teachers develop and present lessons which provide students with multiple opportunities to be engaged with the content. By shifting the responsibility towards the student, the teacher assumes the role of a facilitator who can monitor and guide students through their learning process. This also enables the teacher to focus lesson activities on different levels of learners and enable the teacher to provide more targeted attention to struggling populations within the classroom.
4. See c. above
5. See I.B. Math 14, paragraph 3
6. ACPS is actively piloting an Algebra 1 series: HMH AGA. We are piloting these materials with Grade 8 Algebra 1 students. Based upon teacher feedback and student performance, we will be selecting a series which appeals and adapts to all learners. Pilot teachers are utilizing the recommendations from the publishers for adapting the materials to struggling learners.
7. School21 is being used system-wide with all middle school students. This online resource helps to solidify the procedural and conceptual knowledge that students are taught in the classroom. This program also provides for refresher activities that may be used to address student deficiencies in prior learning. We believe the online environment appeals to today’s students and they are more likely to use a learning tool which is tech driven, provides immediate feedback, and sets obtainable performance goals.
High School Assessment (HSA) Government

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:
   (i) students requiring special education;
   (ii) students with limited English proficiency,
   (iii) and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to page 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

<table>
<thead>
<tr>
<th>HSA Government Assessment Results: Spring Administration Results</th>
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<tr>
<td>All Students</td>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Hispanic/Latino of any race</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
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<tr>
<td>Two or more races</td>
</tr>
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<td>Special</td>
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</table>
65.8% of the students who took the High School Assessment for Government met the requirements for passing in 2018. Below is a table indicating the percentage of students in an identified “Student Group” who did not pass the High School Assessment for Government.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
<td>186</td>
<td>55.2</td>
<td>Not provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33.2% of students who took the High School Assessment for Government did not meet the requirements for passing in 2018.

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds.

How do the identified strategies specifically address narrowing the gap for underperforming populations as opposed to improving instruction overall?

All students will learn how to analyze various types of primary source documents. Additionally, teachers will utilize the principles, guidelines, and checkpoints of Universal Design for Learning to meet the representation, engagement, and assessment needs of all students.

The Gradual Release of Responsibility (GRR) framework is the main initiative of the Allegany County Public Schools that aligns with Standard 6 - Skills and Processes for Social Studies in the state of Maryland. This approach also aligns with the expectations of the College, Career, and Civic Life (C3) framework.
High school Government teachers and 9th grade ELA teachers will collaborate on different occasions during the 2018 - 2019 school year as they strive to improve the ability of students to Read for Information.

High school Government teachers and Social Studies teachers in grades 6, 7 and 8 will implement revised curricula for those grade levels during the 2018-2019 school year. Teachers will model strategies within daily lessons such as think-alouds; research-based vocabulary strategies; research-based reading comprehension strategies such as the Question Answer Relationship (QAR) that will promote close reading; and analysis of primary sources including sourcing, contextualization, and corroboration strategies. Mini-DBQs will be administered four times during the course of the 2018-2019 school year in grades 6, 7, 8 and 9. Results of Mini-DBQs will be used to determine student progress throughout the school year.

Secondary classrooms that have students with an IEP are served by an inclusion teacher. General education teachers are informed of the accommodations which apply to students in their class who receive special education services. Through the collaboration of the general education and inclusion teacher, the curriculum is made accessible to the individual needs of each student. This is accomplished through specially designed instruction, appropriate instructional modifications, supplementary aids and services, and the provision of appropriate instructional and testing accommodations. Additionally, students who are Limited English Proficient are supported by an ELL service provider who supports the curriculum presented. The ELL service provider is included in instruction, concentrating on the overall reading process. ELL providers work with the students on correct ways to say letters/words and accommodate the student by reading and modeling correct English as well as visually presenting pictures and using peers as a model.

Special education teachers have received professional development in the areas of data interpretation and management, specially designed instruction, and relating IEP goals to the MCCCR standards. In October 2018 all special education teachers will participate in professional development that addresses:

a. Unpacking Grade Level Standards to identify the essential target skill as well as proximal, distal and initial precursor skills that precede the essential target skill;
b. Identifying formative assessment tools that can be incorporated into classroom routines to provide real-time student information on where they are on the continuum between initial precursor and target skill;
c. Identifying and acquiring appropriately modified media and materials of instruction, and;
d. Developing specially designed instruction to advance students up the continuum between initial precursor and target skill.
The expectation is that special education teachers, in collaboration with general education teachers, will continually monitor student data for the purpose of the creation of specially designed instruction. This instruction will be prescriptive in nature based on the diagnostic assessment of each student. It will be intentional with a clear overall purpose and focus on strategies and skills, and will be appropriately delivered including appropriate accommodations and modifications. This work will be supported by coaching and mentoring from specialists within the special education department, as well as department supervisors. Additionally, ACPS has been involved in a project for the last six years to create a cohort of schools with a leadership team that meets regularly to create an action plan to enhance collaborative planning, co-teaching and individual student planning for high needs students within the schools. Currently ACPS has the three comprehensive high schools participating in the cohort work.

Clarifying Questions & Responses

Why were these strategies selected? Based on what evidence?

Disciplinary Literacy practices that support Standard 6.0, Processes and Skills, will be utilized in all LSF Government classrooms.

What are the specific funding sources to support the intervention strategies?

“Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.”

Students will use such Disciplinary Literacy practices such as SOAPStone and the Question Formulation Technique as they analyze and cite evidence to cite an argument via writing or orally.

SOAPStone is a reading and writing strategy that is endorsed by the College Board. 

(https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing)

The Question Formulation Technique (QFT) was created by the Right Question Institute and is endorsed by Harvard University. This practice gives students opportunities to create and respond to their own closed and open questions based on primary and secondary source documents.

http://rightquestion.org/education/
The Document Based Questions (DBQs) Project teaches students how to incorporate multiple sources to create evidence-based writing as a result of sharing and synthesizing information as readers, writers, active listeners, and persuasive presenters.

Additionally, the Gradual Release of Responsibility (GRR) instructional framework integrated with the principles, guidelines and checkpoints of Universal Design for Learning (UDL) will be used during daily instruction. The GRRUDL instructional framework will provide teacher modeling via Focused Instruction, teacher-student questioning via Guided Instruction, student-centered learning via Collaborative Learning and Independent Learning.


http://www.cast.org/our-work/about-udl.html#.V5eUuoMrLIU


Funding to support the instructional practices will be provided locally and via Title IIA for professional learning.
2018 Federal and State Grant Application and Other Reporting Requirements  
(Please include this sheet as a cover to the submission indicated below)  

Federal and State Grant Applications and Other Reporting Requirements

| Local Education Agency Submitting this Report: |
| Allegany County Public Schools |

| Address: |
| 108 Washington Street, Cumberland, MD 21502 |

| Local Point of Contact: |
| Name: Dr. Kim Green Kalbaugh |
| Telephone: 301-759-2053 |
| E-mail: kim.green@acpsmd.org |

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Federal and State Grant Applications and Other Reporting Requirements are correct and complete. We further certify that these Federal and State Grant Applications and other reporting requirements have been developed in consultation with members of the local school systems current Federal and State Grant Applications and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.

| Signature (Local Superintendent of Schools) |
| 1D-11-18 |

| Signature (Local Point of Contact) |
| 16-11-18 |
Maryland State Department of Education  
**Title I, Part A: Improving Basic Programs**  
2018-2019 Title I, Part A Application and Tools  

**Title I, Part A Application and Tools Release Date:**  
Final Draft as of July 2, 2018

### Federal Grant Application Submission Timeline

<table>
<thead>
<tr>
<th>1st Submission to the Title I Specialists for Review:</th>
<th>Submission for Conditional Approval</th>
<th>First Submission through County’s Bridge to Excellence (BTE) POC</th>
<th>FINAL Submission through County’s Bridge to Excellence (BTE) POC</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1, 2018- August 31, 2018</td>
<td>September 28, 2018</td>
<td>October 15, 2018</td>
<td>November 16, 2018</td>
</tr>
</tbody>
</table>

**Local Educational Agency:** Allegany County Public Schools  
**Title I Coordinator:** John W. Logsdon  
**Telephone:** 301-759-2046  
**Email Address:** john.logsdonjr@acpsmd.org
2018-2019 Title I, Part A Application

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

Explanation of Terms

<table>
<thead>
<tr>
<th>SECTION NAME</th>
<th>The Title I Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED ATTACHMENTS</td>
<td>Documents that are required with submission of the application.</td>
</tr>
<tr>
<td>NOTE TO LEA</td>
<td>If documentation is needed prior to the program review, a note will be indicated in the identified section.</td>
</tr>
<tr>
<td>STAFF RESPONSIBLE</td>
<td>All staff involved with the implementation and oversight of each Title I Component</td>
</tr>
<tr>
<td>ASSURANCE(S)</td>
<td>By receiving funds under the Title I Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LEA has responsibility for oversight and implementation.</td>
</tr>
<tr>
<td>CITATIONS</td>
<td>References to the law</td>
</tr>
<tr>
<td>SAMPLE EVIDENCE OF IMPLEMENTATION</td>
<td>Suggested documentation for evidence of implementation for each requirement</td>
</tr>
<tr>
<td>TABLES AND WORKSHEETS</td>
<td>See Excel template for Instructions.</td>
</tr>
</tbody>
</table>
2018-2019 Title I, Part A Application

ATTESTATION

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

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

The LEA attests that 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 listed above.

John W. Logsdon

__________________________

Title I Coordinator Name
(Please Print or Type)

__________________________

Title I Coordinator Signature

Allegany County Public Schools

__________________________

Local Education Agency

__________________________

Date
# Title I, Part A Application

**Application Submission Date:** October 15, 2018

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### Title I, Part A Application

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<td>B. Schoolwide Programs</td>
<td>11-16</td>
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<tr>
<td>C. Targeted Assistance Schools</td>
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<td>D. Parent and Family Engagement</td>
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<td>H. English Learners</td>
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<td>I. Fiscal Requirements (Excel Document)</td>
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<td>J. Required Attachments</td>
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### Title I, Part A Guidance Document

#### Part 1: Title I, Part A Application Supporting Information

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<td>C. TARGETED ASSISTANCE SCHOOLS</td>
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<tr>
<td>E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS</td>
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<tr>
<td>F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH</td>
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<td>G. SUPPORT FOR FOSTER CARE STUDENTS</td>
<td>81-83</td>
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<tr>
<td>H. ENGLISH LEARNERS</td>
<td>84-85</td>
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</tbody>
</table>

#### Part 2: Appendices

**CHECKLISTS:**
A. GLOSSARY

B. SCHOOLWIDE PROGRAM PLAN COMPONENTS CHECKLIST

C. TARGETED ASSISTANCE PROGRAM CHECKLIST

D. DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY/PLAN CHECKLIST

E. SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN CHECKLIST

F. EQUITABLE SERVICES TOPICS OF CONSULTATION

G. TITLE I AND TITLE III QUESTIONS AND ANSWERS

SAMPLES OF STRATEGIES:

A. FREDERICK COUNTY PUBLIC SCHOOLS: TITLE I FAMILY INVOLVEMENT TEAM TRAINING

B. CHARLES COUNTY PUBLIC SCHOOLS: HOME VISIT INITIATIVE

REQUIRED ATTACHMENT- TEMPLATE

TITLE I, PART A APPLICATION SUBMISSION INSTRUCTIONS

ESSA Law and Non-Regulatory Guidance Links
A. Every Student Succeeds Act
B. ESSA Transition FAQs
C. ESSA Early Learning Guidance
D. ESSA Fiscal Changes & Equitable Services Guidance
E. ESSA Schoolwide Guidance
F. Evidence Guidance
G. Foster Care Guidance
H. Homeless Student Guidance
I. General Education Provisions Act
J. High School Graduation Rate
K. State and Local Report Cards
L. Title I, Part A Final Regulations
M. ESSA Title III Guidance – English Learners
A. STAFF CREDENTIALS AND CERTIFICATIONS

MSDE Staff Credentials and Certification Guidance
Staff Credentials: Glossary of Terms

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
   - has all teachers and paraprofessional 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.
   - has a timeline to notify parents.

2. Summary of data used to determine disparities (2017-2018 SY).

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1111(c) & (g).

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Blank</td>
<td>Chief Administrative Officer</td>
<td>Human Resources</td>
</tr>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Programs</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Steven Wilson</td>
<td>Supervisor</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>
### STAFF CREDENTIALS AND CERTIFICATIONS

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
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</thead>
</table>
| ☐ Yes     | 1. The LEA ensures that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *(Required Attachment)* | 1111(g)(2)(J) 1112(c)(6) | ☐ List of teachers and their certification status for each Title I school including:  
 Metropolitan and percentage of teachers who have certification and licensure in Title I schools for the 2018-2019 school year.  
 ☐ Copies of 2018-2019 Principal Attestations with dates and signatures for each Title I school. *(Optional)* |
<p>| ☒ No      | It was necessary to hire a 2 day per week art resource teacher at Mt. Savage Elementary School. The teacher is certified in Elementary Education but not in Art. No certified art teacher was willing to take a 2 day per week position. Families were notified in September. | | |
| ☐ Yes     | 2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school | 1111(g)(2)(J) 1112(c)(6) | ☐ SAN from meetings between Human Resources, the Title I Office, and school administration. |
| ☐ N/A     | | | |</p>
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<tr>
<td>☐</td>
<td>Yes</td>
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<tr>
<td>☒</td>
<td>No</td>
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</tr>
<tr>
<td>☐</td>
<td>N/A</td>
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</table>

If no, please explain. (explain using the template [found here](#))

3. The LEA ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Mark N/A if:
   - there are no paraprofessionals in the schoolwide schools;
   - the LEA has no schoolwide schools;
   - paraprofessionals are not assigned instructional duties

   1112(c)(6) 1112(g)(2)(J)

   - Verifying qualified status: AA degree or higher, and/or PRAXIS.
   - List of paraprofessionals and their qualifications.
   - Number of paraprofessionals who have met qualified status.
   - documentation demonstrating assigned duties may include:
     - Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 school year.

4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds in targeted assistance schools meet applicable state certification and licensure requirements. Not Applicable means:
   - There are no

   1112(c)(6) 1112(g)(2)(J)

   - Verifying qualified status: AA degree or higher, and/or PRAXIS.
   - List of paraprofessionals and their qualifications.
   - Number of paraprofessionals who have met qualified status.
<table>
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<tr>
<th></th>
<th>5. The LEA ensures it has a written process to identify and address any 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. <em>(Required Attachment)</em></th>
<th>1111(g)(1)(B) 1112(b)(2)</th>
<th>☑️ Yes  ☐ N/A</th>
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<tbody>
<tr>
<td></td>
<td>Example documentation demonstrating assigned duties may include:</td>
<td>Documentation for the following from 2017-2018 SY:</td>
<td></td>
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<tr>
<td></td>
<td>- documentation demonstrating assigned duties may include:</td>
<td>- Enrollment Data  - Race  - Poverty Data  - Teacher Evaluation Data: Ineffective-Inexperienced,  - Out-of-field teachers (numbers by school)  - Documentation showing disparities in each category.</td>
<td></td>
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<tr>
<td></td>
<td>- Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 school year.</td>
<td>Documentation supporting the implementation of the procedures for identifying and, if applicable, addressing disparities.</td>
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<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

6. The LEA ensures it has a written process and a timeline for parents being notified:
   a. annually that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.
   b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.

1112(e)(1)(A)(i)(I-III)

- Multiple dated communications at the beginning of the school year which may include:
  - Letters; newsletters; school calendars
  - A copy of the dated cover letter sent to parents, which includes notice of parent’s right to request teacher qualification information.
  - Communication/notification to parents (newsletter, memo, letter, school calendars, etc.)

1112(e)(1)(B)(ii)

- Copies of requests for information from parents on teacher and/or paraprofessional qualifications.
- Evidence that parents have been provided information on the level of achievement and academic growth of their student, if applicable and available.
- A dated written notice to parents
| c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. *(Required Attachment)* | 1112(e)(1)(B)(i) | regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level.  
☐ Copies of the timely responses provided to parents. |
B. SCHOOLWIDE PROGRAMS
Schoolwide Program Non-Regulatory Guidance
MSDE Schoolwide Guidance
MSDE Schoolwide Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENT:
1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. Not Applicable

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td>Administrators of Title I Schools</td>
<td>Principal</td>
<td>School</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
</tbody>
</table>

1. Consolidating Funds in a schoolwide program
Is the LEA consolidating funds?  ___ Yes  X No

If Yes, continue below.

(Check one):
☐ Federal funds
☐ Federal, State, local funds

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

i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

### SCHOOLWIDE PROGRAMS

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
</table>
| ☒ Yes     | 2. The LEA ensures the implementation of a schoolwide program includes the following four components: | 1114(b)(6) | ☐ Sample copies of Schoolwide Plans  
☐ A written process for the annual review of schoolwide plans for the 4 components.  
☐ Documentation demonstrating how findings for the LEA annual review process are addressed at the school level. (samples)  
**Comprehensive Needs Assessment may include:**  
☐ Qualitative and quantitative data collected, including culture/climate, demographics, student performance, |
| ☐ N/A     |            |          |                                   |
If applicable Coordination and Integration of Federal, State, and Local services and programs.

*MSDE’s Title I Office strongly encourages LEAs to implement “evidence-based” interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/activities/program for non-CSI schools should demonstrate a rationale that meet the “Demonstrate a Rationale” requirement. (Tier 4)

To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the

1114(b)(2)(7)(i-iii)(I-V)
1114(b)(2)
1114(b)(5)

student attendance, behavior, and family and community involvement.

- As needed, evidence of interviews, focus groups, or surveys.
- Tools or processes to identify the strengths and needs of students, teachers, school and community.
- Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction.
- Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.
- Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.

Schoolwide Reform Strategies:

- Examples of how schoolwide reforms increase the quality and quantity of instruction.
- Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.
- Evidence to demonstrate the effectiveness of reforms.
- Applicable adjustments that were made or plan to be made to address students not making progress.

Parent, Family and Stakeholder Engagement:
| Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include:  
|  - SAN from School Improvement meetings  
|  - Written communication, including email, letters, newsletters, website  
|  - Surveys and survey data  
|  
| **NOTE:** these items may be available in component D – Parent and Family Engagement.  
|  
| **If appropriate and applicable, coordination and integration of Federal, State, and Local programs:**  
|  - SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)  
|  - If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan  

| Yes  
| ☐ N/A  
| 3. The LEA ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.  

| Evidence of implementation of the LEA Monitoring Plan may include:  
|  - SAN from program monitoring  
|  - LEA monitoring schedule  
|  - Program monitoring reports  
|  - Email communication  

- **Schoolwide Program**  
- **Non-Regulatory Guidance**  
- **MSDE Schoolwide Guidance**  
- **MSDE Schoolwide Checklist**  
- **Early Learning in ESSA**  
- **Non-Regulatory Guidance**
<table>
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<tr>
<th></th>
<th>Yes</th>
<th>N/A</th>
<th>4. The LEA ensures it has a process for making the Schoolwide plan available to the LEA, parents, and the public.</th>
<th>1114(b)(4)</th>
<th></th>
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<td></td>
<td>□</td>
<td>N/A</td>
<td>Schoolwide Plan on school website; handbooks, etc.</td>
<td></td>
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<td></td>
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<td></td>
<td>Samples of plans available for public</td>
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<tr>
<th></th>
<th>Yes</th>
<th>N/A</th>
<th>5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.</th>
<th>1114(b)(7)(A)(iii)(V)</th>
<th></th>
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<td>□</td>
<td>N/A</td>
<td>SAN from collaboration meetings</td>
<td></td>
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<td></td>
<td>Timelines with evidence of implementation</td>
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<td>Documentation of articulation meetings</td>
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</table>
C. TARGETED ASSISTANCE SCHOOLS *

*If an LEA does not have any Title I Targeted Assistance Schools, proceed to next section.

MSDE Targeted Assistance School Program Guidance
MSDE Targeted Assistance School Program Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at 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.
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible. (Section 1119(a))
3. If applicable, notification letter to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td>Administrators of Targeted Assistance Schools</td>
<td>Principal</td>
<td>School</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
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### TARGETED ASSISTANCE SCHOOLS

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<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
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<tbody>
<tr>
<td>☒ Yes</td>
<td>If applicable, 1a. The LEA has a school that is transitioning from a Title I targeted assistance in 2018 – 2019 to a schoolwide program in 2019-2020. <em>(Required Attachment #3)</em></td>
<td>1114(a)(1)(B)</td>
<td>☐ SAN documents for the following evidence of planning and technical assistance:  o Initial planning meeting agenda and list of participants;  o Whole-school orientation including agenda and signed roster of participants.  o Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.)  o Meeting dates  o Plan approval process.</td>
</tr>
<tr>
<td>☒ N/A</td>
<td>1b. The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.  List Title I school(s) and School ID number below OR attach a list on REQUIRED ATTACHMENT template:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bel Air Elementary</td>
<td>0702</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parkside Elementary</td>
<td>2902</td>
<td></td>
</tr>
<tr>
<td>☒ Yes</td>
<td>2. The LEA ensures it has a written</td>
<td>1115(c)(1)(B)</td>
<td>Developing/Implementing:</td>
</tr>
<tr>
<td>Yes</td>
<td>N/A</td>
<td>process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at 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. (Required Attachment #1)</td>
<td></td>
</tr>
</tbody>
</table>
| ☑ | N/A | ☑ Weighted selection criteria  
  - Data sources for multiple selection criteria (by school)  
  - Master ranking (all students ranked showing most needy students served by grade and subject area)  
  - Targeted Assistance teachers and para schedules with matching student roster  
    - Service delivery model  
  - Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)  
  - Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1.  
  - School master schedules  
  - Exit criteria by school  

**Monitoring:**
- Evidence of implementation of the LEA Monitoring Plan may include:  
  - SAN from program monitoring  
  - Program monitoring reports  
  - Email communication  
- LEA Schedules with dates for regular review for each Title I Targeted Assistance school.

| ☑ | N/A | ☑ Program’s resources to help eligible children meet the state’s challenging academic standards may include:  
  - Programs, activities, and academic courses |

| Yes | N/A | ☑ 3. The LEA ensures the implementation of a Targeted Assistance program includes the following seven components: |

<p>| 1115(b)(2)(A-G) | |</p>
<table>
<thead>
<tr>
<th>Targeted Assistance School Checklist</th>
<th>necessary to provide a well-rounded education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use program’s resources to help eligible children meet the state’s challenging academic standards;</td>
<td><strong>Methods and instructional strategies to strengthen the academic program of the school may include:</strong></td>
</tr>
<tr>
<td>B. Use methods and instructional strategies to strengthen the academic program of the school;</td>
<td></td>
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<tr>
<td>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</td>
<td></td>
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<tr>
<td>D. Provide Professional Development;</td>
<td></td>
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<tr>
<td>E. Strategies to increase the involvement of parents of eligible children;</td>
<td></td>
</tr>
<tr>
<td>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</td>
<td></td>
</tr>
<tr>
<td>G. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</td>
<td></td>
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<tr>
<td></td>
<td>(i) help provide an accelerated, high quality curriculum;</td>
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<td>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</td>
</tr>
<tr>
<td></td>
<td>(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance</td>
</tr>
<tr>
<td></td>
<td>necessary to provide a well-rounded education.</td>
</tr>
</tbody>
</table>
program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

- See Parent and Family Engagement Section

**Strategies to increase the involvement of parents of eligible children:**

- NOTE: these items may be available in component D – Parent and Family Engagement.

**coordinate with Federal, State, and local programs; if applicable:**

- Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)

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<tbody>
<tr>
<td>☒ Yes</td>
<td>☐ N/A</td>
</tr>
</tbody>
</table>

4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.

- LEA schedules with dates for regular review for each Title I Targeted Assistance school.
- SAN documentation of data review meetings
- Documentation of program adjustments based on data review and progress monitoring
- Student progress monitoring (evidence of progress/lack of progress)
**D. PARENT AND FAMILY ENGAGEMENT**

**MSDE Parent and Family Engagement Guidance**
**MSDE District Parent and Family Engagement Plan Checklist**
**MSDE School-level Parent and Family Engagement Plan and Compact Checklist**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**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.
2. LEA’s 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA’s Parent and Family Engagement Policy/Plan.
4. A list of all Title I school’s individual parent and family engagement allocations.

**NOTE TO LEA:** Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts which should be submitted prior to the Program Review.

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

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Office</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Administrators of Title I Schools</td>
<td>Principal</td>
<td>School</td>
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<td>Laura Michael</td>
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<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
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## PARENT AND FAMILY ENGAGEMENT

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<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
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</table>
| ☒ Yes     | 1: Parent and Family Engagement Policy/Plan (LEA and School-level) & School–Parent Compact  
The LEA ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:  
- LEA Title I Parent and Family Engagement Policy/Plan  
- School-Level Title I Parent and Family Engagement policy/plan;  
- School-Parent compact that meet statutory requirements. *(Required Attachment)*  

| ☒ Yes     | 2: Parent & Family Engagement Annual Evaluation  
| ☐ N/A     | 1116(a)(2)  
| ☐ N/A     | 1116(b)  
| ☐ N/A     | 1116(c)  
| ☐ N/A     | 1116(d)  

| | LEA and School’s Parent and Family Engagement Plans and School-Parent Compact:  
| | evidence of input from parents/families  
| | - SANE from parent meetings  
| | - Announcements/Fliers  
| | —Parents feedback  
| | - Translated documents  
| | - Receipts for accommodations/interpreters  

| ☐ N/A     | LEA and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community:  
| ☐ N/A     | - District/school website  
| ☐ N/A     | - Student handbook  
| ☐ N/A     | - School newsletters  
| ☐ N/A     | - Plans and compact sent home via back pack/orientation packet  

| ☐ N/A     | Evidence that the LEA provides coordination, technical assistance, and other support to school.  
| ☐ N/A     | Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan  

| ☐ N/A     | 1116(a)(2)(D-E)  

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25
The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.  

**MSDE Parent and Family Engagement Guidance: Barriers**

- Results of data/feedback
- Revisions to policy/plan are made, as needed, based on evaluation
- SAN with meeting notes, if applicable
- Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.

| ☒ Yes | ☐ N/A | 3. Parent and Family Engagement Reservation (Funds): |  1116(a)(3)(A)  
1116(a)(3)(B) |
|---|---|---|---|
| The LEA and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. | ☐ Yes  
☐ N/A | 4. Building Capacity for Involvement |  LEA and School Level Documentation may include: |
| ☒ Yes | ☐ N/A | The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in | ☐ Yes  
☐ N/A |  LEA and School Level Documentation may include: |
| | | | ☐ Yes  
☐ N/A |  LEA and School Level Documentation may include: |
| | | | ☐ Yes  
☐ N/A |  LEA and School Level Documentation may include: |
| | | | ☐ Yes  
☐ N/A |  LEA and School Level Documentation may include: |
| | | | ☐ Yes  
☐ N/A |  LEA and School Level Documentation may include: |
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<th></th>
<th>improving student academic achievement.</th>
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<td>☒</td>
<td>Yes</td>
<td>☐</td>
<td>N/A</td>
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<tr>
<td></td>
<td>5. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</td>
<td>1116(f)</td>
<td>☐ Translated documents/ announcements/ fliers ☐ Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)</td>
</tr>
<tr>
<td>☒</td>
<td>Yes</td>
<td>☐</td>
<td>N/A</td>
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<tr>
<td></td>
<td>6. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <em>(Required Attachment)</em></td>
<td>1116(a)(2)(B) 1116(e)(1-14)</td>
<td>☐ Evidence of LEA monitoring processes of Parent and Family Engagement requirements: ○ SANE from technical assistance and training</td>
</tr>
</tbody>
</table>
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Equitable Services Requirements under ESSA: Non-Regulatory Guidance

MSDE Equitable Service Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

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

2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA.

3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.

4. Provide information on participating private schools using the Participating Private Schools Form or you may submit information as a separate attachment.

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

<table>
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<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Check one</td>
<td>Assurances</td>
<td>Citation</td>
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<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>☒ Yes</td>
<td>1. Delivery of Services&lt;br&gt;The LEA ensures it (select one of the following):&lt;br&gt;☑ Provides services directly to the eligible private school students?&lt;br&gt;• Enters into a third party contract to provide services to eligible private school students?&lt;br&gt;• Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? <strong>Please identify LEAs involved.</strong></td>
<td></td>
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<tr>
<td>□ N/A</td>
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</table>
- Provide the date(s) services will begin.

September 17, 2018 – The non public teacher resigned for another ACPS position on August 16. ACPS policy requires that positions be posted for 10 days. Interviews were held on September 5 and the new teacher began on September 17 following hiring process guidelines by HR.

| Yes | 2. Invitation to Private School Officials | 1117(a)(1)(A)  
| N/A | The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.  
| ☒ | (Required Attachment #1a)  
| ☐ | 1117(b)(1)(b)(5)  
| ☐ | Approved list of private schools and approved church exempt schools  
| ☐ | Letters to private school officials  
| ☐ | If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.)  
| ☐ | List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)  
| ☐ | Evidence Consultation Topics are addressed:  
| ☐ | SANE documentation including topic specific agendas; emails, notes from phone calls.  
| ☐ | If applicable, the LEA should have a |
the LEA ensures that services to private school students start at the beginning of the school year. *(Required Attachment #1a)*

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<tbody>
<tr>
<td>☒ Yes</td>
<td>4. Equitable Services to Students</td>
<td>signed letter from the private school designee if the official is representing a consortium of private schools.</td>
</tr>
<tr>
<td>☐ N/A</td>
<td>The LEA ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school.</td>
<td></td>
</tr>
<tr>
<td>☒ Yes</td>
<td>5. Teachers and Families Participation</td>
<td></td>
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<tr>
<td>☐ N/A</td>
<td>The LEA ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.</td>
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<tr>
<td></td>
<td>6. Dispute Resolution</td>
<td>7. Supervision and Evaluation</td>
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</tr>
<tr>
<td>☒ Yes</td>
<td>The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.</td>
<td>The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <em>(Required Attachment #1b, c, &amp; d)</em></td>
</tr>
<tr>
<td>☐ N/A</td>
<td>1117(b)(2-6) 1117(c)(2)</td>
<td>1117(b)(1) 1117(d)(1)</td>
</tr>
<tr>
<td></td>
<td>Evidence LEA Supervises:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEA Program Oversight</td>
<td></td>
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<tr>
<td></td>
<td>Schedules of Title I staff</td>
<td></td>
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<tr>
<td></td>
<td>Timeline/schedules for monitoring visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEA written process and procedures for monitoring private schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress</td>
<td></td>
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<tr>
<td></td>
<td>Sample lesson plans and student work</td>
<td></td>
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<tr>
<td></td>
<td>Consultation between LEA and third party vendor, if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualifications of staff providing services:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers providing services meet state certification and licensure requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paraprofessionals providing instructional support are under direct supervision of teacher that meets state</td>
<td></td>
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- Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.
- Copy of dispute resolution process
- If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution
- If applicable, evidence of resolving disagreements
certification and licensure.  
(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)

**Fiscal Oversight:**
- Title I property labels, if applicable
- Inventory list, if applicable

**Evidence of Evaluation may include:**
- Progress reports/EOY reports on effectiveness of services
- SANE documenting modification to program, if applicable.
DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

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

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Programs</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Gene Pustolski</td>
<td>Interim Lead Pupil Personnel Worker Interim Coordinator of Student</td>
<td>Pupil Personnel and Guidance Office</td>
</tr>
<tr>
<td></td>
<td>Support Services</td>
<td></td>
</tr>
<tr>
<td>Check one</td>
<td>Assurances</td>
<td>Citation</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>☒ Yes</td>
<td>1. The LEA ensures that Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <em>(Required Attachment)</em></td>
<td>1113(c)(3)(A)(i)</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>☒ Yes</td>
<td>2. The LEA ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. <em>(Required Attachment)</em></td>
<td>1113(c)(3)(A)(c)(i)</td>
</tr>
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</tr>
</tbody>
</table>
G. SUPPORT FOR FOSTER CARE STUDENTS

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care
MSDE Foster Care Guidance

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs Title I Coordinator</td>
<td>Federal Programs</td>
</tr>
<tr>
<td>Gene Pustolski</td>
<td>Interim Lead Pupil Personnel Worker Interim Coordinator of Student Support Services</td>
<td>Pupil Personnel and Guidance Office</td>
</tr>
<tr>
<td>Larry Humbertson</td>
<td>Supervisor of Transportation</td>
<td>Transportation Office</td>
</tr>
<tr>
<td>Check one</td>
<td>Assurances</td>
<td>Citation</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
</tbody>
</table>
| ☒ Yes     | 1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. | 1111(g)(1)(E) | ☐ Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN)  
☐ MOU/MOA (transportation, best interest, school of origin)  
☐ Email communication |
H. ENGLISH LEARNERS
Non-Regulatory Guidance: English Learners and Title III
MSDE English Learners Guidance
MSDE Title I and Title III Questions and Answers

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS: N/A

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs Title I Coordinator</td>
<td>Federal Programs</td>
</tr>
<tr>
<td>Kathy Eirich</td>
<td>Assistant Supervisor of Special Education</td>
<td>Special Education Office</td>
</tr>
<tr>
<td>Tiffany Mock</td>
<td>Instructional Specialist</td>
<td>Special Education Office</td>
</tr>
</tbody>
</table>

ENGLISH LEARNERS

Check one | Assurances | Citations | Sample Evidence of Implementation
| Yes | No | 1. The LEA ensures that Title I funds support a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter. |
| N/A | 1112(e)(3) | Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version |
| Yes | No | 2. The LEA ensures that Title I funds support collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education. |
| N/A | 1116(e)(4) | Copy of a communication log, Copy of interpreter receipt, Translated documents or flyers, If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet. |
| Yes | No | 3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency. |
| N/A | (1111(h)(2)) | Sample LEA’s report card |
H. FISCAL REQUIREMENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, 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.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Programs</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Larry McKenzie</td>
<td>Chief Business Officer</td>
<td>Finance Office</td>
</tr>
<tr>
<td>Kristen MaBee</td>
<td>Grants Accountant</td>
<td>Finance Office</td>
</tr>
</tbody>
</table>

FISCAL REQUIREMENTS
<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement 1 - Equitable Services</strong></td>
<td></td>
<td>☐ Evidence of Equitable Services Expenditures to show Proportional Share</td>
</tr>
<tr>
<td><strong>Table 7-8</strong></td>
<td>1117(a)(4)(A)</td>
<td>☑ Transaction level reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Salary/wages information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Materials, instructional supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Invoices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ MOUs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transaction level reports</td>
</tr>
<tr>
<td><strong>Requirement 2 - Parent and Family Engagement</strong></td>
<td></td>
<td>Evidence of Parent and Family Engagement Expenditures</td>
</tr>
<tr>
<td><strong>Table 7-9.1</strong></td>
<td>1116 (a)(3)(A) 1116(a)(3)(C)</td>
<td>☐ Procedures for allocation of 90% to schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ School/LEA reservations are in the LEA budget and line items can be followed from the budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ LEA Transaction Level Reports of Expenditures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Invoices, contracts, etc.</td>
</tr>
<tr>
<td><strong>Requirement 3 - N&amp;D Reservation</strong></td>
<td></td>
<td>☐ Evidence of N&amp;D Expenditures</td>
</tr>
<tr>
<td><strong>Table 7-9.1</strong></td>
<td>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</td>
<td>☐ LEA reservations are in the LEA budget and line items can be followed from the budget</td>
</tr>
</tbody>
</table>

An LEA must reserve off the top of the LEA’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.

LEA must reserve at a minimum, 1% of its allocation for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.

LEAs are required to reserve Title I funds if N& D programs exist in the LEA.
Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and 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.

<table>
<thead>
<tr>
<th>Requirement 4 - Homeless Children and Youth Table 7-9.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1113(c)(3)(A)(i)</th>
</tr>
</thead>
</table>

Evidence of Homeless Children and Youth Expenditures Reservation:
- LEA reservations are in the LEA budget and line items can be followed from the budget
- LEA Transaction Level Reports of Expenditures
- Invoices, contracts, etc.

Instructional/Educational Support (If Applicable) – Costs associated with:
- Tutoring Services, especially in shelters or other locations where homeless students live.
- Extended learning time (before and after school, Saturday classes, summer school)
- Counseling services to address mental health issues related to homelessness that is impeding learning.
- GED testing for school-age students
- Parental involvement specifically oriented to reaching out to parents of homeless students.
- Fees for AP and IB testing.
- Items of clothing, student fees, required records, medical and dental services, outreach services.
### Requirement 5 - Districtwide Title I Instructional Programs

**Table 7-9.2**

LEAs may reserve funds for Districtwide instructional programs for Title I schools.

- **Expenditures**
  - LEA reservations are in the LEA budget and line items can be followed from the budget
  - LEA Transaction Level Reports of Expenditures
  - Invoices, contracts, etc.

### Requirement 6 - Districtwide Professional Development

**Table 7-9.2**

LEAs may reserve funds for districtwide professional development programs for Title I schools such as:

- Professional development for Title I schools that is above and beyond what the Local Education Agency program provides for all schools.

- **Expenditures**
  - LEA reservations are in the LEA budget and line items can be followed from the budget
  - LEA Transaction Level Reports of Expenditures
  - Invoices, contracts, etc.

### Requirement 7 - Administration

**Table 7-9.2**

34 CFR Part 200.77

- **Expenditures**
  - LEA reservations are in the LEA budget and line items can be followed from the budget
  - LEA Transaction Level Reports of Expenditures
  - Invoices, contracts, etc.

---

**Homeless Liaison (If applicable):**

- Cost associated with Homeless Education Coordinator/ Liaison position.
- Reservation is in the budget.
- Job description
- Schedules (note who monitors/oversight)

**Transportation (If applicable):**

- Cost associated with Homeless Education Transportation
- Reservation is in the budget
- LEA calculation of excess cost for providing transportation
- Invoices/payment schedule for transportation

---

43
Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.

Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.

| Requirement 8 - Support CSI and/or TSI Schools (Table 7-9.4) | 1003 |
| Evidence of Administration Expenditures |
| ○ LEA reservations are in the LEA budget and line items can be followed from the budget |
| ○ LEA Transaction Level Reports of Expenditures |
| ○ Invoices, contracts, etc. |
| ○ Indirect costs at the approved yearly rate. |
| ○ Travel, Office Supplies, and technology for Title I |
| ○ Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget |

| Requirement 9 - Carryover Estimate (Table 7-9.4) |
| 1127 |
| 1117(a)(4)(B) |
|Evidence of Administration Expenditures |
| ○ LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures |
| ○ Funds remaining resulting from school’s unspent parent involvement funds are redistributed to Title I schools (if applicable) |
| ○ If applicable, Waiver intent indicated in the Title I Application |

<p>| Requirement 10 - Audits |
| The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. |
| Evidence of Administration Expenditures |
| ○ Uniform Grant Guidance (UGG) 200.501(b) |
| ○ Single audits are conducted annually |
| ○ Copies of single audit reports (2 most recent) and Corrective Action (when applicable) |
| ○ LEA response to findings |
| ○ MSDE follow-up reviews of findings |
| ○ All required corrective actions form the audit findings are fully implemented within the agreed timeline. |</p>
<table>
<thead>
<tr>
<th>Requirement 11- Rank Order</th>
<th>1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)</th>
<th>• Independent auditor’s report shows that the LEA has corrected all actions required.</th>
</tr>
</thead>
</table>
| **Requirement 12 - Supplement not Supplant** | 1118(b) | • The LEA ensures that Title I funds are used only to supplement or increase non-federal sources used for the education of participating children and not to supplant funds from non-federal sources. (district and school level)  
• Allocation Amount and Expenditures.  
• Semi-annual certification (district, schoolwide, and targeted assistance).  
• Time and effort for split funded staff (district, schoolwide, and targeted assistance) to include:  
  o Job descriptions  
  o Time and effort reporting  
  o Personnel Activity Reports (PARs)  
  o Written procedures to review Time and Effort  
• LEA Internal Controls and Written Procedures  
• LEA Transaction Level Reports of Expenditures |
<table>
<thead>
<tr>
<th>Requirement 13 - Comparability</th>
<th>1118(c)(1)(A) 1118(e)(1)(C)</th>
<th>LEA provided required documentation with the Comparability report on or before December 1, 2018.</th>
</tr>
</thead>
</table>
| Requirement 14 - Equipment and Related Property | EDGAR 34 CFR 80.32, UGG §200.314 | • LEA Inventory  
• Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment  
• Annual physical inventory of Title I equipment  
• Lease agreements  
• Expenditure Reports  
• LEA Transaction Level Reports of Expenditures |

Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

EDGAR 34 CFR 80.32, UGG §200.314 
Education Department General Administrative Regulations (EDGAR)

Elements:  
Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition.
data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.

<table>
<thead>
<tr>
<th>Requirement 15- Use of Technology Devices</th>
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<tbody>
<tr>
<td>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>34 C.F.R. § 80.20 (added in SY 2015-2016)</th>
</tr>
</thead>
</table>

- Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.
- Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies.
- Staff Training (SANE)
- Corrective Actions, if applicable
Introduction: This Guidance Document was developed to assist Title I Directors as they complete the Title I Application for SY 2018-2019. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.
The LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1112(c) Assurances-- local education agency plan shall provide assurance that the local educational agency will--
(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)

2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)

3. The LEA ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)
   ___Mark N/A if there are no paraprofessionals in the schoolwide schools;
   ___the LEA has no schoolwide schools;
   ___paraprofessionals are not assigned instructional duties

4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6))
   
   If no, please explain.  Yes  No  NA

   If no, please explain.

Not Applicable means:
There are no paraprofessionals paid with Title I funds in targeted assistance schools; or
The LEA has no targeted assistance schools.

Implications for Application and Program Review

- The LEA will provide evidence that demonstrates collaboration between the Human Resources, the Title I office, and the school administration to coordinate certification and licensure information involving schools receiving Title I funds. (SAN)

Points of Clarification

- If an LEA is found to be out of compliance in the area of paraprofessionals, one or more of the following corrective actions will be required immediately:
  - The LEA will immediately remove/reassign each non-qualified paraprofessional from instructional assignments in a Title I school until he/she meets the qualifying requirements.
  - The LEA will report to MSDE and reimburse the Federal Program with State or Local Funds, the amount of Title I funds that have been expended on salaries, wages, fringe benefits, etc. for any paraprofessional identified as not qualified in a Title I school.
  - The LEA will release the paraprofessional from employment.

- Exceptions of non-instructional staff may include:
  - One-on-one special education paraprofessionals
  - Recess monitor
5. The LEA ensures it has a written process to identify and address any 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. 1111(g)(1)(B) 1112(b)(2)

Section 1112 (e) PARENTS RIGHT- TO- KNOW

(1) Information for Parents (QUALIFICATIONS) - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (1112 (e)(1)(A)

(i) Whether the teacher -
   (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   (III) is teaching in the field of discipline of the certification of the teacher.

(ii) whether the child is provided services by paraprofessionals and if so, their qualifications.

(B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
(ii) timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

6. The LEA ensures it has a written process and timeline for parents being notified:
   a. annually that they may request information regarding professional qualifications of their child’s teacher, and of paraprofessionals who provide instructional services to their children. Section 1112(e)(1)(A)(i)(I-III)
   b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents. Section 1112(e)(1)(B)(ii)
   c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part. Section 1112(e)(1)(B)(i)

### Implications for Application and Program Review

- The LEA will provide evidence of written communication that notifies the parents of each student attending Title I schools that they **may** request information regarding the professional qualifications of their child’s classroom teacher and if applicable the qualifications of paraprofessionals providing services to their child. The LEA will need to provide and maintain evidence of any responses to parent requests.

- The ESEA requires schools to give parents "timely" notice at the end of the four weeks. ED has not issued regulations or guidance explaining what "timely" means. To be safe, schools may want to send such notices within two weeks after they determine that teachers who are not certified taught students for four or more consecutive weeks.

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending – To be populated with resources and exemplars</td>
</tr>
</tbody>
</table>
B. SCHOOLWIDE PROGRAMS- Schoolwide Non-Regulatory Guidance

Return to application
For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs by addressing each lettered item separately. Reg. 200.25-28 and Sec. 1114.

Section 1114 SCHOOLWIDE PROGRAMS
(a) In General-
(1) Use of funds for Schoolwide Programs
   (A) ELIGIBILITY - Local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

   (B) EXCEPTION - A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.

Points of Clarification
LEAs may request a waiver with the State to operate a schoolwide program with less than 40 percent poverty if the LEA and school deem a schoolwide program will best serve the needs of the students.

(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—
   (1) is developed during a 1-year period, unless— (A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or (B) the school is operating a schoolwide program on the
day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such
program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of
this section;
(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

(3) remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

(4) is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and

(5) if appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);

**COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT**

(6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and

(7) includes a description of—

**COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES**

(A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will—

   (i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

**Points of Clarification**

State definition of well-rounded education is forthcoming.

Federal Definition Section 8101(52)

(52) WELL-ROUNDED EDUCATION.—The term ‘‘well-rounded education’’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; and

Points of Clarification
Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, schools participating in a schoolwide program may only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds.

(B) if programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(c) PRESCHOOL PROGRAMS.—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

Points of Clarification
Section 1112(c)(7)
If a LEA chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(9a) of the Head Start Act.

Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act
Head Start Act
Head Start Act: Section 641A
(d) DELIVERY OF SERVICES.—The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(e) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS.—

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—

(A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

(B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and

(C) transportation to and from such program.

(3) RULE OF CONSTRUCTION.—Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school; 1114(b)(2)

COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

(Maryland requires Title I schools to include parent and family engagement strategies in their schoolwide plan.) Implementing strategies to increase parent and family engagement in accordance with section 1116.

COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS
If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b)(5)

**Points of Clarification**

1119(a) IN GENERAL.—Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.


**New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)**

1. Consolidating Funds (Check one):
   - Federal funds
   - Federal, State, local funds

   i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

   ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

2. The LEA ensures the implementation of a schoolwide program includes the following four components:
   - Comprehensive Needs Assessment
   - Schoolwide Reform Strategies
- Parent, Family and Stakeholder Engagement
- If applicable Coordination and Integration of Federal, State, and Local services and programs.

3. The LEA ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. 1114(b)(3)

4. The LEA ensures it has a process for making the Schoolwide plan available to the LEA, parents, and the public. 1114(b)(4)

5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs. 1114 (b)(7)(A)(iii)(V)

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

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<td>Pending – To be populated with resources and exemplars</td>
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If the LEA does not have any Title I Targeted Assistance programs, proceed to Section D Parent and Family Engagement.

C. TARGETED ASSISTANCE SCHOOLS

Section 1115 [20 U.S.C. 6315] COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM
(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for school wide program under section 1114, have not received a waiver under section 1114(a) (1) (B) to operate such a school wide program, a local educational agency serving such a school wide program, a local educational agency serving such a school may use funds received under subsection (c) identified as greatest need for special assistance.

Points of Clarification

● According to Schoolwide Programs Section 1114 (a)(1)(B)
  ○ Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.
  ○ LEAs may request a waiver with the State to operate a school wide program in any school with less than 40 percent poverty if the LEA and school deem a school wide program will best serve the needs of the students.
(b) Targeted Assistance School Program-To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall—

1. determined which students will be served;
2. serve participating students identified as eligible children under subsection (c) including by-
   A. use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

Points of Clarification

In Maryland, eligible students are the students that are identified to be served as participating students from the eligible population.

For the purpose of the document, eligible students will refer only to participating students.

Points of Clarification

State definition of well-rounded education will be available in summer 2018.

Federal Definition Section 8101(52)

(52) WELL-ROUNDED EDUCATION.—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and
technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include-
(i) expanded learning time, before- and after-school, and summer programs and opportunities; and
(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Points of Clarification

- Based on the identified needs of the school, schools with Targeted Assistance programs may implement a schoolwide tiered model such as:
  - PBIS
  - Restorative Practice
  - Restorative Justice
  - Mentor Based Support such as Big Brother Big Sister Programs
  - Social Emotional trainings programs
  - Social Skills trainings
  - Proactive classroom management
  - Other evidence-based strategies and/or programs

Implication for Program Review

- If the LEA use Targeted Assistance School funds for a schoolwide tiered model to prevent and address behavior problems as well as alignment with current needs assessment of the school, then the LEA will need to provide sufficient evidence in the Title I application.
(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;

(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

(F) if appropriate and applicable, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d); and

(G) provide to local educational agency assurances that the school will-

   (i) help provide an accelerated, high quality curriculum;

   (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and

   (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

(c) Eligible Children-

   (1) Eligible Population-

      (A) In General- the eligible population for services under this section is-

      (i) children not older than 21 age who are entitled to a free public
education through grade 12, and
(ii) children who are not yet at grade level at which the local
educational agency provides a free public education.

(B) Eligible Children from Eligible Population-From the population described in subparagraph (A) eligible children are children
identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple
educationally related objective criteria established by the local educational agency and supplemented by the school,
except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective
criteria established by the local educational agency and supplemented by the school.

Points of Clarification

Multiple Selection Criteria for students from preschool through grade 2 must include data
from current pre-assessment or baseline data utilized in the LEA for pre-school through
grade 2 (i.e. KRA, DIBELS, etc.).

(2) Children included-
(A) In General- children who are economically disadvantaged, children with
disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive
services under this part.
(B) Head Start and Preschool Children- a child who, at any time in the 2 years
preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of
part b of title II, or in preschool services under this title, is eligible for services under this part.
(C) Migrant Children - a child who at any time in the 2 years preceding the year for which the determination is made, received
services under this part.
(D) Neglected or Delinquent Children-a child in a local institution for
neglected or delinquent children and youth attending a community day
program for such children is eligible for services under this part
(E) Homeless Children- a child who is homeless and attending any school
served by the local educational agency is eligible for services under this part.
(3) Special Rule—funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

(d) Integration of Professional Development— to promote the integration of staff supported with funds under this part into regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may:

1. participate in general professional development and school planning activities, and
2. assume limited duties that are assigned to similar personnel who are not as so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

Points of Clarification

Title I funded personnel should have similar duties assigned to personnel in the same or similar position (i.e. café duty, bus duty, etc.).

Implication for Program Review

- Documentation will be required to demonstrate that Title I funded personnel and similar personnel have equitable duty assignments. For example, if all teachers have a duty period, the Title I teachers schedule could reflect a duty period, but may not reflect more.

(e) Special Rules—

1. Simultaneous Services—nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate

2. Comprehensive Services—If-

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if
appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources under this part may be used as last resort to provide such services including-

(i) the provision of basic medical equipment such as eyeglasses and hearing aids;

(ii) compensation of a coordinator;

(iii) family support and engagement services;

(iv) integrated student support; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

### Implications for Program Review

- Documentation required that Title I Targeted Assistance funds are being utilized as last resort.
- If comprehensive services are appropriate to address school needs, these needs must be determined by the school’s comprehensive needs assessment.

(f) Use of Funds for Dual or Concurrent Enrollment - a secondary school operating a Targeted Assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(b) to eligible children under subsection (c) (1) (B) who are identified as having the greatest need for special assistance.

(g) Prohibition - Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal government to require a local educational agency or school to submit the results of a comprehensive needs assessment of plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) Delivery of Services - the services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement.
1a. The LEA has a school that is transitioning from a Title I targeted assistance in 2018 – 2019 to a schoolwide program in 2019-2020. 
*(Required Attachment #2)*

1b. The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. *(Required Attachment #3)*

List Title I school(s) and School ID number below:

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<tr>
<th>Title I School(s)</th>
<th>School ID</th>
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1. The LEA ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at 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. 1115(c)(1)(B)

2. The LEA ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)

A. Use program’s resources to help eligible children meet the state’s challenging academic standards;
B. Use methods and instructional strategies to strengthen the academic program of the school;
C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
D. Provide Professional Development;
E. Strategies to increase the involvement of parents of eligible children;
F. If appropriate and applicable coordinate with Federal, State, and local programs;

G. Each Title I Targeted Assistance School will provide the LEA assurances that it will:

(i) help provide an accelerated, high quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and
(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

3. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.

**STAFF RESPONSIBLE:** In addition to the LEA Title I coordinator, identify by name, title, and department the staff responsible for monitoring targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

<table>
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<th>Implication for Program Review</th>
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<tr>
<td>● Representatives from the offices listed must participate in the Annual Title I Program Review.</td>
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D. PARENT AND FAMILY ENGAGEMENT

To encourage parent and family engagement, LEAs and schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents’ input in decisions that affect their children. [Section 1116(a)(2)] Parent and Family Engagement strategies should be woven throughout each system’s Master Plan.

Section 1116: District Level Parent and Family Engagement Policy

I. Local Educational Agency Parent and Family Engagement Policy/Plan Review

a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
   (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
   (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
   (iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy; and (C) in paragraph (3)—

<table>
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<tr>
<th>Points of Clarification:</th>
<th>Definition of Evidence based</th>
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Examples of Evidence-based Parent and Family Engagement Strategies:

- **Title I Family Involvement Team Training (FITT):** Frederick County
- **Home Visits initiative:** Charles County
II. **School Level Parent and Family Engagement Plan Review**

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(3) SPECIAL RULE- If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(4) AMENDMENT- If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.
III. School-Parent Compact

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT - As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
(A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
(B) frequent reports to parents on their children's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
IV. Distribution of Funds

3) RESERVATION-

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is $5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

2. PARENT AND FAMILY MEMBER INPUT - Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 90 percent of the funds reserved subparagraph (A) shall be distributed to schools served under this part with priority given to high need schools.

Points of Clarification

● Not all Title I schools need to receive Title I, Part A Parent and Family Engagement funds as long as the schools have sufficient non-Title I funds to support the Parent and Family Engagement requirements.

● Schools receiving Title I, Part A Parent and Family Engagement funds do not need to be in rank order, but priority must be given to high need schools (e.g. 2018-2019 SY – CSI and TSI schools)

(D) USE OF FUNDS—Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency’s parent and family engagement policy, including not less
than 1 of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.”

Points of Clarification

(iii) - MSDE uses “evidence-based practices” and not “best practices” (reference iii above).

(iv) - Subgrants are allowed. LEAs must note that subgrants can increase the level of risk that the LEA assumes.

1: Parent and Family Engagement Policy/Plan (LEA and School-level) and School –Parent Compact 1116(a)(2) 1116(b)(c)(d)
The LEA ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:

- LEA Title I Parent and Family Engagement Policy/Plan
- School-Level Title I Parent and Family Engagement policy/plan;
- School-Parent Compact

2: Parent & Family Engagement Annual Evaluation 1116(a)(2)(D-E)
The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.
3. **Parent and Family Engagement Reservation:** The LEA and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. 1116(a)(3)(A) 1116(a)(3)(B)

4. **Building Capacity for Involvement**
The LEA ensures that the Title I Office and all Title I schools will build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement. 1116(e)(1-6)

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

### Implications for Program Review
- Representatives from the offices listed on #7 must participate in the Annual Title I Program Review.

### Resources
Pending – To be populated with resources and exemplars
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

SEC. 1117. [20 U.S.C. 6320] PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

(a) GENERAL REQUIREMENT.—

(1) IN GENERAL.—To the extent consistent with the number of eligible children identified under section 1115(c) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall—

(A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students’ academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

(B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

Points of Clarification

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
Educational radio and television
● Dual or concurrent enrollment
● Mentoring
● Mobile educational equipment
● Computer equipment and technology

(2) SECULAR, NEUTRAL, NONIDEOLOGICAL.—Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological.

(3) EQUITY.—
(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.
(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.

Points of Clarification

The results of agreements following consultation must be transmitted to the SEA’s equitable services Ombudsman. The Ombudsman should establish a process for receiving documentation of agreements from each LEA.

(4) EXPENDITURES.—
(A) DETERMINATION.—
(i) IN GENERAL.—Expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. (ii) PROPORTIONAL SHARE.—The proportional share of funds shall be determined based on the total amount of funds received by the local educational agency under this part prior to any allowable expenditures or transfers by the local educational agency.
(B) OBLIGATION OF FUNDS.—Funds allocated to a local educational agency for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency.

Points of Clarification
In general, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated. This provision helps to ensure that an LEA uses the funds available under Title I to provide equitable services in the fiscal year for which the funds were appropriated so that eligible students, teachers and other educational personnel, and families receive the services to which they are entitled in a timely manner. It reinforces the requirement that an LEA conduct timely consultation with private school officials to design appropriate equitable services so that those services can begin at the beginning of the school year for which the funds are appropriated. There may be extenuating circumstances in which an LEA is unable to obligate all funds within this timeframe in a responsible manner. Under these circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LEA must consult with appropriate private school officials.

(C) NOTICE OF ALLOCATION.—Each State educational agency shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the local educational agencies have determined are available for eligible private school children.

(D) TERM OF DETERMINATION.—The local educational agency may determine the equitable share under subparagraph (A) each year or every 2 years.

(5) PROVISION OF SERVICES.—The local educational agency, or, in a case described in subsection (b)(6)(C), the State educational agency involved, may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.
(b) CONSULTATION.—
(1) IN GENERAL.—To ensure timely and meaningful consultation, a local educational agency shall consult with appropriate private school officials during the design and development of such agency’s programs under this part. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, the results of which agreement shall be transmitted to the ombudsman designated under subsection (a)(3)(B).

Such process shall include consultation on issues such as—
(A) how the children’s needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration
and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;

(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

(J) whether to provide equitable services to eligible private school children—(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;

(K) when, including the approximate time of day, services will be provided; and

(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.

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**Points of Clarification**

The list of consultation topics has been expanded to include (I-L):

- How the proportionate share of funds is determined;
- Whether services will be provided directly or through a separate government agency, consortium, entity, or third-party contractor;
- Whether to pool funds for equitable services;
- When, including the approximate time of day, services will be provided; and
- Whether to consolidate Title I equitable services funds with funds available for services to private school children under other ESEA programs.

**Pooling**: The option to either pool funds for multiple private schools or provide services on a school-by-school basis is unchanged. The only change is that the statute now specifies that an LEA must consult with private school officials regarding these options.
(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

(3) TIMING.—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.

(4) DISCUSSION—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.

(5) DOCUMENTATION—Each local educational agency shall maintain in the agency’s records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) COMPLIANCE.—
(A) IN GENERAL—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.

(B) PROCEDURE—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.

(C) STATE EDUCATIONAL AGENCIES—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—
(i) requested that the State educational agency provide such services directly; and
(ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.
(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS—
(1) CALCULATION—A local educational agency shall have the final authority, consistent with this section, to calculate the number
of children, ages 5 through 17, who are from low income families and attend private schools by—
(A) using the same measure of low income used to count public school children;
(B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing
such survey results to be extrapolated if complete actual data are unavailable;
(C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the
number of private school children who reside in that school attendance area; or
(D) using an equated measure of low income correlated with the measure of low income used to count public school children.
(2) COMPLAINT PROCESS—Any dispute regarding low-income data for private school students shall be subject to the complaint
process authorized in section 8503.
(d) PUBLIC CONTROL OF FUNDS—
(1) IN GENERAL—The control of funds provided under this part, and title to materials, equipment, and property purchased with such
funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.
(2) PROVISION OF SERVICES—
(A) PROVIDER.—The provision of services under this section shall be provided—
(i) by employees of a public agency; or
(ii) through contract by such public agency with an individual, association, agency, or organization.
(B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be
independent of such private school and of any religious organization, and such employment or contract shall be
under the control and supervision of such public agency.
(e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in
programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the
Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation,
as required by this section, the Secretary shall—
(1) waive the requirements of this section for such local educational agency;
(2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section
and sections 8503 and 8504; and
(3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of
the program and the opportunity of eligible children to participate.
1. Invitation to Private School Officials: The LEA ensures it has a written process for inviting private schools to participate in the
Title I, Part A program. 1117(a)(1)(A) 1117(b)(1)(b)(5)

2. LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. 1117(b)(1-5) (Required Attachment #1a)

3. Equitable Services to Students
The LEA ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school. 1117(a)(1)(A) 8501(c)

4. Teachers and Families Participation
The LEA ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. 1117(a)(1)(B)

5. Dispute Resolution
The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. 1117(b)(2-6) 1117(c)(2)

6. Supervision and Evaluation
The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. 1117(b)(1) 1117(d)(1)
(Required Attachment #1b, c, & d)

7. Delivery of Services
The LEA ensures it (select one of the following):
• Provides services directly to the eligible private school students?
• Enters into a third party contract to provide services to eligible private school students?
• Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students?

Please identify LEAs involved.

_________________  _________________ _________________

Provide the date(s) services will begin.

___________________

Resources

MSDE Equitable Services State Ombudsman – Resource Page
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Return to application
Education for Homeless Children and Youths Program Non-Regulatory Guidance

Children and Youth experiencing homelessness are automatically eligible for services under Title I, Part A regardless of where they live or meet the academic standards required of other children for eligibility.

LEAs receiving Title I, Part A funds must include in the local plan a description of how the plan is coordinated with the McKinney-Vento Act. The local plan must describe services provided to homeless children. (ESEA Section 1112(a)(1)(B) and (b)(6)).

1. The LEA has a written process that ensures Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. (1113(c)(3)(A)(i)

Points of Clarification

Examples, but not limited to –

- Conducting a LEA needs assessment to look at homeless student enrollment averages or trends in the district;
- Review/discussion of other factors such as, state and federal education grants that can provide the same or similar services;
- A review/discussion of available community resources;
- Review/discussion of what is necessary and reasonable for each student to fulfill the purposes of the Title I and McKinney-Vento programs in the LEA;
- Effectiveness of past activities in accomplishing the goals of both programs for individual students as well as the overall programs;
- Ensuring the LEA liaisons attend Title I conferences/in-service PD days and Title I coordinators attend homeless education conferences and in-service PD days;
- Sharing Title I and Homeless Education handbooks with other program staff;
- Leading district-wide efforts to make organizational accommodations for eligible students in such areas as transportation, remaining in the school of origin, records transfer, class
scheduling, and special services that will help them enroll, attend, and succeed in school;
- Ensuring that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue;
- Including homeless parents in Title I parental involvement policies and creating opportunities for homeless parents to be involved.

Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii).

### Points of Clarification

Examples, but not limited to -
- Items of clothing necessary to meet a school’s dress or uniform requirement;
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless students; and
- Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.

The LEA must reserve sufficient Title I funds to provide services to homeless student who attend non-Title I schools that are
comparable to those provided to student in Title I schools. (ESEA Section 1113(c)(3)(A). Title I, Part A reserved funds may be used to fund all or part of the LEA’s Homeless liaison’s salary. In addition, if an LEA is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

2. The LEA ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.

STAFF RESPONSIBLE:
In addition to the Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1115(c)(2)(E).

<table>
<thead>
<tr>
<th>Implications for Program Review</th>
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<tbody>
<tr>
<td>● Representatives from the offices listed on #3 must participate in the Annual Title I Program Review.</td>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Pending – To be populated with resources and exemplars</td>
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</table>
G. SUPPORT FOR FOSTER CARE STUDENTS

Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care

The new foster care provisions under Title I of the ESEA as amended by the ESSA are intended to minimize disruptions for children in foster care by requiring the SEA and LEA to collaborate with child welfare agencies to ensure educational stability for children in foster care (ESEA Section 1111(g)(1)(E)). These provisions build upon the existing educational stability provisions and the emphasis on cross-agency collaboration in the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act).

An LEA that receives Title I funds is to assure in its local plan that it will develop and implement clear written procedures, in collaboration with the State. The LEA Foster Care Point-of-Contact (POC) and local child welfare agency, govern how transportation to maintain children in foster care in their school of origin when in the best interest will be provided, arranged, and funded for the duration of a child’s time in foster care (ESEA Section 1112(c)(5)) by December 10, 2017.

Points of Clarification

Some examples of the potential role or responsibilities of the LEA Foster Care POC are:

- Coordinating with the corresponding child welfare agency POC on the implementation of the Title I provisions;
- Leading the development of a process for making the best interest determination;
- Documenting the best interest determination;
- Facilitating the transfer of records and immediate enrollment;
- Facilitating data sharing with the child welfare agencies, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures;
- Managing best interest determinations and transportation costs disputes, if any;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
• Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

Points of Clarification

COLLABORATION:
Some examples of LEA collaboration with the child welfare and other relevant agencies include:

• Ensuring that all school staff are sensitive to the complex needs of foster youth, informed about the impact that trauma has on a child’s ability to learn, appropriate interventions and strategies are in place to support them to succeed in school;

• Training school staff including principals, teachers, school counselors, school social workers, and school enrollment personnel about the needs of children in foster care and background information about the child welfare system;

• Training on the importance of maintaining children in their schools of origin, understanding the process and factors involved in making a best interest determination, coordinating transportation plans, protecting student privacy, and maintaining accurate education records for children in foster care; and

• Raising awareness and increasing knowledge about child welfare policies, (e.g. case plan requirements and other state laws pertaining to the education of children in foster care).
LEAs and child welfare agencies may choose to establish a structure to facilitate their collaboration, such as, a work group, task force, or interagency committee, customized to the needs of the local community, community stakeholders such as representatives from the court, community providers, education advocacy groups and parent mentor groups. LEAs should maintain sign-in, agendas, notes, evaluation (SANE) for meetings.

1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.

<table>
<thead>
<tr>
<th>Implications for Program Review</th>
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<tbody>
<tr>
<td>● SAN of collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency.</td>
</tr>
<tr>
<td>● Email communication</td>
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<tr>
<td>● A written procedures/ process to ensure educational stability for children in foster care.</td>
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<tr>
<th>Points of Clarification</th>
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<tbody>
<tr>
<td>● The procedures/process shall include how the LEA will establish and maintain this collaborative work and transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded for the duration of the time in foster care.</td>
</tr>
</tbody>
</table>
STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with Section 1111(g)(1)(E).

### Implications for Program Review

- Representatives from the offices listed on #4 must participate in the Annual Title I Program Review.

### Resources

Pending – To be populated with resources and exemplars
**H. ENGLISH LEARNERS**

*Return to application*

Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III funds is to help ensure that English learners (ELs), including immigrant children and youth, attain English language proficiency and develop high levels of academic achievement in English; to provide professional development to teachers and school leaders to best meet the academic and language needs of ELs; and to deliver activities that promote EL parent, family, and community engagement. The SEA receives a grant from USDE and 95 percent of the grant is allocated to eligible LEAs with ELs, including immigrant children and youth. LEAs may receive one or two types of subgrants: EL formula subgrants and/or immigrant children and youth subgrants.

**TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS**

1. LEA assures that Title I funds support a coordinated effort in the LEA to inform parents about ESOL Program placement through sending the Parent Notification Letter.

(1112(e)(3))

**English Learners: Eligibility, Guidance, and Laws**
**Parent Notification Letter with Translations**
**Dear Colleague Letter: English Learner Students and Limited English Proficient Parents (1/7/15)**

**Points of Clarification**

Add Points of Clarification regarding changes in Title III that impact Title I at the LEA level.

- Add provisions moved from TIII to TI (from our Dec. webinar)
2. LEA assures that Title I funds support collaboration with the federal, state, and local programs to develop intentional practices to implement an effective means of outreach to parents of ELs regarding their education. (1116(f))

**Parent Notification Letter with Translations**

3. LEA assures that it has a process for sharing the number and percentage of English learners achieving English language proficiency. (1111(h)(2))

**Parent Notification Letter with Translations**
4. In addition to Title I Coordinator, identify by name, title, and department of person(s) responsible for ensuring compliance with EL Section.

Resources

MSDE Title III Website
Title I and Title III Questions and Answers
**Staff Credentials: Glossary of Terms**

**Ineffective teacher** – An educator who is deemed unsuccessful by a State approved local evaluation model.

**Out-of-field teacher** – Teachers teaching in a subject they are not certified to teach.

**Inexperienced teacher** – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.

**Low-income student** – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the 1st quartile being lowest poverty (non-poor) and the 4th quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.

**Minority student** – Maryland defines minority students as those in all racial categories with the exception of white, to include: Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the 1st quartile being low minority and the 4th quartile being high minority.

**Certified teachers** – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).

**All teachers** – Includes all teachers in either poor, non-poor, minority, or non-minority schools.

**Rates and Disproportionalities** – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools note receiving funds under Title I, Part A.

**SOURCE:** Maryland Consolidated State Plan, December 5, 2016. 5.3 Educator Equity, pp.74-75.
### Schoolwide Program Plan Components Checklist

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

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

- **1. Comprehensive Needs Assessment** of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

  **Things to consider:**
  - What types of qualitative and quantitative data are being collected?
  - Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.
  - Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
  - What are the strengths of students, teachers, school and community? What are their needs?
  - What are the contributing factors to academic strengths and needs?
  - How is the data being used by administration, teachers and parents to guide decisions and instruction?

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

  **Things to consider:**
  - How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?

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

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

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

  **Things to consider:**
  - How will parents, families, and community members be involved in developing the schoolwide plan?
  - How will teachers, principals, and other school staff be involved in developing the schoolwide plan?

- **4. Coordination and Integration of Federal, State, and local services and programs** - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

  **Things to consider:**
<table>
<thead>
<tr>
<th>Question</th>
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<th>Question</th>
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<tr>
<td>How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?</td>
<td>How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?</td>
<td>Identify all federal, state, and local programs and services</td>
</tr>
<tr>
<td>How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?</td>
<td>What evidence is being collected to demonstrate the effectiveness of reforms?</td>
<td>How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?</td>
</tr>
</tbody>
</table>
Every Student Succeeds Act (ESSA) - TARGETED ASSISTANCE PROGRAM CHECKLIST

1115. TARGETED ASSISTANCE SCHOOLS

(b) Targeted Assistance School Program- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall:

<table>
<thead>
<tr>
<th>Eligible Children</th>
<th>Check</th>
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<tbody>
<tr>
<td><strong>Selection for eligible students. (Section 1115 (c)(1)(B))</strong></td>
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<tr>
<td>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</td>
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<tr>
<th>Seven Components of a TAS Program (1115 (b)(2)(A-G))</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <strong>may</strong> include programs, activities, and academic courses necessary to provide a well-rounded education;</td>
<td></td>
</tr>
<tr>
<td>(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which <strong>may</strong> include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);</td>
<td></td>
</tr>
<tr>
<td>(C) coordinate with and support the regular education program, which <strong>may</strong> include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;</td>
<td></td>
</tr>
<tr>
<td>(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;</td>
<td></td>
</tr>
</tbody>
</table>
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

(F) **if appropriate and applicable**, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d);

| (G) provide to local educational agency assurances that the school will-
| (i) help provide an accelerated, high quality curriculum;
| (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and
| (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. |
The LEA has a current year parent and family engagement plan/policy. Yes No Section 1116 (a)(2)

A. Written Policy (Section 1116 (a)(1)(2))

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish LEA’s expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</td>
<td></td>
<td></td>
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<tr>
<td>2. Parent and family member input:</td>
<td></td>
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<tr>
<td>a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children</td>
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</tr>
<tr>
<td>b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).</td>
<td></td>
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</tr>
<tr>
<td>c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.</td>
<td></td>
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</tr>
<tr>
<td>3. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate 1116(a)(2)(C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. barriers to greater participation by parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. strategies to support successful school and family interactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. The LEA’s policy/plan includes at least one of the following strategies:
   a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. _____
   b. Supporting programs that reach parents and family members at home, in the community, and at school. ______
   c. Disseminating information on best practices focused on parent and family engagement. ______
   d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
   e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy/plan.

B. *Building Capacity: Section 1116(a)(2)(B)*

The Plan describes how the LEA will build the schools’ and parents’/families capacity for parental involvement

1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child’s progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)

2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)

3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child’s educational process. Section 1116 (e)(3)

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)

5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)
Does the school have a current year school parent and family engagement plan and school parent compact?

A. General Requirements: Section 1116 (b) (d)

1. Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)
   a. Parent and Family Engagement Plan _______
   b. School-Parent Compact _______

2. Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)

B. Policy Involvement: Section 1116 (c)

1. Schools convene an annual meeting, at convenient times, to inform parents of the school’s role and requirements in implementing Title I, and the right of parents to be involved? Sec.1116 (c)(1)

2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)

3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)
   a. School Parent and Family Engagement Plan
   b. Schoolwide plan

4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)

5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)

C. Shared Responsibility: Section 1116 (d) - School-Parent Compact

1. The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)
2. **School Responsibilities:** Describe how the school will:
   - Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)
   - Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)
   - Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)
   - Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)
   - Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)

3. **Parent Responsibilities:** Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)

4. **Student Responsibilities:** Describe ways students will support their own academic achievement. Section 1116 (d)

### D. Building Capacity: Section 1116 (e)

The Plan describes how the school will build the schools’ and parents’/families capacity for parental involvement

| 1. | Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child’s progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1) |
| 2. | Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2) |
| 3. | Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3) |
| 4. | To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4) |
| 5. | Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5) |
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)

E. Accessibility: Section 1116 (f)

To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)
### Equitable Services Topics of Consultation:

Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

<table>
<thead>
<tr>
<th>Section 1117(b)(1)</th>
<th>Consultation Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>How the children’s needs will be identified.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>What services will be offered.</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>How, where, and by whom the services will be provided.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>How the services will be academically assessed and how the results of that assessment will be used to improve those services</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined</td>
</tr>
<tr>
<td><strong>F.</strong></td>
<td>The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools</td>
</tr>
<tr>
<td><strong>G.</strong></td>
<td>How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers</td>
</tr>
<tr>
<td><strong>H.</strong></td>
<td>How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor</td>
</tr>
<tr>
<td><strong>I.</strong></td>
<td>Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor</td>
</tr>
</tbody>
</table>
| **J.**             | Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the
<p>| | |</p>
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<tbody>
<tr>
<td>K.</td>
<td>When, including the approximate time of day, services will be provided</td>
</tr>
<tr>
<td>L.</td>
<td>Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs</td>
</tr>
</tbody>
</table>

children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If a local educational agency (LEA) has Title I targeted assistance schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</td>
<td>AS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</td>
</tr>
<tr>
<td>2. Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</td>
<td>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must collaborate. ESOL teachers can still be responsible for actually sending the letter, and the copy of the parent notification letter must be kept in the student’s cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</td>
</tr>
<tr>
<td>3. How do we ensure that the Lau v. Nichols requirements are being met</td>
<td>Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction</td>
</tr>
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<td>Question</td>
<td>Answer</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>before Title I or Title III funds can be used?</td>
<td>educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</td>
</tr>
<tr>
<td>4. What is the &quot;English Language Proficiency (ELP) Indicator&quot; for the Title I monitoring visit? What does Title I need?</td>
<td>The ELP Indicator is Maryland’s new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LEAs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators’ meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</td>
</tr>
<tr>
<td>5. What are the academic guidelines that we should follow in order to implement ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>supplemental academic supports for ELs?</td>
<td>Language Immersion Programs(^1)) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</td>
</tr>
<tr>
<td>6. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</td>
<td>Yes, that’s OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future. Title III funds still can be used to pay for such expenses, but the available funds are limited.</td>
</tr>
<tr>
<td>7. For the ELP indicator, if ELs are in ESOL, they haven’t met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</td>
<td>The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website.</td>
</tr>
<tr>
<td>8. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</td>
<td>No. In Maryland we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion</td>
</tr>
<tr>
<td>Program¹ that serves as the ELD program for ELs.</td>
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</table>

¹ This decision will be determined on a case-by-case basis in consultation with MSDE’s EL/Title III Office.
Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)

Return to Guidance
FCPS values our families as partners in the educational process. Title I parents are invited to become members of the FCPS Family Involvement Title I Team. This team explores the 6 Standards for Family-School Partnerships as outlined by the Parent Teacher Association (PTA); welcoming all families into the school community, communicating effectively, supporting student success, speaking up for every child, and sharing power, and collaborating with the community. As we explore each of the standards, we share best practices currently in place, challenges we are facing, and solutions to those challenges. Information gathered at our meetings is shared with Title I Principals.

We also provide feedback on family involvement activities, collect ideas for future activities, and aid in the development of goals for our FCPS Family Involvement Compact/Plan.

Parents that have attended FITT meetings have been called upon to serve on committees and to facilitate meetings with other parents. They often hold office in PTA. They give public comment at Board of Education and Frederick County Council meetings. Not only do they now volunteer in the school setting but have also become community volunteers as well.

Title I Parents have found their voice through this partnership.

Donna Quatman-Wilder (donna.wilder@fcps.org)
Fredrick County Public Schools, Maryland
Family and Community Involvement Teacher Specialist
The relationship-building model of parent-teacher home visits is supported by the Flamboyan Foundation and was created by the Parent-Teacher Home Visit Project (PTHVP) Sacramento, California. PTHVP’s most recent study was published in 2015 by Johns Hopkins University. A national evaluation of parent-teacher home visits is currently being conducted in CA, CO, NV & DC by Research Triangle Institute and Johns Hopkins University. CCPS follows PTHVP’s 5 Core Practices to ensure respect, communication and collaboration.

1. **Home visits are voluntary for educators and families, and arranged in advance.**
2. **Educators are trained, and compensated for visits outside their school day.**
3. **Focus of the first visit is relationship building; we discuss hopes and dreams.**
4. **No targeting – visit all or a cross-section of students so there is no stigma.**
5. **Educators conduct visits in pairs, and after the visit, reflect with their partner.**

The Parent-Teacher Home Visit program is open to our three-year-old teachers through fifth grade teachers. Teachers plan and implement two visits and two follow-up communications each school year. The first visit (summer or fall) focuses on relationship building, sharing hope/dreams and goal setting. The first visit is a valuable opportunity to develop meaningful two-way communication. Next, the teacher will follow-up by phone call, letter, school visit or email. The second visit (winter or spring) will focus on academics. The teacher will close out the school year with a final follow-up by phone call, letter, school visit or email. After each home visit, the teacher will complete a log that will capture the following topics discussed, knowledge gained, student artifacts, strategies/tools, and follow-up. Below is a checklist to support teachers as they plan home visits.
### Planning the Home Visit

- Make appointments in advance, and schedule the visit to accommodate family schedules. Find out if a brief 20-30 minute visit is feasible. The initial contact can be made by letter (see sample below) or telephone. Follow up with reminders (written note, phone call).

- Be clear about the purpose of your visit (get to know family, share curriculum materials). Assure the family that the purpose is not to pass judgment on the family members or their home.

- If calling by phone, practice how you will explain the purpose of the home visit to the family member when you call so your first communication goes smoothly.

- Learn names of family members. Learn about the family’s culture so you can predict their language uses, social expectations and traditions. Arrange to take an interpreter with you if needed.

- Plan a brief agenda and think about ways to initiate topics without playing “20 questions.”
  - How will you introduce yourself and establish rapport?
  - What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?
  - What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?
  - What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?

<table>
<thead>
<tr>
<th>How will you introduce yourself and establish rapport?</th>
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</thead>
<tbody>
<tr>
<td>What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?</td>
</tr>
<tr>
<td>What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?</td>
</tr>
<tr>
<td>What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?</td>
</tr>
</tbody>
</table>
Learn about the area in which your student’s family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.
REQUIRED ATTACHMENTS  
STAFF RESPONSIBLE  
(Complete this section and submit with the Title I, Part A Application)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

Return to application
A. STAFF CREDENTIALS AND CERTIFICATIONS

REQUIRED ATTACHMENTS:
1. A written process to ensure the LEA:
   - has all teachers and paraprofessional 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.
   - has a timeline to notify parents.

2. Summary of data used to determine disparities (2017-2018 SY).

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1111(c) & (g)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey Blank</td>
<td>Chief Administrative Officer</td>
<td>Human Resources</td>
</tr>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Programs</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Steven Wilson</td>
<td>Supervisor</td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

EXPLANATION:
Due to hiring demands and the lack of licensed/certified candidates, some hourly IAs do not meet the requirements at this time. However, all full time paraprofessionals are certified/licensed. The contract
requires them to take the *ParaPro* by December and March and to pass the test by the end of the year or they will not be rehired. Five interview sessions were held. Due to low salary ($10.45 per hour) and the requirement to pay partial health benefits, it has been hard to hire since potential employees find other jobs.

The employees that are not certified will be used as student mentors, behavior assistance, or act as a teacher’s aide; not certified personnel will not be used for instruction.

Include **written process (documentation for doing due diligence to recruit and show efforts to support the employee to help pass the test)**. HR looks at list to see if certified and show documentation of efforts. Interview dates and number of candidates interviewed.
B. SCHOOLWIDE PROGRAMS

Return to application

REQUIRED ATTACHMENT:

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Federal Office</td>
</tr>
<tr>
<td>Administrators of Schoolwide Schools</td>
<td>Principal</td>
<td>School</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
</tbody>
</table>
C. TARGETED ASSISTANCE SCHOOLS

REQUIRED ATTACHMENTS:

1. A written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at 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.

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

3. If applicable, notification letter to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with Section 1115.

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs Title I Coordinator</td>
<td>Federal Office</td>
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<td>Principal</td>
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<tr>
<td>Laura Michael</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
</tbody>
</table>
D. PARENT AND FAMILY ENGAGEMENT

REQUIRED ATTACHMENTS:
The LEA must include 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.
2. LEA’s 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Annual evaluation of the content and effectiveness of the LEA’s Parent and Family Engagement Policy/Plan.
4. A list of all Title I school’s individual parent and family engagement allocations.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td>Federal Office</td>
</tr>
<tr>
<td>Administrators of Title I Schools</td>
<td>Principal</td>
<td>School</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I Specialist</td>
<td>Title I</td>
</tr>
</tbody>
</table>
E. PARTICIPATION OF CHILDREN ENROLLED 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;
   b. ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
   c. evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA

3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.

4. Provide information on participating private schools using the Participating Private Schools Form (below) or you may submit information as a separate attachment.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Non Public School Administrators</td>
<td>Administrator</td>
<td>Non Public School</td>
</tr>
</tbody>
</table>
All participating private schools must be verified as a non-profit private school and on the MSDE’s Nonpublic School Approval website including church exempt schools. [http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx](http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx)

<table>
<thead>
<tr>
<th>Nonpublic School Name and Address</th>
<th>Title I, Part A</th>
<th>Federal Program Informational Meeting Date (ESSA Sections 1117 and 8501)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archbishop Nealle School</td>
<td>6</td>
<td>Yes</td>
</tr>
<tr>
<td>104 Port Tobacco Rd. La Plata, MD 20646</td>
<td></td>
<td>4/18/2018</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>15 N. Smallwood Street Cumberland, MD 21502</td>
<td></td>
<td>4/18/2018</td>
</tr>
<tr>
<td>Bishop Walsh School</td>
<td>19</td>
<td>Yes</td>
</tr>
<tr>
<td>700 Bishop Walsh Rd. Cumberland, MD 21502</td>
<td></td>
<td>4/18/2018</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>14513 McMullen Hwy Cresaptown, MD 21502</td>
<td></td>
<td>4/18/2018</td>
</tr>
<tr>
<td>Jefferson School at Finan</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>10102 Country Club Rd Cumberland MD 21502</td>
<td></td>
<td>4/25/2018</td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>12</td>
<td>Yes</td>
</tr>
<tr>
<td>2020 Bedford Rd Cumberland, MD 21502</td>
<td></td>
<td>4/18/2018</td>
</tr>
</tbody>
</table>
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Benjamin Brauer</td>
<td>Supervisor of Student Services</td>
<td>Student Services</td>
</tr>
</tbody>
</table>
G. SUPPORT FOR FOSTER CARE STUDENTS

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Benjamin Brauer</td>
<td>Supervisor of Student Services</td>
<td>Student Services</td>
</tr>
</tbody>
</table>
H. ENGLISH LEARNERS

**Return to application**

REQUIRED ATTACHMENTS: NA

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

<table>
<thead>
<tr>
<th>Name</th>
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<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs</td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>Title I Coordinator</td>
<td></td>
</tr>
<tr>
<td>Kathy Eirich</td>
<td>Assistant Supervisor of Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td>Tiffany Mock</td>
<td>Special Education Instructional Specialist</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
I. FISCAL

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

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, 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.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs Title I Coordinator</td>
<td>Federal Office</td>
</tr>
<tr>
<td>Kristen MaBee</td>
<td>Grants Accountant</td>
<td>Finance</td>
</tr>
<tr>
<td>Teresa Judd</td>
<td>Administrative Secretary</td>
<td>Federal Office</td>
</tr>
</tbody>
</table>
2018-2019 Title I, Part A Application Submission Instructions:

Please submit via email a completed application to Sharon Williamson
at Sharon.Williamson@maryland.gov and copy MSDE POC by September 28, 2018.

- A completed application includes*:
  - all assurances checked including those that may not be applicable (NA);
  - appropriate required attachments;
  - completed Fiscal/Tables in Excel; and
  - an original signed C-1-25 with the final submission of the Title I application**.

* If you are experiencing any technical difficulties in completing or submitting your application, please contact your MSDE POC.
**Electronic signatures are acceptable if the signatures are in blue ink and visible as original signatures.
Process for Hiring Certified/Licensed Teachers

1. Only certified and licensed candidates are interviewed by the ACPS Elementary Interviewing Team. Consequently, all Title I schools are staffed by certified and licensed teachers in core content areas.
Process for Hiring Certified/Licensed Paraprofessionals

1. The ACPS Interview Team initially only interviews candidates who are certified/licensed.

2. If a candidate is not certified/licensed at the time of hiring, their contract specifically requires the paraprofessional to take the ParaPro by December and March of the hiring year and the candidate must pass the test by the end of the first year, or the paraprofessional is not be rehired.

3. This has become necessary due to the lack of qualified candidates and the mandates to fill positions especially in Early Childhood and Special Education.

4. Every effort has been made by the LEA to hire certified personnel. The job has been posted five times and five interview sessions were held (June, July, August, September and October). The Supervisors of Elementary Education, Special Education and Federal Programs (Title I) have been part of this process. Despite these efforts, hourly openings still exist. The assistants who are interviewed and hired work for $10.48 per hour. They work limited hours and tend to be transient as they acquire better paying positions outside of ACPS. The LEA has attempted to move certified personnel to Title I schools, however; with twelve of fourteen schools being Title I, the options are limited. The system monitors applicants daily to search for certified personnel. Mentor teachers and other certified personnel serve as mentors for the uncertified instructional assistants.

5. The Supervisor of Human Resources, the Supervisor of Special Education and the Supervisor of Federal Programs regularly monitor the IA substitute list for certified instructional assistant potential applicants.
Coordination of Certification and Licensure Information with ACPS Departments

1. The Supervisor of Federal Programs contacts Human Resources for certification and licensure information on new hires.

2. This information is also shared during the Interview process in which the Supervisor of Federal Programs participates.

3. The Supervisor of Federal Programs shares certification and licensure information with Title I school administrators when a new employee is hired at the school.
Ineffective, First year and Inexperienced Disparities Data Summary*

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Rate at which students are taught by an ineffective teacher</th>
<th>Disproportionality between rates</th>
<th>Rate at which students are taught by an inexperienced teacher (First year)</th>
<th>Disproportionality between rates</th>
<th>Rate at which students are taught by an inexperienced 1-3 year teacher</th>
<th>Disproportionality between rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Low Income Non Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Students Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Minority Students Non Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ACPS has no Out-of-Field or Unqualified teachers in elementary schools.
Procedures for Identifying Disparities in Low Income/Minority Schools for Students Being Taught by Ineffective, Inexperienced or Out-of-Field Teachers

1. Obtain student enrollment data from the September 30th enrollment for each elementary school based on Comparability data.
2. Identify the number of minority students based on the September 30th enrollment data at each elementary school from Data Processing.
3. Determine number of teachers at each elementary school based on Comparability data.
4. Low-income schools are Title I Schools. Non-low income schools are non-Title I schools.
5. Determine if there are any out of field or unqualified teacher in elementary schools.

Ineffective Teachers

1. Using results from the TPE system, identify the number of teachers who received an ineffective rating at each elementary school. (no names)
2. For all Title I schools, divide the number of Ineffective teachers by the total number of teachers to determine the percentage of Ineffective teachers by the total number of teachers to determine the percentage of Ineffective teachers in Title I schools from IT.
3. Repeat for non-Title I schools.
4. Compare the Ineffective rates by subtracting the percentages to determine the disproportionality.
5. Determine the percentage of minority students in Title I schools by dividing the number of minority students in Title I schools by the total number of students in Title I schools. Repeat for non-Title I schools.
6. Compare the Ineffective rates by subtracting the percentages to determine the disproportionality.

Inexperienced Teachers

1. Contact the Supervisor of Professional Development to determine the number of first, second, and third year teachers in each school.
2. Add the number of first year teachers in Title I schools and divide by the total number of teachers in Title I schools to determine the percentage of Inexperienced teachers.
3. Repeat for non-Title I schools.
4. Subtract the percentages to determine the disproportionality.
5. Add the number of inexperienced teachers in Title I schools and divide by the total number of first, second and third year teachers in Title I schools to determine the percentage of inexperienced teachers.
6. Repeat for non-Title I schools.
7. Subtract the percentages to determine the disproportionality.

Out of Field or Unqualified Teachers

1. Contact the Office of Human Resources to determine if there are any Out of Field or Unqualified Teachers teaching in any elementary schools.
2. Follow the procedures for inexperienced teachers to determine these percentages.
Record all information on tables.

The Chief Academic Officer, Human Resources Chief Administrative Officer and Supervisor, the Supervisor of Federal Programs, the Supervisor of Student Services and Safety, the Supervisor of Special Education, the Elementary Supervisors and the President of the Allegany County Educators’ Association (ACEA) will meet during the school year. The purpose of the meeting is to discuss any discrepancies to gain awareness and give input on how to resolve the disparities.
# Timeline for Right to Know Parent/Family Notification

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Person Responsible</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Administrator Technical Assistance Meeting (July/August)</td>
<td>Supervisor of Federal Programs</td>
<td>Distributes MEMO notifying administrators to distribute letter to parents/families that they have a right to request information regarding the certification/licensure status of their child’s teacher or instructional assistant. Letter is distributed. Documentation is maintained in each school’s Title I Compliance Notebook and ACPS documentation.</td>
</tr>
<tr>
<td>August</td>
<td>Principal</td>
<td>Prepares notification letter for parents/families.</td>
</tr>
<tr>
<td>First day of school</td>
<td>Principal</td>
<td>Distributes notification letter to parents/families. Maintains copy of letter for Title I Compliance Notebook.</td>
</tr>
<tr>
<td>September</td>
<td>Supervisor of Federal Programs</td>
<td>Prepares and distributes to schools a Title I Newsletter for parents/families which informs them of their Right to Know.</td>
</tr>
<tr>
<td>September</td>
<td>Principal</td>
<td>Distributes copies of the Title I Newsletter to parents/families. Maintains copy of newsletter in each school’s Title I Compliance Notebook and ACPS Title I documentation.</td>
</tr>
<tr>
<td>September - June</td>
<td>Teachers</td>
<td>Student grades, assessment information, attendance and discipline data are posted on ASPEN. Parents are given access to their child’s information annually.</td>
</tr>
<tr>
<td>September</td>
<td>District</td>
<td>State testing results are sent home to parents by the Coordinator of Accountability. The results are also posted on each student’s ASPEN profile.</td>
</tr>
<tr>
<td>September</td>
<td>Supervisor of Federal Programs</td>
<td>Contacts Public Information Officer to post the Right to Know information of the ACPS website.</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal</td>
<td>Shares Right to Know information in a school communication. Maintains copy in Title I Compliance Notebook.</td>
</tr>
</tbody>
</table>

October 2017; rev June 2018
**JOB POSTINGS**

<table>
<thead>
<tr>
<th>Posting ID</th>
<th>Title</th>
<th>Location</th>
<th>Open(Init)</th>
<th>Close(Init)</th>
<th>Open(Ext)</th>
<th>Close(Ext)</th>
<th>Status</th>
<th>PRINT</th>
<th>CLONE</th>
<th>EDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-30</td>
<td>Substitute Instructional Assistant</td>
<td>District Wide</td>
<td>03/06/2018</td>
<td>12/30/2018</td>
<td>03/08/2018</td>
<td>12/30/2018</td>
<td>Active</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

1

Bulk Actions: [ ] GO ARCHIVE SELECTED EXIT NEW JOB POSTING
## JOB POSTINGS

**Instructional assistant**

<table>
<thead>
<tr>
<th>Posting ID</th>
<th>Title</th>
<th>Location</th>
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<th>Open(Ext)</th>
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</thead>
<tbody>
<tr>
<td>2018-43A</td>
<td>Instructional Assistant</td>
<td>District Wide</td>
<td>07/12/2018</td>
<td>07/22/2018</td>
<td>07/12/2018</td>
<td>07/22/2018</td>
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<tr>
<td>2018-43</td>
<td>Instructional Assistant</td>
<td>District Wide</td>
<td>05/29/2018</td>
<td>06/05/2018</td>
<td>05/29/2018</td>
<td>06/05/2018</td>
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<tr>
<td>2018-32</td>
<td>Summer Position Judy Centers-Instructional Assistant, Judy Center Summer Program</td>
<td>District Wide</td>
<td>04/03/2018</td>
<td>04/27/2018</td>
<td>04/03/2018</td>
<td>04/27/2018</td>
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<tr>
<td>2018-34</td>
<td>Summer Position CA-ESY Special Education Instructional Assistant</td>
<td>Cash Valley Elementary School</td>
<td>04/03/2018</td>
<td>04/27/2018</td>
<td>04/03/2018</td>
<td>04/27/2018</td>
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<tr>
<td>2017-47</td>
<td>Substitute Instructional Assistant</td>
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<td>08/01/2017</td>
<td>12/30/2017</td>
<td>09/01/2017</td>
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<tr>
<td>2017-45A</td>
<td>Instructional Assistant</td>
<td>District Wide</td>
<td>07/20/2017</td>
<td>09/04/2017</td>
<td>07/20/2017</td>
<td>09/04/2017</td>
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<tr>
<td>2017-45</td>
<td>Instructional Assistant</td>
<td>District Wide</td>
<td>06/14/2017</td>
<td>08/27/2017</td>
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<tr>
<td>2017-102</td>
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<td>Cash Valley Elementary School</td>
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<td>04/23/2017</td>
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<td>04/23/2017</td>
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<tr>
<td>2017-104</td>
<td>Summer Position Judy Centers-Instructional Assistant, Judy Center Summer Program</td>
<td>District Wide</td>
<td>04/06/2017</td>
<td>04/23/2017</td>
<td>04/06/2017</td>
<td>04/23/2017</td>
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</tr>
<tr>
<td>2016-21A</td>
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<td>District Wide</td>
<td>08/22/2016</td>
<td>12/30/2016</td>
<td>08/22/2016</td>
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<td>06/30/2016</td>
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<td>06/06/2016</td>
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<tr>
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<td>Summer Position Judy Centers-Instructional Assistant, Judy Center Summer Program</td>
<td>District Wide</td>
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<tr>
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<td>12/02/2015</td>
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<td>12/02/2015</td>
<td>Active</td>
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</table>
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<table>
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<tr>
<th>Posting ID</th>
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<th>Close(Int)</th>
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<th>Actions</th>
</tr>
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<tbody>
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<td>07/12/2018</td>
<td>07/22/2018</td>
<td>Active</td>
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<td>2018-43</td>
<td>Instructional Assistant</td>
<td>District Wide</td>
<td>05/29/2018</td>
<td>06/08/2018</td>
<td>05/29/2018</td>
<td>06/08/2018</td>
<td>Active</td>
<td>PRINT</td>
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<tr>
<td>2018-32</td>
<td>Summer Position Judy Centers-Instructional Assistant, Judy Centers Summer Program</td>
<td>District Wide</td>
<td>04/03/2018</td>
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<td>Summer Position CA-EASY Special Education Instructional Assistant</td>
<td>Cash Valley Elementary School</td>
<td>04/03/2018</td>
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<td>04/05/2017</td>
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<td>District Wide</td>
<td>04/06/2017</td>
<td>04/23/2017</td>
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<td>Active</td>
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Bulk Actions: [ ] GO

ARCHIVE SELECTED EXIT NEW JOB POSTING

https://alleganymd.tedk12.com/hire/admin/JobPosting/NewManageJobPostings.aspx  11/14/2018
Re: help wanted ad for this Sunday 7/15/18

1 message

Cindy <classified@times-news.com> Thu, Jul 12, 2018 at 12:07 PM
To: "WILSON, STEVEN" <steven.wilson@acpsmd.org>

Steven

Attached is the copy and cost for your records. Please proof and approve to publish and bill account.

---

Thank You
Cindy Hopkins
Classified Department
Cumberland Times-News
PO Box 1662
Cumberland, MD 21501-1662
(301) 722-4604 ext. 2506
301-784-2506 (direct line)
301-722-2021 (fax)
classified@times-news.com

---

On Jul 12, 2018, at 11:09 AM, WILSON, STEVEN wrote:

Hello,
Please run the following ad for this sunday 7/5/18. If possible please send me the proof and invoice today so we can confirm as I will not be in the office tomorrow.

Thank you,

Steven R. Wilson
Supervisor of Human Resources
 Allegany County Public Schools
301-759-2033
steven.wilson@acpsmd.org

---

The Allegany County Public School System is accepting applications for:

SCHOOL PSYCHOLOGIST

TITLE: FAMILY ENGAGEMENT COODINATOR

https://mail.google.com/mail/u/0?ik=7182e87151&view=pt&search=all&permthid=thread-a%3Ammiael-r-40999054328324344472%7Cmsg-f%3A160580...
JUDY CENTER CASE MANAGER

SUBSTITUTE TEACHERS

CUSTODIAN- PART TIME

PUPIL PERSONNEL WORKER (200 DAYS)

LIBRARY MEDIA TECHNICIANS- PART TIME

SECONDARY LITERACY COACH

ELEMENTARY READING COACH

BIRTH TO AGE 5 READING COACH/GRANT ASSISTANT

INSTRUCTIONAL ASSISTANT – FULL TIME

SCHOOL BUS DRIVERS AND ASSISTANTS
(call the Transportation Dept. for more information and to apply 301-729-3773)

CAFETERIA ASSISTANTS
(call the Food Service Dept. for more information and to apply 301-722-0636)

More information may be obtained by calling the Human Resources office at 301-759-2033. Deadlines to apply are listed on those posted on the website or by calling.

Complete job descriptions, qualifications, and application available on our website at www.acpsmd.org unless noted

Please apply online using the ACPS web based application tool where applicable. No other application methods will be considered.

AN EQUAL OPPORTUNITY EMPLOYER

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now accepting applications for:

SCHOOL PSYCHOLOGIST

FAMILY ENGAGEMENT COORDINATOR

JUDY CENTER CASE MANAGER

SUBSTITUTE TEACHERS

USTODIAN - PART TIME

IL PERSONNEL WORKER

(200 DAYS)

LIBRARY MEDIA

ICHEMICALS - PART TIME

SECONDARY LITERACY COACH

ELEMENTARY READING COACH

RTH TO AGE 5 READING

ACHNGRANT ASSISTANT

CTIONAL ASSISTANT - FULL TIME

OOL BUS DRIVERS AND ASSISTANTS

the Transportation Dept. for

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301-720-3770)

FETERIA ASSISTANTS

the Food Service Dept. for

nformation and to apply

301-722-8838)

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less noted

ese apply online using

e ACPS web based

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licable. No other

lication methods will

be considered.

EQUAL OPPORTUNITY EMPLOYER
Re: Help Wanted ad for Sunday June 3
1 message

Cindy <classified@times-news.com> Wed, May 30, 2018 at 10:27 AM
To: "WILSON, STEVEN" <steven.wilson@acpsmd.org>

Steven

Attached is the copy and cost to publish Sunday, June 3rd. Please proof and approve.

Thank You
Cindy Hopkins
Classified Department
Cumberland Times-News
PO Box 1662
Cumberland, MD 21501-1662
(301) 722-4604 ext. 2506
301-784-2506 (direct line)
301-722-2021 (fax)
classified@times-news.com

On May 30, 2018, at 9:52 AM, WILSON, STEVEN wrote:

UPDATE: Please run the following with a spelling correction.

The Allegany County Public School System is accepting applications for:

HEAD CUSTODIAN I - FORT HILL HIGH SCHOOL

OPERATIONS FOREMAN

CUSTODIAN - FULL TIME

CUSTODIAN- PART TIME

PUPIL PERSONNEL WORKER (200 DAYS)

SECONDARY TRANSITION COACH

SCHOOL SYSTEM SECRETARY/CLERICAL

https://mail.google.com/mail/u/0?ik=r558645746975839971&l=msg-f%3A1601899...
INSTRUCTIONAL ASSISTANT – FULL TIME

GRAPHIC COMMUNICATION/COMPUTER SCIENCE AND TECHNOLOGY OCCUPATIONAL COMPLETER TEACHER/PRODUCTION MANAGER – CCTE

FOOD SERVICE MANAGER

OPERATIONS SUMMER WORK CREW
(call the Operations Dept. for information and to apply 301-722-4968)

SCHOOL BUS DRIVERS AND ASSISTANTS
(call the Transportation Dept. for more information and to apply 301-729-3773)

CAFETERIA ASSISTANTS
(call the Food Service Dept. for more information and to apply 301-722-0636)

More information may be obtained by calling the Human Resources office at 301-759-2033. Deadlines to apply are listed on those posted on the website or by calling.

Complete job descriptions, qualifications, and application available on our website at www.acpsmd.org unless noted

Please apply online using the ACPS web based application tool where applicable. No other application methods will be considered.

AN EQUAL OPPORTUNITY EMPLOYER

Steven R. Wilson
Supervisor of Human Resources
Allegany County Public Schools
301-759-2033
steven.wilson@acpsmd.org

On Wed, May 30, 2018 at 9:39 AM, WILSON, STEVEN <steven.wilson@acpsmd.org> wrote:

Hello,
Please run the following for this Sunday June 3. Send me the invoice and I will forward to finance.

The Allegany County Public School System is accepting applications for:

HEAD CUSTODIAN I - FORT HILL HIGH SCHOOL

OPERATIONS FORMAN

CUSTODIAN – FULL TIME

CUSTODIAN- PART TIME

PUPIL PERSONNEL WORKER (200 DAYS)
SECONDARY TRANSITION COACH

SCHOOL SYSTEM SECRETARY/CLERICAL

INSTRUCTIONAL ASSISTANT – FULL TIME

GRAPHIC COMMUNICATION/COMPUTER SCIENCE AND TECHNOLOGY OCCUPATIONAL COMPLETER TEACHER/PRODUCTION MANAGER – CCTE

FOOD SERVICE MANAGER

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CAFETERIA ASSISTANTS
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More information may be obtained by calling the Human Resources office at 301-759-2033. Deadlines to apply are listed on those posted on the website or by calling.

Complete job descriptions, qualifications, and application available on our website at www.acpsmd.org unless noted

Please apply online using the ACPS web based application tool where applicable. No other application methods will be considered.

AN EQUAL OPPORTUNITY EMPLOYER

Steven R. Wilson
Supervisor of Human Resources
Alleghany County Public Schools
301-759-2033
steven.wilson@acpsmd.org

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head custodian |
fort hill high school

operations foreman

janitorial - full time

janitorial - part time

pupil personnel worker (200 days)

conveyor transition coach

school system clerical/secretarial

instructional assistant - full time

phs communication

computer science and technology

occupational ompleter teacher/induction manager - ccte

od service manager

operations summer work crew

the operations dept. for information and to apply
301-722-4968

ool bus drivers and assistants

the transportation dept. for more information and to apply
301-722-3773

feteria assistants

the food service dept. for more information and to apply
301-722-0636

further information may be obtained by calling the human resources office at 301-759-2033. deadlines to apply are on those posted on our website or by calling.

please read job descriptions, qualifications, and specifications available on our website at www.aapsmd.org unless noted.

please apply online using acps web-based application tool where applicable. no other application methods will be considered.

equal opportunity employer
PERSONAL INFORMATION

General Information
How did you learn about this position? Search Engine

Contact Information
First Name
Middle Name
Email
Primary Phone

Last Name
Other Name
Have you worked here before?
Alternate Phone

Present Address
I can be reached at this address until:
City
Zip Code/Postal Code

Street
State
Maryland

Permanent Address
(If different from Present Address)
Street
State
Zip Code/Postal Code

Telephone

Contact Person
Provide the name and address of someone who will always know your address. Do not list a spouse.

Name
City
Zip Code/Postal Code

Street
State

Work Authorization
Are you legally able to work in the U.S.? Yes

BACKGROUND INFORMATION

Background
Conviction of a crime is not an automatic bar to employment. The district will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which you are applying.

Have you ever been convicted of a violation of law other than a minor traffic violation?

No

If yes, please explain

Application Date: 6/8/2018 3:29 PM
Job Title: Instructional Assistant

Have you ever had a professional certificate revoked or suspended?
No
If yes, please explain

Have you been convicted of any offense for physical or sexual abuse of a child?
No
If yes, please explain

Have you ever had a charge of child abuse against you substantiated?
No
If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?
No
If yes, please give the name of the district, the date and the reason for the resignation or termination

ADDITIONAL BACKGROUND INFORMATION

Additional Background information
Can you perform the Essential Job functions listed on the posting without reasonable accommodations?
Yes

Have you had any physical problems or injuries that will impair your ability to perform the Essential Job Functions as listed on the job posting?
No
If yes to the above question, please describe.

Employment with the Board of Education requires regular on time attendance. Can you meet this requirement?
Yes
How many days have you missed in your current/last job? (information provided may require verification)
3

AVAILABILITY

Availability
I am interested in a full time position.
Yes
I am interested in a substitute position.
Yes
I am interested in a part time position.
Yes

INSTRUCTIONAL ASSISTANT QUALIFICATIONS

Indicate the experience you have had with the following age groups of children:

Instructional Assistant Qualifications
Head Start Yes Elementary Yes
Middle School
High School
Job Title: Instructional Assistant

Exceptional Children/ Special Needs children

Have you taken and passed the Praxis Parapro test? Yes

If yes, what was your score? 48

Have you obtained at least 48 hours of college credit? Yes

Do you have a Bachelor's degree? No

If yes, what is your major or area of concentration? English Literature

Do you have a Master's degree? No

If yes, what was your major or area of concentration?

EDUCATION

Secondary/High School Information

School Attended: John Carroll

# Years: 4

Degree: High School Diploma

City/State: Bel Air, MD

GPA: 3.5

Activities/Honors: Chorus

Undergraduate Institution #1

Type of School: College

City: Frostburg

Attended From (mm/yyyy): 08/2006

Graduation Date (mm/yyyy): 08/2010

Subject: Other: English

Semester Credit Hours Earned: 121

Name of School: Frostburg State University

State: Maryland

Attended To (mm/yyyy): 08/2010

Degree: Bachelor of Arts

GPA: 3.9

Certified Licensed

Undergraduate Institution #2

Type of School

City

Attended From (mm/yyyy)

Graduation Date (mm/yyyy)

Subject

Semester Credit Hours Earned

Name of School

State

Attended To (mm/yyyy)

Degree

GPA

Undergraduate Institution #3

Type of School

Name of School
Job Title: Instructional Assistant

City

Attended From (mm/yyyy)

Graduation Date (mm/yyyy)

Subject

Semester Credit Hours Earned

State

Attended To (mm/yyyy)

Degree

GPA

JOB SKILLS

Activities

Instructional Assistants must possess a wide variety of skills and will have various responsibilities. These responsibilities may change depending on the needs of the system.

If appointed to the staff, are you willing to accept assignments where your services are needed?

Yes

Certification Information/Professional Certificate #1

Certification Area

Grade Level

Certification State

Certification Area Type

Expiration Date

Certification Information/Professional Certificate #2

Certification Area

Grade Level

Certification Area Type

Expiration Date

Para-professional

Do you have experience in the following areas?

Years of Experience

Primary

Signing / Hearing Interpreter

Preschool

No

No

Secondary

Office Machines

Yes

REFERENCES

Annette Bevore

Title

Address 1262 Vocke Rd

State Maryland

Email

From 10/17/2011

Relationship

City

Zip

Phone

To

Supervisor

Cumberland

21502

present

Denise Sevran

Title

Address 120 N. Union Ave

State Maryland

Email

From 10/2005

Relationship

City

Zip

Phone

To

Supervisor

Havre de Grace

21078

2006
**Mark Smith**

**Job Title:** Instructional Assistant  
**Candidate:** Lindsay Howell

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**Present Position**

**Present Title**  
Legal Secretary  
**Name of Employer**  
Kazary Hare & Walsh, PC  
**Employer’s Address**  
127 Greene Street  
**Employer’s State**  
Maryland

| Salary |  
| Employer’s Address |  
| Employer’s City |  
| Employer’s Zip Code/Postal Code |  
|  
|  
|  

**Work Experience #1**

| Employer | Books-a-Million |  
| Employed to (mm/yyyy) | 10/2014 |  
| Reason For Leaving | Seeking position with benefits |  
| Address | 1262 Vocke Road  
| Cumberland, MD 21502 |  
| Supervisor Name | Annette DeVore |  
| Phone Number |  
| Employed from (mm/yyyy) | 10/2012 |  
| Title | Keyholder |  

| Employer | Berger and Green |  
| Employed to (mm/yyyy) | 07/2012 |  
| Reason For Leaving | Moving from the area |  
| Address | 800 Waterfront Dr  
| Pittsburgh, PA 15222 |  
| Supervisor Name |  
| Phone Number |  
| Employed from (mm/yyyy) | 02/2011 |  
| Title | Legal Assistant |  

| Employer | Frostburg State University Tutoring Center |  
| Employed to (mm/yyyy) | 05/2010 |  
| Reason For Leaving | Graduating |  
| Address | 101 Braddock Rd  
| Frostburg, MD 21532 |  
| Supervisor Name |  
| Phone Number |  
| Employed from (mm/yyyy) | 05/2009 |  
| Title | Writing Tutor |  

| Employer | Maryland Motor Vehicle Administration |  
| Employed to (mm/yyyy) | 08/2006 |  
| Reason For Leaving | Leaving for college |  
| Address | 105 Chesapeake Blvd Ste A  
| Elkton, MD 21921 |  
| Supervisor Name |  
| Phone Number |  
| Employed from (mm/yyyy) | 06/2003 |  
| Title | Receptionist |  

Application Date: 6/8/2018 3:29 PM
Job Title: Instructional Assistant

Work Experience #5

Employer

Employed to (mm/yyyy)

Reason For Leaving

Address

Supervisor Name

Employed from (mm/yyyy)

Title

Phone Number

ATTACHMENTS

Attachment

In this section you may upload documents that you wish to add to your application. You may only upload one document for each section and future uploads will replace what you have uploaded prior. If you have several pages or documents, you will need to scan multiple pages into one document for upload.

Resume

Lindsay’s Resume.doc

Cover Letter

cover_letter.docx

DISCLAIMERS AND AFFIRMATION

District Policy

Allegheny County Public Schools does not discriminate on the basis of race, color, national origin, age, sex or disability, in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the district's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990, should contact the Director or Human Resources.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by the Allegheny County Public Schools, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference. I understand that I will be required to take a drug test and background check prior to assuming any position for which I may be employed. In the event that I am employed by the district and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information. I understand that this application will be considered active for one year from date of submission.

I agree to the terms above

Affirm

Initials

LNH

Affirmation Date

06/08/2018

Application Date: 6/8/2018 3:29 PM
<table>
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<th>Name</th>
<th>Phone Number</th>
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<td>605-635-401 (local number)</td>
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<tr>
<td>8:10</td>
<td>Wesley</td>
<td>301-286-5411</td>
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<td>8:20</td>
<td>Meganne Keller</td>
<td>340-727-8210</td>
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<td>340-352-4820</td>
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<td>Kea Bissett</td>
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<td>J. Shepherd</td>
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<td>Alison Davis</td>
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<tr>
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<td>Ashlee Bajaj</td>
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July 17, 2018 - Tuesday

Special Education IA Interviews for 2018/2019 SY

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<thead>
<tr>
<th>Time</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>1:00</td>
<td>Elizabeth Yuki</td>
<td>301-723-9395</td>
</tr>
<tr>
<td>1:10</td>
<td>Jean McCay</td>
<td>703-444-4321</td>
</tr>
<tr>
<td>1:20</td>
<td>Matthew</td>
<td>202-697-5055</td>
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<tr>
<td>1:30</td>
<td>Tawnya Austin</td>
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<td>Teevin G.</td>
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<td>Eric B.</td>
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<td>Jennifer Vendler</td>
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<td>Mattijay</td>
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July 18, 2018 - Wednesday

Special Education IA Interview

Debbie Metheny's Office

11:00
August 9, 2018 - Thursday  
Conference Room 1

Special Education Part-time IA Interviews for 2018/2019 SY

<table>
<thead>
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<td>Brittany</td>
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<tr>
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<td>Carter</td>
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| 11:40 | Andrew Milton    | 240-755-0100 | Phone interview
| 11:50 | Kathleen Fritch  | 501-999-4444 | Phone interview

LUNCH

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<td>Jessica Moore</td>
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<td>Amber Retten</td>
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<td>Stephen Howart</td>
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<td>Samantha</td>
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<td>Ben Taudei</td>
<td>340-394-9788</td>
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<td>Autumn Walker</td>
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<td>Jihane Landis</td>
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<td>Beth Davis</td>
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<td>Sadji Lee Hlakeng</td>
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<td>Jennifer</td>
<td>513-324-7091</td>
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<td>Tresa Moyer</td>
<td>740-305-7700</td>
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<td>Jindal Biel</td>
<td>340-723-5718</td>
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Interviews for Instructional Assistant

November 5, 2018

Wilson 1:00
Julie 1:20
Donald 2:10
Jackson 2:00
Mentoring Program – Paraprofessionals

A mentoring program will be established for paraprofessionals who are not certified.

When it is necessary to hire a paraprofessional to fill a mandated position and no certified candidates are available, the new employee will be paired with a certified paraprofessional in the school. The role of this person is to help them understand their role, how to assist students, how to work with teachers, how to use school equipment and how to comply with school procedures. The mentors are available to the mentees each work day.

These paraprofessionals attend faculty meetings and professional development sessions as applicable. They receive training on blood borne pathogens, reporting of child abuse, treatment for persons having convulsions, and other sessions that are required for staff members as they occur during the year.

Uncertified paraprofessionals are required to take the ParaPro test as a condition for hiring.
ALLEGANY COUNTY PUBLIC SCHOOLS
CUMBERLAND, MARYLAND

2018-

- NOTICE OF VACANCY-

POSITION: TITLE I INSTRUCTIONAL ASSISTANT

LOCATION: TITLE I SCHOOLS

REPORTS TO: SCHOOL ADMINISTRATORS

OVERVIEW OF POSITION: The Title I Instructional Assistant is responsible for assisting students and teachers with learning activities and supportive activities within the classroom and school.

QUALIFICATIONS: Applicant should possess the following skills, knowledge and abilities, in order to meet the minimum requirements for this position:

- Certified / Licensed status
- Successful completion of a criminal background check
- Knowledge of working with children
- Good communication skills
- Regular on time attendance

ESSENTIAL JOB FUNCTIONS:

- Assist teachers with reinforcing previously taught skills in ELA and Math to individuals or small groups of students
- Work under the direction and supervision of a certified/licensed teacher
- Assist students in using technology
- Assist with preparation of learning materials
- Support the school and classroom behavior system
- Plan with teachers on a regular basis
- Maintain a daily plan book
- Assist teachers with clerical duties
- Assist with duties such as bus, hall, cafeteria or playground
- Develop and maintain positive relationships with students and teachers
- Attend Faculty, School Improvement Team or other school team meetings as assigned by the Administrator
- Operate equipment (copier, laminator, risograph, Ellison)
- May serve as a translator, as needed
- Complete all other duties as assigned by the Administrator or Supervisor of Federal Programs
PREFERRED KNOWLEDGE AND SKILLS:

- Maintain a positive attitude
- Have good communication skills
- Have good organizational skills
- Maintain documentation
- Maintain confidentiality
- Work under the direction of a teacher
- Have a good attendance record
- Follow a schedule

PROCEDURES FOR FILING APPLICATIONS:

- A person presently employed by the Board of Education need only notify the Human Resources Office, in writing, of his/her interest in applying for this position.
- Anyone that does not have a current application on file must complete an application, which may be obtained from the Human Resources Office.

Letters must be received in the Human Resources Office no later than 4:00 p.m., Wednesday, July 18, 2018, and addressed to:

Chief Human Resources Officer
Board of Education of Allegany County
P. O. Box 1724
108 Washington Street
Cumberland, MD 21501-1724

Date: June 25, 2018

In accordance with state law, anyone hired who will have contact with our school children, must be fingerprinted and submit to a criminal background investigation.

The Board of Education of Allegany County is an equal opportunity employer and does not discriminate on the basis of race, color, sex, age, national origin, religion or disability in matters affecting employment or the provision of service, programs or activities in compliance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and the individuals with Disabilities Education Act.

AN EQUAL OPPORTUNITY EMPLOYER
Instructional Assistant Interview
7/19/17

Interviewee_________________________ Interviewer_________________________

1. Tell us about yourself and include your experience working with children.

2. Why do you think Instructional assistants play an important role in the school setting?

3. How would you work effectively as part of a team in a classroom/building?

4. Tell us about a time when you were with a group of children and something went wrong. How did you handle the situation?

5. How can you motivate reluctant students to learn or complete a non-preferred task?

6. If approached by a parent with a situation, what would you do?

7. Given training and professional development, would you be willing to provide assistance with a student’s independent living skills such as eating, toileting and lifting?

8. Do you have any additional information or questions?
Instructional Assistant Interview

July 17, 2018

August 9, 2018
November 5, 2018

Candidate ___________________________ Interviewer ___________________________

1. Please tell us about your educational background and experience working with children.

2. Why do you think Instructional Assistants play an important role in the school setting?

3. If approached by a parent with a school situation, what would you do?

4. Given training, would you be willing to provide assistance with a student’s independent living skills such as eating, toileting, and lifting?

5. Do you have any additional information you would like to share or questions for the interview team?
Process for Developing Schoolwide Plans

1. Schools receive a systemwide template for the School Improvement Plan from the Chief Academic Officer.

2. Title I schools receive a template for the required schoolwide components from the Title I Office.

3. Data for the Comprehensive Needs Assessment from the Administrative Coordinator of Testing is located in Google Drive and includes the following reports: Evidence Statement Analysis, Individual Scores, Performance Level, Student Roster, PARCC School Summary and Scores. The ELA, Math and Title I Support Specialists assist in analyzing data and matching the needs to strategies.

4. Each Title I school is encouraged to have one or more parent/community member on their team as the plan is developed.

5. The Title I Office reviews and offers assistance in completing the Title I Components. The Schoolwide checklist is utilized.

6. When the plan is completed the Supervisor of Federal Programs forms a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists. The committee reviews the Title I Components for completion and accuracy.

7. The Chief Academic Office, the Administrative Coordinator of Testing and the Title I School Specialist meet with each school’s administrator(s) and school leadership team members to review the plan and make suggestions to the School Improvement Plan.

Process for Implementing Schoolwide Plans

1. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by providing monthly Title I Compliance activity calendars to administrators and meeting with them monthly. The ELA and Math Specialists share data with the Title I Specialists. The Supervisor of Federal Programs meets with the principals at the monthly Elementary Council or Combined Council Meetings. The Supervisor also meets with each principal at the school site on a monthly basis.

2. The Title I Specialists support the expenditure of Title I funds to implement the Schoolwide Plan strategies. They meet with principals to discuss expenditure of funds and assist with the spending approval process.
3. Data from benchmarks, DIBELS, and Imagine Math are analyzed during the year to evaluate the effectiveness of strategies and to make adjustments as needed.

4. The Leadership/SIT Team reviews implementation of the plan.

**Process for Monitoring Schoolwide Plans**

1. As mentioned above, a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists monitors that all required components for Title I are included.

2. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by attending School Improvement Team meetings, other action team meetings or grade level team meetings at least three times per year. The ELA and Math Specialists share data with the Title I Specialists.

3. Each school completes an Evaluation of the School Improvement Plan that is sent to the Title I Office. Title I specialists assist in the completion of the evaluation.
A Memorandum of Agreement between the Allegany County Board of Education, Allegany County Human Resources Development Commission Head Start, and Allegany County Infants and Toddlers Program and Allegany County Child Care Professionals Association

I. Parties to the Memorandum of Agreement (MOA)
   A. Allegany County Board of Education hereafter referred to as "BOE"
   B. Allegany County Human Resources Development Commission Head Start hereafter referred to as "HRDC Head Start"
   C. Allegany County Infants and Toddlers Program
   D. Allegany County Child Care Professionals Association

Hereinafter, the BOE includes all Departments of the agency. HRDC Head Start includes Allegany County Human Resources Development Commission Early Head Start program, and Office of Child Care.

II. Purpose of MOA
   A. To develop successful linkages between Head Start, Public Schools including Child Find, the Infant and Toddlers Program, and Allegany County Child Care Professionals Association
   B. To work together effectively to increase school readiness by meeting the needs of and providing opportunities for children birth through five so that all children may experience school success
   C. To create shared and consistent goals for all preschool children and their families
   D. To promote collaboration among the parties

III. Authority/Program Description
   A. The BOE is authorized under Maryland Education Law, Sections 3-103, 3-104, Section 4-108 and I.D.E.A. Part B Section 619. These sections establish a county board of education for each county school system, give them general power as a corporate body, and change them to maintain a reasonably uniform system of public schools that are designed to provide quality education and equal educational opportunity for all children.
   B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, disabilities, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.
      Head Start is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007" to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local school system (LSS) or local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.
   C. Allegany County Infants and Toddlers Program is implemented in accordance with Part C of I.D.E.A. The program is an interagency effort among the Board of Education of Allegany County, the Allegany County Department of Social Services and the Allegany County Health Department. The goal is to provide early intervention services to children birth to three who are experiencing developmental delays or who have a diagnosed condition with a high probability of delay.
   D. Allegany County Family Child Care Professionals Association works in accordance with guidelines set forth by COMAR 13a. 08.01.02-1 and regulated by MSDE.
IV. Action Plan

A. Guiding Principles
1. Create and maintain a meaningful partnership to ensure acceleration of school readiness and eliminate the "achievement gap."
2. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9832), the Bridge to Excellence as codified in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland, and the Subcabinet's Achieving School Readiness.
3. Plan and implement strategies based on practice and research that have proven to support children's school success.
4. Respect the uniqueness of each agency's needs and resources.
5. Promote the involvement of all other members of the early care and education community.
6. Continue implementation of research based prekindergarten curriculum by Head Start. Identified curricula is: Creative Curriculum, The Investigator's Club and GOLD Assessment System.

B. Joint Planning Actions (Memorandum of Action)
1. Support the development of regional and/or school-specific agreements that model this MOA.
2. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other's programs.
3. Assure that the jurisdiction-specific agreements are included in Annual Updates to the School System's Master Plan.
5. Promote the effective and efficient use of facilities and space utilization to meet prekindergarten requirements of the Bridge to Excellence in Public School Act.
6. Develop an action plan that will: 1) detail the steps necessary to implement this MOA, and 2) establish a forum to address mutual issues as they arise.
7. Evaluate measurable results of this MOA and children's progress according to existing data and the Kindergarten Readiness Assessment (KRA).
8. Institute a reciprocal process whereby HRDC Head Start, BOE, Infants and Toddlers, and Office of Child Care representatives would participate on early childhood planning committees.
9. Coordinate recruitment to maximize services for eligible children.
10. Develop strategies that address the needs of children with disabilities, homeless children, non-English speaking children, or other special populations.
11. Document, disseminate and publicize collaboration success and best practices including joint registration and a school readiness fair.
12. Coordinate and disseminate HRDC Head Start, BOE, and Child Care Administration and Family Support Services calendars to include family and professional development activities.
C. **Articulation Agreement**

1. Develop effective transition procedures and practices.
2. Create a curriculum articulation process, including joint professional development, between HRDC Head Start, BOE, and Child Care (i.e., KRA, MCCRS, Head Start Child Outcomes Framework).
3. Use curriculum and assessment systems that align with MCCRS.
4. Coordinate calendars of events and professional development to reinforce collaboration.
5. Develop effective procedures and practices for sharing information for children in the wrap around program (i.e., screenings, assessment, family information).

D. **Family Involvement:** All parties to this agreement will encourage local agreements that address ongoing communication between parents and teaching staff and continued and enhanced family support as children move from Head Start and/or licensed family care to public schools through strategies that include, but are not limited to:

1. Holding joint meetings and activities for all families whose children attend public prekindergarten and/or HRDC Head Start programs, or are in a licensed family care setting.
2. Encouraging participation in the parent-teacher organizations in every school with Head Start.
3. Developing articulation meetings between families, parents, counselors and school point persons including transition mechanisms.
4. Holding regular, interactive parent-teacher meetings that address the needs of each student who is dually enrolled or receiving services from the public schools, including children with disabilities and non-English speaking children.

E. **Joint Staff Development:** All parties to this agreement agree to encourage HRDC Head Start programs and the BOE to:

1. Include each other's staff in applicable training opportunities, including, but not limited to, the Maryland Model for School Readiness and other professional development opportunities.
2. Offer appropriate credit/credentialing for joint professional development.
3. Establish and maintain a working relationship with colleges to review and align early childhood coursework between MSDE, community colleges, four-year colleges, and the Allegheny County Child Care Professionals Association (ACCPA).
4. Produce a joint needs assessment plan for professional development.
5. Jointly plan training based on needs assessments.
6. Identify and disseminate successful staff development practices.
7. Identify and disseminate opportunities for shared resources including pursuit of grant funding.

V. **Implementation:** All parties to this agreement will encourage local agreements that identify a mechanism for ongoing HRDC Head Start, ACCCPA, BOE, and Infants and Toddlers Program communication, including, but not limited to, creating or using an exiting steering committee with HRDC Head Start, BOE, ACCCPA, and Infants and Toddlers Program representation.
VI. **Confidentiality:** All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460).

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

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

IX. **Modification:** This Agreement may be modified as BOE and HRDC Head Start mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions provisions, rules and regulations, as it was prior to the modification.

X. **Term of Contract:** The term of the Agreement shall be one (1) years from the date this Agreement is executed. This agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement. This agreement may be renewed as BOE and HRDC Head Start mutually agree in writing.

XI. **Signatures:**

Superintendent of Schools  

Date

Allegany County HRDC Executive Director  

Date  

Infants and Toddlers Program Coordinator  

Date

Allegany County Child Care Professionals Association  

Date
Process for Developing Targeted Assistance Plans

1. Schools receive a systemwide template for the School Improvement Plan from the Chief Academic Officer.

2. Title I schools receive a template for the required targeted assistance components from the Title I Office.

3. Data for the Comprehensive Needs Assessment from the Administrative Coordinator of Testing is located in Google Drive and includes the following reports: Evidence Statement Analysis, Individual Scores, Performance Level, Student Roster, PARCC School Summary and Scores. The ELA, Math and Title I Support Specialists assist in analyzing data and matching the needs to strategies.

4. Each Title I school is encouraged to have one or more parent/community member on their team as the plan is developed.

5. The Title I Office reviews and offers assistance in completing the Title I Components.

6. When the plan is completed the Supervisor of Federal Programs forms a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists. The committee reviews the Title I Components for completion and accuracy.

7. The Chief Academic Office, the Administrative Coordinator of Testing and the Title I School Specialist meet with each school’s administrator(s) and school leadership team members to review the plan and make suggestions to the School Improvement Plan.

Process for Implementing Targeted Assistance Plans

1. A summer technical assistance meeting is held for all Title I school administrators. At this meeting Title I guidelines, requirements and Title I Components information is reviewed.

2. A Title I Calendar for Administrators is sent from the Title I Office on a monthly basis. The calendar includes activities related to Title I requirements, professional development, and fiscal requirements that need to be addressed.

3. Following the ACPS School Improvement Plan Training Meeting conducted by the Administrative Coordinator for Testing, the Title I specialists meet with the Title I school teams to share information about the 7 Title I Components.
4. School Improvement Plans are shared on Google Drive and Title I staff is able to contribute data or information to the plan.

5. The Supervisor of Federal Programs meets with each Title I school principal on a monthly basis.

6. The school administrators, ELA and Math Specialists, the Supervisor of Federal Programs, and Title I specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by participating as members of the School Improvement Teams. The ELA and Math Specialists share data with the Title I Specialists.

7. Title I staff also attend leadership team and action team meetings at schools. School team structures vary based on the needs of the school.

8. The Title I Specialists support planning the expenditure of Title I funds to implement the Targeted Assistance Plan strategies.

9. Data from benchmarks, DIBELS, the Scholastic Reading Inventory and Imagine Math are analyzed quarterly to evaluate the effectiveness of strategies and to make adjustments as needed.

Process for Monitoring Targeted Assistance Plans

1. A committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists monitors that all required components for Title I are included.

2. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data following the administration of student evaluation tools. The Title I Specialists support this process by attending School Improvement Team meetings, other action team meetings or grade level team meetings at least three times per year. The ELA and Math Specialists share data with the Title I Specialists.

3. Each school completes an Evaluation of the School Improvement Plan that is sent to the Title I Office. Title I specialists assist in the completion of the evaluation.

4. The Title I teacher collects student evaluation data on an ongoing basis. Grade level teams meet quarterly to review student progress in order to ascertain if students are meeting goals and should be exited from Title I services or if Title I services need to be revised to include new students based on the screening process.

5. Students will be added to Title groups based on screening information and the requirements of meeting the group quota of 8 students. This determination and adjustments are made on a quarterly basis.
Dr. Marcia Sprinkle, Director  
Title I and School Improvement  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201-2595  

August 20, 2018

Dear Dr. Sprinkle:

Bel Air and Parkside Elementary Schools were identified as Title I schools with Targeted Assistance Programs for the 2018-2019 school year. I am requesting permission to begin the planning process for transitioning to schoolwide programs for the 2019-2020 school year.

The staffs of both schools are working to implement the targeted guidelines and I feel they will benefit from the advantages of a schoolwide program.

We look forward to working with Ms. Shanna Edmond, Title I Point of Contact, in order to implement this transition from Targeted Assistance to a Schoolwide programs.

Thank you for your assistance.

Sincerely,

John W. Logsdon  
Supervisor of Federal Programs

"Great Teaching. Great Learning. Every Student. Every Day."
A Memorandum of Agreement between the Allegany County Board of Education, Allegany County Human Resources Development Commission Head Start, and Allegany County Infants and Toddlers Program and Allegany County Child Care Professionals Association

I. Parties to the Memorandum of Agreement (MOA)
   A. Allegany County Board of Education hereafter referred to as "BOE"
   B. Allegany County Human Resources Development Commission Head Start hereafter referred to as "HRDC Head Start"
   C. Allegany County Infants and Toddlers Program
   D. Allegany County Child Care Professionals Association

Hereinafter, the BOE includes all Departments of the agency. HRDC Head Start includes Allegany County Human Resources Development Commission Early Head Start program, and Office of Child Care.

II. Purpose of MOA
   A. To develop successful linkages between Head Start, Public Schools including Child Find, the Infant and Toddlers Program, and Allegany County Child Care Professionals Association
   B. To work together effectively to increase school readiness by meeting the needs of and providing opportunities for children birth through five so that all children may experience school success
   C. To create shared and consistent goals for all preschool children and their families
   D. To promote collaboration among the parties

III. Authority/Program Description
   A. The BOE is authorized under Maryland Education Law, Sections 3-103, 3-104, Section 4-108 and I.D.E.A. Part B Section 619. These sections establish a county board of education for each county school system, give them general power as a corporate body, and change them to maintain a reasonably uniform system of public schools that are designed to provide quality education and equal educational opportunity for all children.
   B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, disabilities, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.
      Head Start is mandated in the Head Start Act. Public Law 110-134 “Improving Head Start for School Readiness Act of 2007” to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local school system (LSS) or local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.
   C. Allegany County Infants and Toddlers Program is implemented in accordance with Part C of I.D.E.A. The program is an interagency effort among the Board of Education of Allegany County, the Allegany County Department of Social Services and the Allegany County Health Department. The goal is to provide early intervention services to children birth to three who are experiencing developmental delays or who have a diagnosed condition with a high probability of delay.
   D. Allegany County Family Child Care Professionals Association works in accordance with guidelines set forth by COMAR 13a. 08.01.02-1 and regulated by MSDE.
IV. Action Plan

A. Guiding Principles
1. Create and maintain a meaningful partnership to ensure acceleration of school readiness and eliminate the "achievement gap."
2. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9832), the Bridge to Excellence as codified in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland, and the Subcabinet's Achieving School Readiness.
3. Plan and implement strategies based on practice and research that have proven to support children's school success.
4. Respect the uniqueness of each agency's needs and resources.
5. Promote the involvement of all other members of the early care and education community.
6. Continue implementation of research-based prekindergarten curriculum by Head Start. Identified curricula include Creative Curriculum, The Investigator's Club and GOLD Assessment System.

B. Joint Planning Actions (Memorandum of Action)
1. Support the development of regional and/or school-specific agreements that model this MOA.
2. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other's programs.
3. Assure that the jurisdiction-specific agreements are included in Annual Updates to the School System's Master Plan.
5. Promote the effective and efficient use of facilities and space utilization to meet prekindergarten requirements of the Bridge to Excellence in Public School Act.
6. Develop an action plan that will: 1) detail the steps necessary to implement this MOA, and 2) establish a forum to address mutual issues as they arise.
7. Evaluate measurable results of this MOA and children's progress according to existing data and the Kindergarten Readiness Assessment (KRA).
8. Institute a reciprocal process whereby HRDC Head Start, BOE, Infants and Toddlers, and Office of Child Care representatives would participate on early childhood planning committees.
9. Coordinate recruitment to maximize services for eligible children.
10. Develop strategies that address the needs of children with disabilities, homeless children, non-English speaking children, or other special populations.
11. Document, disseminate and publicize collaboration success and best practices including joint registration and a school readiness fair.
12. Coordinate and disseminate HRDC Head Start, BOE, and Child Care Administration and Family Support Services calendars to include family and professional development activities.
C. **Articulation Agreement**
   1. Develop effective transition procedures and practices.
   2. Create a curriculum articulation process, including joint professional development, between HRDC Head Start, BOE, and Child Care (i.e., KRA, MCCRS, Head Start Child Outcomes Framework).
   3. Use curriculum and assessment systems that align with MCCRS.
   4. Coordinate calendars of events and professional development to reinforce collaboration.
   5. Develop effective procedures and practices for sharing information for children in the wrap around program (i.e., screenings, assessment, family information).

D. **Family Involvement**: All parties to this agreement will encourage local agreements that address ongoing communication between parents and teaching staff and continued and enhanced family support as children move from Head Start and/or licensed family care to public schools through strategies that include, but are not limited to:
   1. Holding joint meetings and activities for all families whose children attend public prekindergarten and/or HRDC Head Start programs, or are in a licensed family care setting.
   2. Encouraging participation in the parent-teacher organizations in every school with Head Start.
   3. Developing articulation meetings between families, parents, counselors and school point persons including transition mechanisms.
   4. Holding regular, interactive parent-teacher meetings that address the needs of each student who is dually enrolled or receiving services from the public schools, including children with disabilities and non-English speaking children.

E. **Joint Staff Development**: All parties to this agreement agree to encourage HRDC Head Start programs and the BOE to:
   1. Include each other's staff in applicable training opportunities, including, but not limited to, the Maryland Model for School Readiness and other professional development opportunities.
   2. Offer appropriate credit/credentialing for joint professional development.
   3. Establish and maintain a working relationship with colleges to review and align early childhood coursework between MSDE, community colleges, four-year colleges, and the Allegheny County Child Care Professionals Association (ACCCPA).
   4. Produce a joint needs assessment plan for professional development.
   5. Jointly plan training based on needs assessments.
   6. Identify and disseminate successful staff development practices.
   7. Identify and disseminate opportunities for shared resources including pursuit of grant funding.

V. **Implementation**: All parties to this agreement will encourage local agreements that identify a mechanism for ongoing HRDC Head Start, ACCCPA, BOE, and Infants and Toddlers Program communication, including, but not limited to, creating or using an exiting steering committee with HRDC Head Start, BOE, ACCCPA, and Infants and Toddlers Program representation.
VI. **Confidentiality:** All acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460).

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

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

IX. **Modification:** This Agreement may be modified as BOE and HRDC Head Start mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions provisions, rules and regulations, as it was prior to the modification.

X. **Term of Contract:** The term of the Agreement shall be one (1) years from the date this Agreement is executed. This agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement. This agreement may be renewed as BOE and HRDC Head Start mutually agree in writing.

XI. **Signatures:**

Superintendent of Schools

[Signature]

Date

Allegany County HRDC Executive Director

[Signature]

Date

Infants and Toddlers Program Coordinator

[Signature]

Date

Allegany County Child Care Professionals Association

[Signature]

Date
Process for LEA Monitoring the Implementation of the Parent Family Engagement Plan Requirements

1. The Title I Office provides technical assistance to Title I School administrators. Administrators were given a notebook containing the MSDE School Parent Compact Checklist and MSDE School Level Parent and Family Engagement Plan Checklist as well as a Parent/Family Engagement Activity Checklist.

2. School administrators receive a monthly Title I Calendar of activities with reminders regarding Title I activities including parent/family activities.

3. The Family Engagement Coordinators meet monthly with Title I staff to review school activities and requirements for the parent program. The coordinators and Title I staff review compacts in September by utilizing the MSDE School Parent Compact Checklist. Feedback is given to school administrators.

4. The Title I Review team for the Title I Components reviews the Parent/Family Engagement Plans for each Title I school utilizing the MSDE School Level Parent and Family Engagement Plan Checklist. Feedback is given to school administrators.

5. The Title I Specialists work with school administrators on a quarterly basis to monitor the implementation of parent activities and fiscal spending.
The Allegany County Public School System’s Title I Office will plan and support programs, activities, and procedures for engaging parents/families in all schools that implement a Title I program. The plan outlines the efforts to engage parents/families and build capacity for parents, families and educators alike in forming a strong partnership to promote the educational goals that support high academic expectations for all students. To support this plan, the Title I Office will:

1. Engage parents/families in jointly revising the Title I Parent/Family Engagement Plan which is part of Allegany County’s Title I Application.
   - At least annually, invite parents/families from each Title I school to review, provide feedback, revise and evaluate the district-wide Title I Parent/Family Engagement Plan. Evaluation items include barriers to participation by families, needs of parents/families to assist children in learning, strategies to support successful interaction between schools and families, and the use of evidence-based strategies for more effective parental involvement.
   - At least annually, invite parents/families to have input on how funds for parent/family engagement activities are reserved and allotted.

2. Provide coordination and technical assistance to schools in planning and implementing effective parent/family engagement activities to build capacity to improve student achievement and school performance:
   - Hold monthly meetings with the Family Engagement Coordinators and communicate regularly with school administrators to support the implementation of parent/family activities.
   - Visit each school regularly to assure that their school-level parent/family engagement plans are being implemented and provide technical assistance as requested.

3. Coordinate and integrate parent/family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State and local laws and programs.

4. Provide assistance to parents/families in understanding Maryland’s academic content and student academic achievement standards, State and local academic assessments, Title I requirements as well as how to monitor a child’s progress and to work with educators to improve student achievement:
   - Maintain and update ACPS website including information on Title I
   - Include the ESSA Title I requirements in an ACPS Title I newsletter distributed in September.
   - Post copies of the Allegany County Public Schools Title I Parent/Family Engagement Plan at each school and on the district’s web pages for parents/families to view. [http://acpsmd.org](http://acpsmd.org)

5. The Title I Office, in coordination with the Family Engagement Coordinators, will provide materials and training to help parents/families work with their children to improve achievement:
At least annually, administer the Title I Parent/Family Interest Survey to help identify and design workshops that encourage and support parental/family engagement. The ACPS website provides tips for parents/families on how to support student learning at home.

- Annually, provide information regarding regional conferences on parent/family engagement.
- During the year, offer parent/family outreach activities at varied times (day and evening) focused on reading, math, science, social studies, and/or technology.
- Conduct or assist schools with sessions to inform parents/families on PARCC and provide materials on how to support learning at home.

6. Educate instructional staff, with parental/family assistance, of the contributions of parents/families and on how to reach out and communicate with parents/families as equal partners:
   - Analyze data from the Title I Parent/Family Interest Survey to identify suggestions for professional development topics for faculty and staff on how to communicate with and work with parents/families as equal partners.
   - Each school’s Title I Parent/Family Committee comprised of parents, families and educators will discuss ideas that support communication and partnerships between parents/families and teachers.
   - Family Engagement Coordinators will share with school faculty information related to parent/family engagement.
   - Involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.

7. At least annually, coordinate and integrate with the Judy Center, Allegany County Library System, and/or Allegany Health Department on parental/family engagement programs and activities to the extent feasible and appropriate.
   - Judy Center provides information to parents/families on literacy, child development, nutrition, and community services.
   - Head Start provides information and activities for parents/families as well as joint registration for prekindergarten children.
   - Allegany County Health Department provides information to parents/families regarding community services.

8. Written communication will be provided to parents/families, to the extent possible, in a language and format they can understand and are translated appropriately.

9. Pay reasonable and necessary expenses associated with parental/family engagement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and training sessions.

10. Maximize parental engagement and participation in their children’s education by arranging school meetings at a variety of times or conducting telephone conferences between teachers or other educators who work directly with participating children and parents who are unable to attend those conferences at school.

11. Utilize each school’s Title I Parent/Family Committee to provide advice on all matters related to parental/family engagement in Title I, Part A programs.
12. Title I schools conduct a midyear parent/family engagement survey to evaluate the content and effectiveness of the school’s Parent/Family Engagement Plan. Family Engagement Coordinators make an effort to personally contact parents/families who are limited English proficient or who have limited literacy to assist with the survey. Survey results are shared with faculties in order to guide revision to the school’s parent/family engagement plan.
## Allegany County Public Schools
### 2017-2018
#### Summary of Title I Parent Meeting Survey Results

<table>
<thead>
<tr>
<th>School # of Surveys</th>
<th>BE</th>
<th>CA</th>
<th>FL</th>
<th>GC</th>
<th>JD</th>
<th>MT</th>
<th>NE</th>
<th>SP</th>
<th>WS</th>
<th>WT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACPS Parent/Family Engagement Plan</strong></td>
<td></td>
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</tr>
<tr>
<td>I accept the ACPS Parent/Family Engagement Plan as written.</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>54</td>
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<tr>
<td>I do not accept the ACPS Parent/Family Engagement Plan as written.</td>
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<td>0</td>
<td>0</td>
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<tr>
<td><strong>COMMENTS / RECOMMENDATIONS:</strong></td>
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<tr>
<td><strong>1% Parent/Family Engagement Reservation</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>100% of the Parent/Family Engagement reservation should be distributed to the Title I schools.</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>53</td>
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<tr>
<td>10% of the Parent/Family Engagement reservation should be used by the Title I Office of the Board of Education for parent involvement opportunities.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Highest Poverty Schools’ Parent/Family Funding</strong></td>
<td></td>
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<tr>
<td>Schools with the highest poverty should have a higher per pupil amount for Parent/Family Engagement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>10</td>
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<tr>
<td>All Title I schools should receive the same per pupil for Parent/Family Engagement.</td>
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<td>3</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>41</td>
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</tbody>
</table>


_____ELEMENTARY’S Title I Parent Committee

ACPS Parent/Family Engagement Plan, 1% Parent/Family Engagement Reservation and Highest Poverty Schools’ Per Pupil for Parent/Family Engagement Survey

Tuesday, May 8, 2018

Please check one statement for each section.

ACPS Parent/Family Engagement Plan

1) _____ I accept the ACPS Parent/Family Engagement Plan as amended.

2) _____ I do not accept the ACPS Parent/Family Engagement Plan as amended.

If you choose #2, what changes do you recommend to the ACPS Parent/Family Engagement Plan?

---------------------------------------------------------------------------------------------------------------------

1% Parent/Family Engagement Reservation

3) _____ 100% of the Parent/Family Engagement reservation should be distributed to the Title I schools.

4) _____ 10% of the Parent/Family Engagement reservation should be used by the Title I Office of the Board of Education for parent/family engagement opportunities.

If you choose #4, please list any countywide parent/family engagement opportunities in which you would like to participate.

---------------------------------------------------------------------------------------------------------------------

Highest Poverty Schools’ Parent/Family Funding

5) _____ Schools with the highest poverty should have a higher per pupil amount for Parent/Family Engagement.

6) _____ All Title I schools should receive the same per pupil for Parent/Family Engagement.
<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment as of September 30, 2017</th>
<th>Multiplication ( x $12.6676)</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall Elementary</td>
<td>238</td>
<td>238 x $12.6676 = $3,014.89</td>
<td>$3,014.89</td>
</tr>
<tr>
<td>Bel Air Elementary</td>
<td>131</td>
<td>131 x $12.6676 = $1,659.47</td>
<td>$1,659.47</td>
</tr>
<tr>
<td>Cash Valley Elementary</td>
<td>165</td>
<td>165 x $12.6676 = $2,090.17</td>
<td>$2,090.17</td>
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<tr>
<td>Flintstone Elementary</td>
<td>128</td>
<td>128 x $12.6676 = $1,621.47</td>
<td>$1,621.47</td>
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<tr>
<td>George's Creek Elementary</td>
<td>222</td>
<td>222 x $12.6676 = $2,812.22</td>
<td>$2,812.22</td>
</tr>
<tr>
<td>John Humbird Elementary</td>
<td>247</td>
<td>247 x $12.6676 = $3,128.91</td>
<td>$3,128.91</td>
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<tr>
<td>Mt. Savage Elementary</td>
<td>125</td>
<td>125 x $12.6676 = $1,583.46</td>
<td>$1,583.46</td>
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<tr>
<td>Northeast Elementary</td>
<td>190</td>
<td>190 x $12.6676 = $2,406.86</td>
<td>$2,406.86</td>
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<tr>
<td>Parkside Elementary</td>
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<td>122 x $12.6676 = $1,545.45</td>
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<tr>
<td>South Penn Elementary</td>
<td>380</td>
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<td>$4,813.70</td>
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<tr>
<td>West Side Elementary</td>
<td>233</td>
<td>233 x $12.6676 = $2,951.57</td>
<td>$2,951.57</td>
</tr>
<tr>
<td>Westernport Elementary</td>
<td>192</td>
<td>192 x $12.6676 = $2,432.19</td>
<td>$2,432.19</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>2,373</strong></td>
<td></td>
<td><strong>$30,060.36</strong></td>
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</tbody>
</table>
Explanation of Foster Care and Homeless Transportation

1. It is the preference of ACPS to keep homeless or foster care students in their school of origin.

2. The Transportation Office works with the school to place the students on existing bus routes in order to have them attend school in their original district.

3. This process eliminates the need for extra expenses.

4. $1,000 is placed in the Title I budget to cover costs for tutoring before or after school or for summer programs.
Memorandum of Understanding

Between

Mineral County Schools

and

Allegany County Public Schools

This Memorandum of Understanding (MOU) sets for the terms and understanding between Mineral County Schools and Allegany County Public Schools for providing transportation for homeless students.

Background:
In order to comply with the McKinney-Vento Act and the best interest determination for students who attended a school in one Local Educational Agency (LEA) and moved to an out of state Local Educational Agency (LEA), it is necessary to agree upon the method of transportation, the responsibility and the cost sharing.

Purpose
This MOU will serve to describe the method of transportation for homeless students residing in Allegany County / Mineral County to attend the school of origin as is determined through a Best Interest Determination.
- Agreement on Best Interest Determination.
- Agreement on method of transportation.
- Agreement on equally sharing the responsibility for transportation costs.

These goals will be accomplished by:
- The school of origin in conjunction with the office of Student Services will be responsible for determining the Best Interest school placement for the student.
- The Supervisor of Student Services of Allegany County Public Schools and the Attendance Director/Drop-Out Prevention /Home School representative in the Student Services Office of Mineral County Schools will determine the most effective means of transportation.
- Each Local Educational Agency (LEA) will equally share the costs of transportation for the homeless student.

Reporting
The Supervisor of Federal Programs from the Allegany County Public Schools and the Attendance Director/Drop-Out Prevention /Home School representative in the Student Services Office of Mineral County Schools will complete the evaluation reports.

Funding
This MOU is not a commitment of funds from either LEA.

Duration
This MOU is at-will and may be modified by mutual consent of authorized officials from Allegany County Public Schools and Mineral County Schools. This MOU shall become effective upon signature by the authorized officials from the Allegany County Public Schools and Mineral County Schools and will remain in

"Great Teaching. Great Learning. Every Student. Every Day."
effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Allegany County Public Schools and Mineral County Schools this MOU shall end upon consent of both LEAs.

Contact Information
Allegany County Public Schools
John W. Logsdon
Supervisor of Federal Programs
108 Washington Street
Cumberland, MD 21502
Phone: 301-759-2046
FAX: 301-759-2422
Email: john.logsdonjr@acpsmd.org

Mineral County Schools
Brandon Fisher
Attendance Director/Drop-Out Prevention/Home School/Homeless Liaison
One Baker Place
Keyser, WV 26726
Telephone: 304-788-4200 ext 110
Fax: 304-788-4204
E-mail: brnfisher@k12.wv.us

5/16/17
(Partner signature)
(Partner name, organization, position)

Mineral County Schools, Attendance Director

"Great Teaching. Great Learning. Every Student. Every Day."
Process for Collaboration between Title I and Homeless Coordinator

1. The Supervisor of Federal Programs and the Homeless Coordinator shall meet annually to share information regarding the education of homeless students.

2. The Homeless Coordinator will meet with the Department of Social Services to develop an MOU with ACPS.

3. The office of the Chief Academic Officer will provide a copy of the MOU to the Federal Office.

4. The Homeless Coordinator will contact the Supervisor of Federal Programs as needed to update and request funds for the education of homeless students as needs develop.

5. ACPS has an agreement with Queen City Taxi to provide cab services. The system notifies the cab company regarding the pick up and drop off locations, a form that the service was provided is signed by the family, and ACPS is billed for the service. Student Services is in charge of the services.

6. The amount of $1,000 has been adequate to cover the needs of homeless students for many years so this amount will continue to be used.
INTERAGENCY AGREEMENT
between
The Allegany County Health Department
The Allegany County Department of Social Services
and
The Board of Education of Allegany County

By this Interagency Agreement, the Allegany County Health Department, the Allegany County Department of Social Services, and the Board of Education of Allegany County commit their support for comprehensive planning and implementation of early intervention services for infants and toddlers, and their families including preschool children in the Birth to Five System of Services. These agencies, hereinafter known as the three local agencies, will ensure that the following functions shall be carried out at public expense, and at no cost to parents as required under COMAR 13A.13.01 and 34 CFR 303.500-560:

1. To administrate and coordinate activities related to implementation of procedural safeguards in Regulation .11, and other components of the State’s early intervention system in Regulations .03-.10.

2. To send a representative to the Local Interagency Coordinating Council who will participate on the Administrative Committee, thereby assuming cooperative responsibility for the operation of the program.

3. To participate in evaluation and assessment in Regulation .06. For the purposes of this agreement, the Allegany County Infants & Toddlers Program (ACITP) will provide an interagency diagnostic team consisting of a special educator, community health nurse, and/or social worker and may include other professionals relevant to the referral, e.g. pediatrician, vision teacher, speech pathologist, psychologist, O.T., and P.T.

4. To participate in the development, review, and evaluation of an Individualized Family Service Plan (IFSP) as described in Regulation .08 for each child and the child’s family using a standardized form.

5. The financial responsibility for early intervention services is listed by agency on the following pages. Services are carried out at public expense, and no cost to parents.

6. If a service is recommended and included on the child’s IFSP which is not available from existing public agencies, the Administrative Committee will locate alternative services and/or funding sources in the community.

7. To provide direct service intervention and ensure that service providers will participate in the local early intervention system in accordance with Part C of the Act, this chapter, and local policies and procedures.

8. To provide time for staff training.

9. Not to discontinue child/family services without the knowledge and involvement of the Administrative Committee.
10. To provide support to the designated local lead agency.

11. To work cooperatively with private providers and with other public agencies to ensure continuity of care.

12. To support and participate in the identification and coordination of all available resources within the state, including federal, state, local and private resources.

13. To provide services at least equal to the funds budgeted in their most recent fiscal year at both state and local levels. Adjustments can be made for decreases in the population eligible to receive early intervention services.

14. To be responsible for the determination of available early intervention resources, identify gaps in service, identify local agency services, facilitate and support in establishing local agreements that include services available in the state and develop and implement the administrative procedures for management, record keeping, confidentiality procedures, and other areas to jointly provide the most effective services possible, as required by state and federal bylaws. (See APPENDIX I A.).

15. To provide a public awareness program.

16. To consider annually any recommendations for changes in this agreement as suggested by the Administrative Committee and the LICC.

17. To insure that interagency disputes will be resolved in accordance with the guidelines set forth in APPENDIX I and II.

18. To support the Allegany County Board of Education as the designated local lead agency as confirmed by the local government authority.

19. To support the Local Interagency Plan as submitted annually to the Maryland Infants and Toddlers Program.

20. To support the implementation for a local single point of entry in cooperation with the Child Find system currently in place and as required in Regulation .05.

21. To support appropriate interagency planning and the continuance of service delivery beyond age thirty-six (36) months by implementing an individualized transition plan for each child at twenty-four (24) months of age and scheduling a Transition Planning meeting to be convened not later than 90 days before the child’s third birthday. Further, to ensure that families are invited to participate in an eligibility meeting convened by Part B in order to determine eligibility for preschool special education services at age three. In addition, to inform families of differences between the early intervention services provided through an (Extended) IFSP and the preschool special education services provided through an Individualized Education Program (IEP).

22. Ensure that services are provided to eligible children and their families in a timely manner, pending the resolution of disputes among service providers.
23. To partner with the Judith P. Hoyer Early Childcare and Education Center to provide comprehensive services to children and their families, including preschool children in the Birth to Five System of Services.

24. The Local Lead Agency assures that the local early intervention system will have the capacity to provide continuous services in accordance with an IFSP to eligible infants and toddlers and their families.

25. The Allegany County Infants and Toddlers Program is providing the following services to eligible children and families with funds requested annually via the Consolidated Local Implementation Grant.

   a. speech/language pathologist services,
   b. Family Support Network Coordinator,
   c. Preschool Partners Coordinator,
   d. special instruction services,
   e. materials and equipment necessary to implement IFSP outcomes for infants and toddlers.

26. The Allegany County Public School System is designated as the agency which bills for Medical Assistance (MA) reimbursement for health related services and service coordination. All providers of health related services, and including service coordinators, from the Allegany County Health Department, the Allegany County Department of Social Services, and the Allegany County Public School System are required to submit, on a monthly basis, standardized billing forms with documentation to the MA Technician. A state Interagency Medicaid Monitoring Team conducts an annual onsite visit and the local lead agency has created a written local self-monitoring process for which an annual report is submitted to both DHMH and MSDE.

27. The Allegany County Public School System/Special Education Department will provide legal representation for the local Infants & Toddlers Program if the program is involved in IDEA dispute resolution procedures.

BOARD OF EDUCATION OF ALLEGANY COUNTY agrees to provide:

Revised 2018
1. **Early Intervention Services** to eligible infants and toddlers, including preschool children in the Birth to Five System of Services.

   a. Special Instruction Services
      May include evaluation and ongoing services provided by special education teachers, who will be assigned to the Early Intervention Program.

   b. Speech Therapy Services
      Services may include evaluation and ongoing services by speech pathologists who will be designated to support the Early Intervention Program.

   c. Audiology Services
      Audiology Services are provided by a licensed audiologist.

   d. Physical Therapy Services
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   e. Occupational Therapy Services
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   f. Psychological Services
      Services may include referral and evaluation for diagnostic purposes. These services will be provided by a certified school psychologist.

   g. Assistive Technology Services
      Services may include evaluation, consultation and training to families and service providers. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   h. Transportation Services
      Services may include bus transport and/or transportation reimbursement for travel to and from home, to special education preschool classes located in natural environment settings, regional programs and/or private and public preschools.

2. **Service Coordination**
   Services will be provided by staff as determined by the interagency team.

3. **Early Identification and Assessment Services**
   Participation by appropriate personnel on the interagency diagnostic team to complete child evaluation and family needs assessments.

4. **School Health Services**
   Services will be provided by community health nurses assigned to each school.

Revised 2018
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES (ACDSS) agrees to provide:

1. Services
   - Provision of Social Work Services via a caseworker assigned ½ time to the Allegany County Infants & Toddlers Program.
   - Out of Home Care – Dependent on eligibility for mandated services.
   - Child Protective Services – Dependent on eligibility for mandated services.
   - In home services up to six months or greater as deemed appropriate.

2. Services are delivered through:
   - Family assessment
   - Home Visits
   - Family therapy and individual counseling for specific identified problems. Services are delivered by ACDSS staff and other community resources.
   - Parenting skills training
   - In-home associate services

3. Service Coordination
   Service Coordination is provided by case workers and licensed social workers through the above listed methods as well as attendance at meetings and staffings, referrals, and follow-up activities.

4. Early Identification and Assessment Services
   Allegany County Department of Social Services will participate in home visits by an interagency diagnostic team to do child and family assessments for the Allegany County Infants and Toddlers Program.
ALLEGANY COUNTY HEALTH DEPARTMENT (ACHD) agrees to provide:

1. **Home Visits** *

   Home visits are provided by community health nurses for parenting, nursing, and health guidance.

2. **Service Coordination** *

   Service Coordination is provided by community health nurses.

3. **Early Identification and Assessment Services** *

   Participation by appropriate personnel on an interagency diagnostic team to complete child and family needs assessments.

4. **Nursing Services** *

   Services will be provided by community health nurses for health assessments, monitoring, referrals, and recommendations as appropriate.

5. **Nutrition Services**

   Services will be provided via a registered nutritionist for counseling as appropriate.

6. **School Health Services**

   Services will be provided by community health nurses assigned to each school.

*These services are supported by Medical Assistance dollars billed through the Allegany County Public School System (LLA).*
APPENDIX I

LOCAL ADMINISTRATION
Local Interagency Agreement

A. Local Interagency Agreement:

The Allegany County Board of Education, the Allegany County Health Department and the Allegany County Department of Social Services have entered into an interagency agreement which includes:

(1) Assignment of financial responsibility for early intervention services;

(2) Procedures for achieving timely resolution of intra- and inter-agency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the Maryland State Department of Education/Maryland Infants and Toddlers Program when local Resolution is not possible; and

(3) Additional components necessary to ensure effective cooperation and coordination among all services providers involved in the local early intervention system.
APPENDIX II (A)

PROCEDURES FOR RESOLUTION OF INTERAGENCY DISPUTES
For Maryland's Statewide Early Intervention System

I. Background

Part C of the Individuals with Disabilities Education Act (IDEA) requires the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families[§303.1]. The intent of this interagency statute is to coordinate all early intervention services available to families through public and private resources.

The statute and regulations provide flexibility in the ways that states can establish and administer the early intervention system of services. There are references in 34 Code of Federal Regulations, Part 303, that require the development of procedures to resolve intra- and interagency disputes about payments for a given service, or disputes about other matters related to the early intervention system. These read, in part:

(c) Procedures for resolving disputes:
   (1) Each agreement must include procedures for achieving at timely resolution of intra-and interagency disputes about payments for a given service, or disputes about other matters related to the State’s early intervention program. Those procedures must include a mechanism for making a final determination that is binding upon the agencies involved.
   (2) The agreement with each agency must:
      (i) Permit the agency to resolve its own internal disputes (based on the agency’s procedures that are included in the agreement), so long as the agency acts in a timely manner; and
      (ii) Include the process that the lead agency will follow in achieving resolution of intra-agency disputes, if a given agency is unable to resolve its own internal disputes in a timely manner. [§303.523(c)]

In compliance with Part C of IDEA, 34 CFR Part 303, and COMAR 13A.13.01, Maryland has established procedures for the resolution of interagency disputes for the State’s early intervention system.

II. Procedures for Resolving Interagency Disputes

A. Local Disputes

1. An intra- or interagency dispute exists when local agencies are unable to resolve disputes about payments for a given service (including the assignment of financial responsibility at the local level) or disputes about other matters related to the State’s early intervention system.
(a) Disputes within an agency or disputes involving more than one agency shall be resolved in a manner described in the local interagency agreement. This agreement must stipulate the timelines and procedures that will be followed to resolve the issue at the local level.

(b) Disputes that are not resolved according to the timelines and procedures incorporated within the local interagency agreement shall be referred to the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(c) The local lead agency shall be responsible for completing the required form and including explanatory attachments as necessary.

2. Assignment of Financial Responsibility

(a) During the pendency of an intra- or interagency dispute, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall assign financial responsibility for the service(s) in dispute to an agency or agencies using one of the following procedures:

(i) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the local lead agency; or

(ii) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the agency or agencies that currently provide the service in dispute; or

(iii) The Maryland State Department of Education/Maryland Infants and Toddlers Program determines that the service that an eligible child needs, but is not otherwise entitled to under any other Federal, State, local, or private source, shall be paid for by Part C funds, in accord with the payor of last resort provision of 34 CFR §303.527.

(b) The assignment of financial responsibility shall be binding during the pendency of a dispute.

(c) If, in resolving the dispute, the Maryland State Department of Education/ Maryland Infants and Toddlers Program determines that the assignment of financial responsibility was inappropriately made, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall reassign the responsibility to the appropriate agency and make arrangements for reimbursement of any expenditures incurred by the agency originally assigned responsibility.

(d) Reimbursement must take place within 60 days after the final decision, pending any further action.
3. Resolution of Interagency Disputes

The Maryland State Department of Education/Maryland Infants and Toddlers Program have established the following procedures to resolve interagency disputes:

(a) The Secretaries of the Department of Health, the Department of Human Resources, and Office of Children, Youth, and Families shall each appoint one representative to the Maryland Infants and Toddlers Program Interagency Dispute Resolution Committee. The Committee shall be chaired by the Assistant State Superintendent, Division of Special Education, Maryland State Department of Education.

(b) Under the authority of the State Superintendent of Schools of the Maryland State Department of Education, the Dispute Resolution Committee shall review dispute resolution requests, request additional information as necessary, and make recommendations regarding resolution to the State Superintendent of Schools within 25 calendar days from receipt of the dispute by the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(i) Upon receipt of a dispute, the Maryland Infants and Toddlers Program shall contact members of the Dispute Resolution Committee and schedule a meeting to review and discuss the disputes. The meeting shall take place within 10 calendar days from the date of receipt of the request.

(ii) Copies of the material submitted in support of the dispute will be sent immediately to all members of the Dispute Resolution Committee.

(iii) The Maryland Infants and Toddlers Program shall inform the representatives of the local agencies which are parties to the dispute of the date and time of the meeting to review the dispute.

(iv) Following the review of the dispute, the consensus of the Dispute Resolution Committee shall be sent directly to the State Superintendent of Schools by the Program Manager of the Maryland Infants and Toddlers Program. If the Dispute Resolution Committee is unable to reach a consensus, a status report shall be submitted to the State Superintendent of Schools within the same time frame.

(c) Within 30 calendar days of receipt of the request, the State Superintendent of Schools for the Maryland State Department of Education shall issue a decision which resolves the dispute.

(d) The Maryland Infants and Toddlers Program shall send written notification of the decision to the local lead agency that submitted the request.
B. State-level Disputes

1. Intra-agency disputes about matters related to the State’s early intervention system shall be resolved in a timely manner according to the agency’s internal procedures. If a given agency is unable to resolve an internal dispute, the dispute will be referred to the State Superintendent of Schools of the Maryland State Department of Education, or designee. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

2. Disputes involving more than one State agency about matters related to the State’s early intervention system shall be referred to the State Superintendent of Schools of the Maryland State Department of Education. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

C. Requests for Assistance from the State Interagency Coordinating Council

1. Consistent with COMAR 13A.13.01.12(F)(4)(a), the Maryland State Department of Education may refer disputes to the State Interagency Coordinating Council for assistance in achieving the decision reached by the State Superintendent of Schools for matters related to the reassignment of financial responsibility or reimbursement. The written request must describe in detail the reason assistance is necessary to ensure compliance.

2. The State Interagency Coordinating Council shall respond in writing to the Program Manager of the Maryland Infants and Toddlers Program and to the State Superintendent of Schools of the Maryland State Department of Education within 15 calendar days of the request for assistance. The procedures used by the Interagency Coordinating Council shall be described in an attachment to the By-Laws of the State Interagency Coordinating Council.

D. Consistent with COMAR 13A.13.01.12 (F) (4) (b), the State Superintendent of Schools may refer the matter to the Governor, as necessary.
This agreement will be effective when signed by the Health Officer for the Allegany County Health Department, the Director of the Allegany County Department of Social Services, and the Superintendent of the Schools for the Board of Education of Allegany County. This agreement shall be reviewed annually and approved through June 30 of the current grant period.

ALLEGANY COUNTY HEALTH DEPARTMENT

[Signature]
Jenelle Mayer, M.P.H., Health Officer 5/21/18
Date

ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES

[Signature]
Courtney Thomas-Winterberg, Director 5/25/18
Date

BOARD OF EDUCATION OF ALLEGANY COUNTY

[Signature]
Dr. David A. Cox, Superintendent 4/23/18
Date
Title I Funding for Homeless Education

1. Title I will allocate $1,000 for homeless education. Historically, this amount has been adequate to cover any needs that arise.

2. If the amount is not adequate, adjustments will be made as needed.

3. Transportation for homeless students is arranged by the Transportation Office. Students are transported on existing bus routes so extra costs are generally not incurred.

4. Potential needs include tutoring, summer school, clothing, basic hygiene, school supplies and books, transportation, graduation gowns, credit recovery, summer school or other needs as they arise.
Explanation of Foster Care and Homeless Transportation

1. It is the preference of ACPS to keep homeless or foster care students in their school of origin.

2. The Transportation Office works with the school to place the students on existing bus routes in order to have them attend school in their original district.

3. This process eliminates the need for extra expenses.

4. $1,000 is placed in the Title I budget to cover costs for tutoring before or after school or for summer programs.
MEMORANDUM OF AGREEMENT BETWEEN

ALLEGANY COUNTY PUBLIC SCHOOLS
ALLEGANY COUNTY HUMAN RESOURCES DEVELOPMENT
COMMISSION, INC.
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES
ALLEGANY COUNTY DEPARTMENT OF JUVENILE SERVICES
ALLEGANY COUNTY FAMILY CRISIS RESOURCE CENTER

FOR DEVELOPING SUCCESSFUL LINKAGES BETWEEN THESE AGENCIES
TO SUPPORT CHILDREN AND FAMILIES EXPERIENCING
HOMELESSNESS

I. Parties to the Memorandum of Agreement (MOA)

A. Allegany County Public Schools, hereafter referred to as “ACPS”; and
B. Allegany County Human Resources Development Commission, Inc. administering agency for Head Start/Early Head Start, hereafter referred to as “Head Start” and a transitional housing shelter for homeless woman and children, hereafter referred to as “Laura’s Anchor”
C. Allegany County Department of Social Services, hereafter referred to as “ACDSS”
D. Allegany County Department of Juvenile Services, hereafter referred to as “ACDFS”
E. Allegany County Family Crisis Resource Center, hereafter referred to as “ACFCRC”

II. Purpose of MOA

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

III. Authority/Program Description

A. The Allegany County Public School system is an agency of the County of Allegany, Maryland governed by the Education Article of the Annotated Code of Maryland (COMAR) which also includes the Allegany County Infants and Toddlers Program, the Judith P. Hoyer Partnership Programs, Title I, Allegany County Public Schools Transportation, Allegany County
Public Schools Food Service and the Allegany County Public Schools Student Services Department.

B. Allegany County Head Start is a program of the HRDC of Allegany County, and is governed by the federal Department of Health and Human Resources, Administration for Children and Families, Office of Head Start

C. Allegany County Department of Social Services is the local office of the Maryland Department of Human Resources (DHR).

D. Allegany County Department of Juvenile Services is the local office of the Maryland Department of Juvenile Services (DJS).

E. Laura's Anchor is a transitional housing shelter for homeless woman and children and is administered by the Allegany County Human Resources Development Commission, a private non-profit Community Action Agency of that is governed by the US Department of Housing and Urban Development.

F. Allegany County Family Crisis Resource Center is a private non-profit organization that provides comprehensive services to victims of domestic violence and sex crimes and governed by a nonprofit board of directors.

IV. Guiding Principles

A. Maintain meaningful partnerships to ensure acceleration of school readiness and eliminate “achievement gaps”

B. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9801, et seq.), and Bridge to Excellence as codifies in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland (COMAR)

C. Plan and implement strategies that support children’s success in school, and that improve the health, education and well-being of children and their families that are experiencing homelessness

D. Encourage the development of local agreements that incorporate the guiding principles and strategies included in this MOA

E. Respect the uniqueness of Allegany County’s needs and resources when creating local agreements

F. Promote the involvement of other members of the early care and education community

G. Incorporate by reference all provisions of the Memorandum of Agreement between the Maryland State Department of Education, the Maryland Infants and Toddlers program and Head Start

V. Joint planning Actions

A. Establish ongoing planning process for mutual issues

B. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other’s programs

C. Evaluate measurable results of this MOA and children’s progress according to existing data

D. Coordinate delivery of service to homeless students to maximize services and avoid duplication
E. Incorporate strategies that address the needs of children with disabilities, homeless children, and non-English speaking children
F. Document and disseminate collaboration successes and best practices

VI. Articulation Agreement

A. Continue to improve upon enrollment and transition procedures and practices
B. Establish joint professional development opportunities between parties of this MOA
C. Whenever possible, coordinate calendars of events and professional development to reinforce collaboration

VII. Family Involvement All parties to this agreement will encourage on-going communication between parents and teaching staff with continued and enhanced family support to students and families who are homeless, but are not limited to:
A. Planning and holding joint meetings and activities for families/parents whose children attend any programs of the parties of this MOA
B. Provide outreach to parents to improve parent involvement and awareness of services and protection available to homeless children and families
C. Developing articulation meetings between families, parents, counselors and school personnel to discuss transition and share information on the different programs and services available to homeless children and families

VIII. Joint Staff Development All parties to this agreement agree to whenever possible to:
A. Include each other’s staff in applicable training opportunities
B. Jointly plan training based on mutually agreed upon needs
C. Identify and disseminate successful staff development and instructional and practices
D. Identify and disseminate opportunities for shared resources

IX. Collaboration

A. The parties of this MOA agree to collaborate, coordinate and align services whenever possible
B. The parties of this MOA will plan and conduct meetings and events to promote collaboration around the provision of comprehensive services and improvement of the quality of instruction for children who are homeless.
C. The parties of this MOA agree to continue and enhance partnerships through joint annual meetings.

X. Implementation: All parties to this MOA support mechanisms for on-going
communication, including, but not limited to, creating a steering committee to address the issues of concern in this MOA and/or expanding an existing committee to address the concerns of this MOA.

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

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

XIII. **Modification:** This MOA may be modified as ACPS, HRDC, ACDSS, ACDJS, and ACFCRC, mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

XIV. **Signatures**

**For Allegany County Public Schools**

[Signatures]

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<tr>
<td>Supervisor of Student Services</td>
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<td>Supervisor of Federal Programs</td>
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<td>Director of Transportation</td>
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<td>Director of Student Services and Local Homeless Education Liaison</td>
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<td>Supervisor of Early Childhood Education</td>
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<tr>
<td>Debra J. Matheny</td>
<td>Assistant Supervisor Special Education (Infant - Grade 3)</td>
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<tr>
<td>Nicole K. Hoyer</td>
<td>Judith P. Hoyer Partnership Programs</td>
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<td>Superintendent, Allegany County Public Schools</td>
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For Allegany County Human Resources Development Commission, Inc.  

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<tr>
<th>Name</th>
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<tr>
<td>Brian A. Kruse</td>
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For Department of Juvenile Services  

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<tr>
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For Department of Social Services  

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For Family Crisis Resource Center  

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<td>FCRC Director</td>
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INTERAGENCY AGREEMENT
between
The Allegheny County Health Department
The Allegheny County Department of Social Services
and
The Board of Education of Allegheny County

By this Interagency Agreement, the Allegheny County Health Department, the Allegheny County Department of Social Services, and the Board of Education of Allegheny County commit their support for comprehensive planning and implementation of early intervention services for infants and toddlers, and their families including preschool children in the Birth to Five System of Services. These agencies, hereinafter known as the three local agencies, will ensure that the following functions shall be carried out at public expense, and at no cost to parents as required under COMAR 13A.13.01 and 34 CFR 303.500-560:

1. To administrate and coordinate activities related to implementation of procedural safeguards in Regulation .11, and other components of the State’s early intervention system in Regulations .03-.10.

2. To send a representative to the Local Interagency Coordinating Council who will participate on the Administrative Committee, thereby assuming cooperative responsibility for the operation of the program.

3. To participate in evaluation and assessment in Regulation .06. For the purposes of this agreement, the Allegheny County Infants & Toddlers Program (ACITP) will provide an interagency diagnostic team consisting of a special educator, community health nurse, and/or social worker and may include other professionals relevant to the referral, e.g. pediatrician, vision teacher, speech pathologist, psychologist, O.T., and P.T.

4. To participate in the development, review, and evaluation of an Individualized Family Service Plan (IFSP) as described in Regulation .08 for each child and the child’s family using a standardized form.

5. The financial responsibility for early intervention services is listed by agency on the following pages. Services are carried out at public expense, and no cost to parents.

6. If a service is recommended and included on the child’s IFSP which is not available from existing public agencies, the Administrative Committee will locate alternative services and/or funding sources in the community.

7. To provide direct service intervention and ensure that service providers will participate in the local early intervention system in accordance with Part C of the Act, this chapter, and local policies and procedures.

8. To provide time for staff training.

9. Not to discontinue child/family services without the knowledge and involvement of the Administrative Committee.
10. To provide support to the designated local lead agency.

11. To work cooperatively with private providers and with other public agencies to ensure continuity of care.

12. To support and participate in the identification and coordination of all available resources within the state, including federal, state, local and private resources.

13. To provide services at least equal to the funds budgeted in their most recent fiscal year at both state and local levels. Adjustments can be made for decreases in the population eligible to receive early intervention services.

14. To be responsible for the determination of available early intervention resources, identify gaps in service, identify local agency services, facilitate and support in establishing local agreements that include services available in the state and develop and implement the administrative procedures for management, record keeping, confidentiality procedures, and other areas to jointly provide the most effective services possible, as required by state and federal bylaws. (See APPENDIX I A.).

15. To provide a public awareness program.

16. To consider annually any recommendations for changes in this agreement as suggested by the Administrative Committee and the LICC.

17. To insure that interagency disputes will be resolved in accordance with the guidelines set forth in APPENDIX I and II.

18. To support the Allegany County Board of Education as the designated local lead agency as confirmed by the local government authority.

19. To support the Local Interagency Plan as submitted annually to the Maryland Infants and Toddlers Program.

20. To support the implementation for a local single point of entry in cooperation with the Child Find system currently in place and as required in Regulation .05.

21. To support appropriate interagency planning and the continuance of service delivery beyond age thirty-six (36) months by implementing an individualized transition plan for each child at twenty-four (24) months of age and scheduling a Transition Planning meeting to be convened not later than 90 days before the child’s third birthday. Further, to ensure that families are invited to participate in an eligibility meeting convened by Part B in order to determine eligibility for preschool special education services at age three. In addition, to inform families of differences between the early intervention services provided through an (Extended) IFSP and the preschool special education services provided through an Individualized Education Program (IEP).

22. Ensure that services are provided to eligible children and their families in a timely manner, pending the resolution of disputes among service providers.
23. To partner with the Judith P. Hoyer Early Childcare and Education Center to provide comprehensive services to children and their families, including preschool children in the Birth to Five System of Services.

24. The Local Lead Agency assures that the local early intervention system will have the capacity to provide continuous services in accordance with an IFSP to eligible infants and toddlers and their families.

25. The Allegany County Infants and Toddlers Program is providing the following services to eligible children and families with funds requested annually via the Consolidated Local Implementation Grant.

   a. speech/language pathologist services,
   b. Family Support Network Coordinator,
   c. Preschool Partners Coordinator,
   d. special instruction services,
   e. materials and equipment necessary to implement IFSP outcomes for infants and toddlers.

26. The Allegany County Public School System is designated as the agency which bills for Medical Assistance (MA) reimbursement for health related services and service coordination. All providers of health related services, and including service coordinators, from the Allegany County Health Department, the Allegany County Department of Social Services, and the Allegany County Public School System are required to submit, on a monthly basis, standardized billing forms with documentation to the MA Technician. A state Interagency Medicaid Monitoring Team conducts an annual onsite visit and the local lead agency has created a written local self-monitoring process for which an annual report is submitted to both DHMH and MSDE.

27. The Allegany County Public School System/Special Education Department will provide legal representation for the local Infants & Toddlers Program if the program is involved in IDEA dispute resolution procedures.
1. **Early Intervention Services** to eligible infants and toddlers, including preschool children in the Birth to Five System of Services.

   a. Special Instruction Services
      May include evaluation and ongoing services provided by special education teachers, who will be assigned to the Early Intervention Program.

   b. Speech Therapy Services
      Services may include evaluation and ongoing services by speech pathologists who will be designated to support the Early Intervention Program.

   c. Audiology Services
      Audiology Services are provided by a licensed audiologist.

   d. Physical Therapy Services
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   e. Occupational Therapy Services
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   f. Psychological Services
      Services may include referral and evaluation for diagnostic purposes. These services will be provided by a certified school psychologist.

   g. Assistive Technology Services
      Services may include evaluation, consultation and training to families and service providers. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.

   h. Transportation Services
      Services may include bus transport and/or transportation reimbursement for travel to and from home, to special education preschool classes located in natural environment settings, regional programs and/or private and public preschools.

2. **Service Coordination**
   Services will be provided by staff as determined by the interagency team.

3. **Early Identification and Assessment Services**
   Participation by appropriate personnel on the interagency diagnostic team to complete child evaluation and family needs assessments.

4. **School Health Services**
   Services will be provided by community health nurses assigned to each school.
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES (ACDSS) agrees to provide:

1. **Services**
   - Provision of Social Work Services via a caseworker assigned ½ time to the Allegany County Infants & Toddlers Program.
   - Out of Home Care – Dependent on eligibility for mandated services.
   - Child Protective Services – Dependent on eligibility for mandated services.
   - In home services up to six months or greater as deemed appropriate.

2. **Services are delivered through:**
   - Family assessment
   - Home Visits
   - Family therapy and individual counseling for specific identified problems. Services are delivered by ACDSS staff and other community resources.
   - Parenting skills training
   - In-home associate services

3. **Service Coordination**

   Service Coordination is provided by case workers and licensed social workers through the above listed methods as well as attendance at meetings and staffings, referrals, and follow-up activities.

4. **Early Identification and Assessment Services**

   Allegany County Department of Social Services will participate in home visits by an interagency diagnostic team to do child and family assessments for the Allegany County Infants and Toddlers Program.
ALLEGANY COUNTY HEALTH DEPARTMENT (ACHD) agrees to provide:

1. **Home Visits** *
   
   Home visits are provided by community health nurses for parenting, nursing, and health guidance.

2. **Service Coordination** *

   Service Coordination is provided by community health nurses.

3. **Early Identification and Assessment Services** *

   Participation by appropriate personnel on an interagency diagnostic team to complete child and family needs assessments.

4. **Nursing Services** *

   Services will be provided by community health nurses for health assessments, monitoring, referrals, and recommendations as appropriate.

5. **Nutrition Services**

   Services will be provided via a registered nutritionist for counseling as appropriate.

6. **School Health Services**

   Services will be provided by community health nurses assigned to each school.

*These services are supported by Medical Assistance dollars billed through the Allegany County Public School System (LLA).*
APPENDIX I
LOCAL ADMINISTRATION
Local Interagency Agreement

A. Local Interagency Agreement:

The Allegany County Board of Education, the Allegany County Health Department and the Allegany County Department of Social Services have entered into an interagency agreement which includes:

(1) Assignment of financial responsibility for early intervention services;

(2) Procedures for achieving timely resolution of intra- and inter-agency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the Maryland State Department of Education/Maryland Infants and Toddlers Program when local Resolution is not possible; and

(3) Additional components necessary to ensure effective cooperation and coordination among all services providers involved in the local early intervention system.
APPENDIX II (A)

PROCEDURES FOR RESOLUTION OF INTERAGENCY DISPUTES
For Maryland's Statewide Early Intervention System

I. Background

Part C of the Individuals with Disabilities Education Act (IDEA) requires the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families[§303.1]. The intent of this interagency statute is to coordinate all early intervention services available to families through public and private resources.

The statute and regulations provide flexibility in the ways that states can establish and administer the early intervention system of services. There are references in 34 Code of Federal Regulations, Part 303, that require the development of procedures to resolve intra- and interagency disputes about payments for a given service, or disputes about other matters related to the early intervention system. These read, in part:

(c) Procedures for resolving disputes:
(1) Each agreement must include procedures for achieving at timely resolution of intra-and interagency disputes about payments for a given service, or disputes about other matters related to the State’s early intervention program. Those procedures must include a mechanism for making a final determination that is binding upon the agencies involved.
(2) The agreement with each agency must:
   (i) Permit the agency to resolve its own internal disputes (based on the agency's procedures that are included in the agreement), so long as the agency acts in a timely manner; and
   (ii) Include the process that the lead agency will follow in achieving resolution of intra-agency disputes, if a given agency is unable to resolve its own internal disputes in a timely manner. [§303.523(c)]

In compliance with Part C of IDEA, 34 CFR Part 303, and COMAR 13A.13.01, Maryland has established procedures for the resolution of interagency disputes for the State's early intervention system.

II. Procedures for Resolving Interagency Disputes

A. Local Disputes

1. An intra- or interagency dispute exists when local agencies are unable to resolve disputes about payments for a given service (including the assignment of financial responsibility at the local level) or disputes about other matters related to the State’s early intervention system.
(a) Disputes within an agency or disputes involving more than one agency shall be resolved in a manner described in the local interagency agreement. This agreement must stipulate the timelines and procedures that will be followed to resolve the issue at the local level.

(b) Disputes that are not resolved according to the timelines and procedures incorporated within the local interagency agreement shall be referred to the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(c) The local lead agency shall be responsible for completing the required form and including explanatory attachments as necessary.

2. Assignment of Financial Responsibility

(a) During the pendency of an intra- or interagency dispute, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall assign financial responsibility for the service(s) in dispute to an agency or agencies using one of the following procedures:

(i) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the local lead agency; or

(ii) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the agency or agencies that currently provide the service in dispute; or

(iii) The Maryland State Department of Education/Maryland Infants and Toddlers Program determines that the service that an eligible child needs, but is not otherwise entitled to under any other Federal, State, local, or private source, shall be paid for by Part C funds, in accord with the payor of last resort provision of 34 CFR §303.527.

(b) The assignment of financial responsibility shall be binding during the pendency of a dispute.

(c) If, in resolving the dispute, the Maryland State Department of Education/Maryland Infants and Toddlers Program determines that the assignment of financial responsibility was inappropriately made, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall reassign the responsibility to the appropriate agency and make arrangements for reimbursement of any expenditures incurred by the agency originally assigned responsibility.

(d) Reimbursement must take place within 60 days after the final decision, pending any further action.
3. Resolution of Interagency Disputes

The Maryland State Department of Education/Maryland Infants and Toddlers Program have established the following procedures to resolve interagency disputes:

(a) The Secretaries of the Department of Health, the Department of Human Resources, and Office of Children, Youth, and Families shall each appoint one representative to the Maryland Infants and Toddlers Program Interagency Dispute Resolution Committee. The Committee shall be chaired by the Assistant State Superintendent, Division of Special Education, Maryland State Department of Education.

(b) Under the authority of the State Superintendent of Schools of the Maryland State Department of Education, the Dispute Resolution Committee shall review dispute resolution requests, request additional information as necessary, and make recommendations regarding resolution to the State Superintendent of Schools within 25 calendar days from receipt of the dispute by the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(i) Upon receipt of a dispute, the Maryland Infants and Toddlers Program shall contact members of the Dispute Resolution Committee and schedule a meeting to review and discuss the disputes. The meeting shall take place within 10 calendar days from the date of receipt of the request.

(ii) Copies of the material submitted in support of the dispute will be sent immediately to all members of the Dispute Resolution Committee.

(iii) The Maryland Infants and Toddlers Program shall inform the representatives of the local agencies which are parties to the dispute of the date and time of the meeting to review the dispute.

(iv) Following the review of the dispute, the consensus of the Dispute Resolution Committee shall be sent directly to the State Superintendent of Schools by the Program Manager of the Maryland Infants and Toddlers Program. If the Dispute Resolution Committee is unable to reach a consensus, a status report shall be submitted to the State Superintendent of Schools within the same time frame.

(c) Within 30 calendar days of receipt of the request, the State Superintendent of Schools for the Maryland State Department of Education shall issue a decision which resolves the dispute.

(d) The Maryland Infants and Toddlers Program shall send written notification of the decision to the local lead agency that submitted the request.
B. State-level Disputes

1. Intra-agency disputes about matters related to the State’s early intervention system shall be resolved in a timely manner according to the agency’s internal procedures. If a given agency is unable to resolve an internal dispute, the dispute will be referred to the State Superintendent of Schools of the Maryland State Department of Education, or designee. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

2. Disputes involving more than one State agency about matters related to the State’s early intervention system shall be referred to the State Superintendent of Schools of the Maryland State Department of Education. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

C. Requests for Assistance from the State Interagency Coordinating Council

1. Consistent with COMAR 13A.13.01.12(F)(4)(a), the Maryland State Department of Education may refer disputes to the State Interagency Coordinating Council for assistance in achieving the decision reached by the State Superintendent of Schools for matters related to the reassignment of financial responsibility or reimbursement. The written request must describe in detail the reason assistance is necessary to ensure compliance.

2. The State Interagency Coordinating Council shall respond in writing to the Program Manager of the Maryland Infants and Toddlers Program and to the State Superintendent of Schools of the Maryland State Department of Education within 15 calendar days of the request for assistance. The procedures used by the Interagency Coordinating Council shall be described in an attachment to the By-Laws of the State Interagency Coordinating Council.

D. Consistent with COMAR 13A.13.01.12 (F) (4) (b), the State Superintendent of Schools may refer the matter to the Governor, as necessary.
This agreement will be effective when signed by the Health Officer for the Allegany County Health Department, the Director of the Allegany County Department of Social Services, and the Superintendent of the Schools for the Board of Education of Allegany County. This agreement shall be reviewed annually and approved through June 30 of the current grant period.

ALLEGANY COUNTY HEALTH DEPARTMENT

[Signature]
Jenelle Mayer, M.P.H., Health Officer  
5/21/18  
Date

ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES

[Signature]
Courtney Thomas-Winterberg, Director  
5/25/18  
Date

BOARD OF EDUCATION OF ALLEGANY COUNTY

[Signature]
Dr. David A. Cox, Superintendent  
4/23/18  
Date
Process for Collaboration between Title I and Homeless Coordinator

1. The Supervisor of Federal Programs and the Homeless Coordinator shall meet annually to share information regarding the education of homeless students.

2. The Homeless Coordinator will meet with the Department of Social Services to develop an MOU with ACPS.

3. The office of the Chief Academic Officer will provide a copy of the MOU to the Federal Office.

4. The Homeless Coordinator will contact the Supervisor of Federal Programs as needed to update and request funds for the education of homeless students as needs develop.
Process for Inviting Private School Officials and Ongoing Consultation to Provide Equitable Services

1. Check MSDE’s website for Approved Non Public Schools.

2. Mail a written invitation to each administrator at these schools to attend a Federal Programs Meeting and a Title I Consultation Meeting in March/April. Invitation contains a request to fax a response regarding attendance at the meeting to the Federal Office.

3. Track responses and phone schools that do not respond by the given date.

4. Phone each administrator with a reminder to attend the meeting within 1 week prior to the meeting date.

5. At the Title I Consultation meeting, determine a date for an August meeting.

6. At the August meeting, determine a date for the January meeting.

7. At the January meeting, announce the date for the March/April meeting.

8. Arrange meetings with individual administrators as needed.

9. Utilize the MSDE Consultation Topics checklist to assure all topics are addressed.
Procedures for Ordering and Storing
Materials and Equipment
for Nonpublic Schools

1. The non public Title I teacher or nonpublic administrators may request the purchase of materials or equipment for the Title I program in their respective schools.

2. The Supervisor of Federal Programs reviews the request.

3. If approved, the Title I Office orders the materials.

4. Items are received by the Federal Office and receipts, purchase orders, or invoices are approved for payment. The items are delivered to the nonpublic school by the Title I specialist.

5. Items are added to the nonpublic school inventory after they are marked/stamped “Property of ACPS Title I.”

6. The nonpublic teacher inventories the materials and equipment annually. Items that are worn out are disposed of according to ACPS policy.

7. Materials ordered for the nonpublic school are stored in the Title I room in cabinets or rooms that may be locked.

8. Items purchased with Title I funds are used only by the nonpublic teacher with students who qualify for Title I services.
Process for Evaluating the Title I Program in Non Public Schools

1. The Supervisor of Federal Programs completes an evaluation of the non public teacher annually.
2. Non public reports are monitored on a monthly basis.
3. The non public teacher meets with the Title I Specialist(s) monthly.
4. The non public teacher and the Title I Specialist(s) meet in December and May to complete student evaluations and plan the instructional focus for upcoming instruction.
5. In April/May, parents of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the parent responses to be favorable.
6. In April/May, classroom teachers of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the teacher responses to be favorable.
7. The Summary of Data chart also notes the monthly progress of students. The target is that 70% of students will show Progress or Little Progress in Reading/Math.
8. The Summary of Data chart also notes the progress of students by the non public teacher in a narrative form. The target is that 70% of students will show growth in Reading/Math.
9. The Summary of Data chart also notes the pre and post test growth of individual students. The target is that there will be a 5 point growth by 70% of students in Reading/Math.
10. A percentage of the goals that were met is determined. A successful program evaluation will show that 70 percent of the evaluation goals were met.
11. Evaluation data is shared at the August Consultation meeting and included in the updated non public administrators’ notebooks. The Evaluation Section contains copies of student evaluation results as well as parent and teacher survey results and the Evaluation Summary.

School Site Visits are completed on a rotating basis.

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<thead>
<tr>
<th>School</th>
<th>Visit</th>
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<tr>
<td>September</td>
<td>Calvary Christian Academy</td>
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<td>October</td>
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<td>November</td>
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<td>April</td>
<td>Beginnings</td>
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<tr>
<td>May</td>
<td>Bishop Walsh</td>
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LEA Affirmation of Consultation with Private School - 2018-2019

Name of LEA: Allegany County Public Schools  Name of Private School: Beginnings Montessori School

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

☑️ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☑️ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Jessica Hook
Signature of private school official

Jessica Hook
Name of private school official

8-15-18
Date

John Logsdon
Signature of public school official

John Logsdon
Name of public school official

8-15-18
Date
LEA Affirmation of Consultation with Private School - 2018-2019

Name of LEA Allegany County Public School  

Name of Private School Bishop Walsh School

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

☒ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☒ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Jennifer Flinn  

Dr. Ray Kiddy  

8-15-18

Signature of private school official  

Name of private school official  

Date

John Logsdon  

8-15-18

Signature of public school official  

Name of public school official  

Date
LEA Affirmation of Consultation with Private School - 2018-2019

Name of LEA Allegany County Public Schools  Name of Private School Calvary Christian Academy

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box.**

☐ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☐ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Signature of private school official

Signature of public school official

Daniel Thompson

Name of private school official

John Logsdon

Name of public school official

8/15/18

Date

8/15/18

Date
LEA Affirmation of Consultation with Private School - 2018-2019

Name of LEA Allegany County Public Schools

Name of Private School Jefferson School at Finan

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
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- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

☑️ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☑️ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children

Mark Miller
Signature of private school official

Mark Miller
Name of private school official

John Logsdon
Signature of public school official

John Logsdon
Name of public school official

8-22-18
Date
LEA Affirmation of Consultation with Private School - 2018-2019

Name of LEA Allegany County Public Schools  Name of Private School Lighthouse Christian Academy

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
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- Whether to pool funds for equitable services
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- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs


**Please indicate your decision by placing an X in the box**

☐ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☐ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Hannah Dunson
Signature of private school official

Hannah Dunson
Name of private school official
8-15-18

Sheri Aspito

John Logsdon
Signature of public school official
Name of public school official
Date
8-15-18

Date
Process for Ensuring Ongoing Consultation with Private Schools

1. One month prior to the Federal Programs Meeting (held in March/April), private school administrators are sent an invitation to attend a Federal Programs meeting. They are asked to identify which Federal programs the school will participate in during the upcoming school year. At the meeting, the supervisors of each Federal Program share information about the programs and Affirmations of Consultation are signed.

2. In the same mailing, non-public administrators receive an invitation to attend a Title I Consultation Meeting following the Federal Programs Meeting. Administrators are asked to return the Title I Non Public Information Notebooks so that they may be updated during the summer. Pooling of funds information and choices are made. The notebooks contain information on the consultation topics such as student selection process, disagreement procedures, and FARMS data for the upcoming year, and phone calls or email reminders are sent during the week of the meeting. Affirmations of Consultation are signed. Minutes from the meeting are sent to administrators with a request for an affirmation that the minutes are accurate to be faxed to the Federal Office.

3. A date for the August Consultation meeting is determined. Invitations are mailed one month prior to the meeting. Administrators are asked to fax their Intent to Attend to the Federal Office. Phone calls or email reminders are sent during the week of the meeting. At this meeting, consultation topics include: student selection, FARMS data collection, budget allocations and expenditures, instructional, parent and professional development plans, pooling, and updates to the notebooks are reviewed. Program evaluation data that has been tabulated during the summer is discussed. The ACPS non public teacher follows the ACPS calendar so services begin when the school year starts. FARMS data collection information is shared. A date for the January Consultation meeting is set. Minutes from the meeting are sent to administrators with a request for an affirmation that the minutes are accurate to be faxed to the Federal Office.

4. One month prior to the January Consultation meeting, invitations are sent. Administrators are asked to fax their Intent to Attend to the Federal Office. Phone calls or email reminders are sent during the week of the meeting. The January meeting topics include assessment of the program, review of narratives regarding student progress, use of funds and an opportunity to discuss concerns and needs. Minutes from the meeting are sent to administrators with a request for an affirmation that the minutes are accurate to be faxed to the Federal Office.

➢ April 18, 2018 at 1:30 PM

➢ August 15, 2018 at 10:00 AM

➢ January 2019
You will receive a written invitation to these meetings.

Invitations and meeting reminders may also be faxed, phoned, or emailed.

Invitations will include an Intent to Attend form. Please fax your response to 301-759-2422 as soon as possible.

Following each meeting, you will receive a copy of the minutes. Please review the minutes to ascertain if they adequately reflect what occurred at the meeting. Included with the minutes will be an Approval Form. You may include any comments on this form. Please sign and fax this form to 301-759-2422 as soon as possible.
Title I Funding for Homeless Education

1. Title I will allocate $1,000 for homeless education. Historically, this amount has been adequate to cover any needs that arise.

2. If the amount is not adequate, adjustments will be made as needed.

3. Transportation for homeless students is arranged by the Transportation Office. Students are transported on existing bus routes so extra costs are generally not incurred.
Title I Collaboration with Student Services – Homeless Students
August 13, 2018

SIGN IN

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<th>Role</th>
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AGENDA

- Title I Requirements
- Written Process for Title I Collaboration with Homeless Education
  - Description and Calculation of Costs for Title I Budget
  - Transportation of Homeless Students with Title I Funding
    - Continued Collaboration
    - Questions
<table>
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<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
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| ☐ Yes ☐ N/A | 1. The LEA ensures that Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. *(Required Attachment)* | 1113(c)(3)(A)(i) | ☐ Email or written communication regarding need of homeless students and families  
☐ Consultation Meetings with the LEA Homeless Education Liaison and Title I Office (SAN) |
| ☐ Yes ☐ N/A | 2. The LEA ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. *(Required Attachment)* | 1113(c)(3)(A)(c)(i) | ☐ Collaboration meetings to determine the reservation (SAN)  
☐ Written/email communication with homeless education coordinator (or liaison), family involvement coordinator, finance office, etc. |

**REQUIRED ATTACHMENTS:**
1. A written process that includes how the Title I office will coordinate with the Homeless Education.
2. If applicable, job description of homeless liaison position.
3. If applicable,
   a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
   b. the calculations that the LEA used to arrive at the figure on this section.
Title I Collaboration with Student Services – Homeless Students  
August 13, 2018

MINUTES

ATTENDING: Ben Brauer, Supervisor of Student Services; John Logsdon, Supervisor of Federal Programs; Laura Michael, Title I Specialist; Ellen Sause, Title I Specialist.

Dr. Brauer met with DSS. In January the law changed and if a student is placed by DSS, they are responsible for the transportation costs. They use their own best determination/needs form. Costs for transportation are never incurred since students are routed on buses that already exist. The only cost that could be incurred is for cab transportation.

We do not received McKenney – Vento funds.

The amount of allocated funding has been sufficient.

If ACPS places a homeless student we use our own form. This would occur if a family moves in with another family and the school is made aware of it. DSS is not involved in this process.

Karen Stansberry is the DSS Point of Contact.

Dr. Cox signed the MOU for Coordination of Educational Stability and we should be able to get a copy form Dixie. Mr. Logsdon will contact her.
MEMORANDUM OF AGREEMENT BETWEEN

ALLEGANY COUNTY PUBLIC SCHOOLS
ALLEGANY COUNTY HUMAN RESOURCES DEVELOPMENT COMMISSION, INC.
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES
ALLEGANY COUNTY DEPARTMENT OF JUVENILE SERVICES
ALLEGANY COUNTY FAMILY CRISIS RESOURCE CENTER

FOR DEVELOPING SUCCESSFUL LINKAGES BETWEEN THESE AGENCIES TO SUPPORT CHILDREN AND FAMILIES EXPERIENCING HOMELESSNESS

I. Parties to the Memorandum of Agreement (MOA)

A. Allegany County Public Schools, hereafter referred to as “ACPS”; and
B. Allegany County Human Resources Development Commission, Inc. administering agency for Head Start/Early Head Start, hereafter referred to as “Head Start” and a transitional housing shelter for homeless woman and children, hereafter referred to as “Laura’s Anchor”
C. Allegany County Department of Social Services, hereafter referred to as “ACDSS”
D. Allegany County Department of Juvenile Services, hereafter referred to as “ACDJS”
E. Allegany County Family Crisis Resource Center, hereafter referred to as “ACFCRC”

II. Purpose of MOA

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

III. Authority/Program Description

A. The Allegany County Public School system is an agency of the County of Allegany, Maryland governed by the Education Article of the Annotated Code of Maryland (COMAR)/ which also includes the Allegany County Infants and Toddlers Program, the Judith P. Hoyer Partnership Programs, Title 1, Allegany County Public Schools Transportation, Allegany County
Public Schools Food Service and the Allegany County Public Schools Student Services Department.

B. Allegany County Head Start is a program of the HRDC of Allegany County, and is governed by the federal Department of Health and Human Resources, Administration for Children and Families, Office of Head Start.

C. Allegany County Department of Social Services is the local office of the Maryland Department of Human Resources (DHR).

D. Allegany County Department of Juvenile Services is the local office of the Maryland Department of Juvenile Services (DJS).

E.Laura's Anchor is a transitional housing shelter for homeless women and children and is administered by the Allegany County Human Resources Development Commission, a private non-profit Community Action Agency of that is governed by the US Department of Housing and Urban Development.

F. Allegany County Family Crisis Resource Center is a private non-profit organization that provides comprehensive services to victims of domestic violence and sex crimes and governed by a nonprofit board of directors.

IV. Guiding Principles

A. Maintain meaningful partnerships to ensure acceleration of school readiness and eliminate "achievement gaps."

B. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9801, et seq.), and Bridge to Excellence as codifies in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland (COMAR).

C. Plan and implement strategies that support children’s success in school, and that improve the health, education and well-being of children and their families that are experiencing homelessness.

D. Encourage the development of local agreements that incorporate the guiding principles and strategies included in this MOA.

E. Respect the uniqueness of Allegany County’s needs and resources when creating local agreements.

F. Promote the involvement of other members of the early care and education community.

G. Incorporate by reference all provisions of the Memorandum of Agreement between the Maryland State Department of Education, the Maryland Infants and Toddlers program and Head Start.

V. Joint planning Actions

A. Establish ongoing planning process for mutual issues.

B. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other’s programs.

C. Evaluate measurable results of this MOA and children’s progress according to existing data.

D. Coordinate delivery of service to homeless students to maximize services and avoid duplication.
E. Incorporate strategies that address the needs of children with disabilities, homeless children, and non-English speaking children 
F. Document and disseminate collaboration successes and best practices

VI. Articulation Agreement

A. Continue to improve upon enrollment and transition procedures and practices 
B. Establish joint professional development opportunities between parties of this MOA 
C. Whenever possible, coordinate calendars of events and professional development to reinforce collaboration

VII. Family Involvement All parties to this agreement will encourage on-going communication between parents and teaching staff with continued and enhanced family support to students and families who are homeless, but are not limited to:

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

VIII. Joint Staff Development All parties to this agreement agree to whenever possible to:

A. Include each other’s staff in applicable training opportunities
B. Jointly plan training based on mutually agreed upon needs
C. Identify and disseminate successful staff development and instructional and practices
D. Identify and disseminate opportunities for shared resources

IX. Collaboration

A. The parties of this MOA agree to collaborate, coordinate and align services whenever possible 
B. The parties of this MOA will plan and conduct meetings and events to promote collaboration around the provision of comprehensive services and improvement of the quality of instruction for children who are homeless. 
C. The parties of this MOA agree to continue and enhance partnerships through joint annual meetings.

X. Implementation: All parties to this MOA support mechanisms for on-going
communication, including, but not limited to, creating a steering committee to address the issues of concern in this MOA and/or expanding an existing committee to address the concerns of this MOA.

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

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

XIII. **Modification:** This MOA may be modified as ACPS, HRDC, ACDSS, ACDJS, and ACFCRC, mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

XIV. **Signatures**

For Allegany County Public Schools

[Signatures]

\[
\begin{align*}
\text{Supervisor of Student Services} & \quad 1/30/13 \\
\text{Supervisor of Federal Programs} & \quad 11/30/13 \\
\text{Director of Transportation} & \quad 11/30/13 \\
\text{Director of Student Services and Local Homeless Education Liaison} & \quad 11/30/13
\end{align*}
\]
All Blank
 Supervisor of Early Childhood Education
 Date

Debra A. Matheny
 Assistant Supervisor Special Education (Infant - Grade 3)
 Date

Judith P Hoyer Partnership Programs
 Date

Superintendent, Allegany County Public Schools
 Date

For Allegany County Human Resources Development Commission, Inc.

Harry J. Kime
 HRDC Executive Director
 Date

For Department of Juvenile Services

Benner
 Case Management Program Supervisor for Allegany County DJS
 Date

For Department of Social Services

Allegany County DSS Director
 Date

For Family Crisis Resource Center

FCRC Director
 Date
EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Please see pages 79-80 of the Guidance Document for Points of Clarification and Implications for Monitoring.

Coordination between Title I and the Homeless Liaison

Guiding Questions
How will staff from the Title I Office coordinate with the Homeless Liaison?
How frequently are meetings held between staff from the two offices?
What topics will be discussed?
What information/data will be reviewed to determine the needs of homeless students?
Who will provide this data? When will the data be provided?
Based on the data reviewed, how will the amount of the homeless reservation determined?

Note: The amount of the reservation may be based on need, numbers, or a combination of both.

Separate Attachment
Show the calculation that was used to determine the amount of reservation.

If Title I pays fully or partially for the homeless liaison, include a job description for the homeless liaison, then, another attachment must be submitted.

If the LEA uses Title I to pay for the excess costs of transporting homeless students …

Separate Attachment
Show the calculation that was used to determine the excess costs of transporting homeless students. This information should be provided by and discussed with the Office of Transportation.
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<th>03 - SUPPLIES &amp; MATERIALS</th>
<th>04 - OTHER CHARGES</th>
<th>05 - EQUIPMENT</th>
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Finance Official Approval

Name: Kristen McBeaue
Signature: [Signature]
Date: 11/16/18
Telephone #: 301-759-2023

Supt./Agency Head Approval

Name: Lawrence McKense
Signature: [Signature]
Date: 11/16/18
Telephone #: 301-759-2037

MSDE Grant Manager Approval

Name: David A. Cox, Ed.D.
Signature: [Signature]
Date: 11/16/18
Telephone #: 301-759-2037
ASSURANCES (revised August 2011)

1. Programs and projects funded in total or in part though this grant shall operate in compliance with State and Federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. 123felg).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys’ fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee’s employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantees shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE’s failure to supervise, evaluate or provide guidance and direction shall not receive grantee of any liability for failure to comply with the terms of the grant.
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).

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3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

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6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval form the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget reassignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and products that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachment, are true and correct to the best of my knowledge, information, and belief.

[Signature]
Superintendent of Schools/Head of Grantee Agency

[Date]
11/16/18
Date
ASSURANCES (revised August 2011)

1. Programs and projects funded in total or in part though this grant shall operate in compliance with State and Federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. 1233(g)).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys’ fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee’s employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantees shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE’s failure to supervise, evaluate or provide guidance and direction shall not receive grantees of any liability for failure to comply with the terms of the grant.
ASSURANCES (revised August 2011)

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants, including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.

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7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget reassignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and products that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachment, are true and correct to the best of my knowledge, information, and belief.

[Signature]
Superintendent of Schools/Head of Grantee Agency

Date

11/16/18
ASSURANCES (revised August 2011)

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and Federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. 1233g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys’ fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee’s employees, agents or subgrantees.

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Attachment 8
Revised June 2018

Title II, Part A
Systems of Support for Excellent Teaching and Leading
ATTACHMENT 8  TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System: Allegany County Public Schools  Fiscal Year 2019
Title II-A Coordinator: George D. Brown, Ed. D.
Telephone: 301.759.2009  E-mail: george.brown@acpsmd.org

Title II, Part A  Application
- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs (Optional for FY18)
- Identified Priorities (Optional for FY18)

1.0: Targeted Supports and Consultation (Required)
2.0: Administrative Costs (Allowable)
3.0: Ensuring Equitable Access (Required)
4.0: Systems of Professional Growth (Allowable)
5.0: Alignment to Challenging State Academic Standards (Required)
6.0: Private School Services (Required)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—
(1) increase student achievement consistent with the challenging State academic standards;
(2) improve the quality and effectiveness of teachers, principals, and other school leaders;
(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local education agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local education agency and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and
improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities
(E) Provide equitable services and timely consultation to private school children and teachers

<table>
<thead>
<tr>
<th>Consultation: In developing the application a local education agency will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title II A.</td>
</tr>
<tr>
<td>(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title</td>
</tr>
<tr>
<td>(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.</td>
</tr>
<tr>
<td>(D) Required consultation can not interfere with the timely submission of the application</td>
</tr>
</tbody>
</table>
1. **TARGETED SUPPORTS AND CONSULTATION – Required**

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

1. Three Teacher-Mentor Specialists will be funded via Title IIA to provide data analysis and coaching in ELA and Mathematics to ELA and Mathematics teachers in their respective schools. Additionally, the Teacher-Mentor Specialists will mentor non-tenured second and third year teachers in the Allegany County Public Schools throughout the school year.
2. Teacher-Mentors will be granted a stipend funded via Title IIA. The Teacher-Mentors will be assigned to a non-tenured first year teacher in their respective schools to provide guidance, feedback on weekly reflections, and support throughout the school year.
3. Teachers will participate in the “UDL No Tech, Low Tech, and High Tech Classroom Course.”
4. Secondary Advanced Placement teachers will be given opportunities to collaboratively review county assessments administered to their students to determine instructional needs and how to meet those instructional needs.
5. Teachers will be provided with books and other learning resources/materials, as needed.

Please provide a description of how the local education agency meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

The LEA consistently consults with the community to determine the needs of the Allegany County Public Schools via online surveys for administrators, teachers, paraprofessionals, parents, community partners, and constituents to determine system needs. Additionally, “Teacher-Roundtable” also provides guidance as to the needs of teachers.

**One goal of the Superintendent and the Allegany County Board of Education is:** “Increase student achievement and learner engagement with a special emphasis on implementation of Maryland College and Career Ready Standards.”

Please provide a description of how the local education agency will use data and ongoing consultation to continually update and improve activities supported by Title IIA.
The LEA will use data from evaluation surveys to continually update and improve activities supported by Title IIA.
ATTACHMENT 8    TITLE II, PART A  
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

<table>
<thead>
<tr>
<th>Local School System</th>
<th>Fiscal Year:</th>
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To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs**: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

### 2.0 ADMINISTRATIVE COST - Allowable

<table>
<thead>
<tr>
<th>Item</th>
<th>Line Item</th>
<th>Description</th>
<th>Public School Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
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<td>2.2</td>
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<td>2.4</td>
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<td></td>
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<td><strong>Total for Section 2.0</strong></td>
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</tbody>
</table>
Local School System: Allegany County Public Schools  Fiscal Year: 2019

To ensure that every student has access to excellent educators, SEAs and LEAs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).
3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points.

Overall, the average number of students who scored proficient on the PARCC ELA exam is less than 46%. As students advance in grade level, a smaller percentage of students earn a score that is considered proficient in all but one category.

45.3% of all students in grades 3-5 earned a proficient score. 39.7% of all students in grades 6-8 earned a proficient score. 36.8% of all students in grade 10 earned a proficient score.

A similar trend is true for all sub-groups. As students advance in grade level, a smaller percentage of students in a sub-group earn a score that is considered proficient.

The percentage range among students receiving Free or Reduced Meals and earning a proficient score is between 34.2% for students in grades 3-5 and 25.4% for students in grade 10.

The percentage range among students who receive Special Education services is between 23.3% for students in grades 3-5 and 6.9% for students in grade 10. (Students receiving Special Education services in grades 6-8 were at 5.3%.)

The percentage range among students who are African-American and earning a proficient score is between 35.1% for students in grades 3-5 and 11.8% for students in grade 10.

The percentage range among students who are more identify as two races or more and earning a proficient score is between 36.9% in grades 3-5 and 22% for students in grade 10.

The percentage range among females to males in grades 3-5 to grade 10 is between 50.8% and 27.4%.

All equity gaps are a priority for the Allegany County Public Schools.

Source: MSDE Report Card
## Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

*If the district is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

<table>
<thead>
<tr>
<th>Item #</th>
<th>US Ed Allowable Activities</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite:</th>
<th>Public School Costs</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td><em>Timeline</em> <em>Audience</em> <em>Implementation Evaluation</em></td>
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</table>

### 1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals

1.1 Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).

The LEA may develop initiatives that provide:

1.1.1 expert help in screening candidates and enabling early hiring [Section 2103(b)(3)(B)(i)]

1.1.2 ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems

*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].
1.1.3 teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103(b)(3)(B)(iii)]

1.2 Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

1.3 Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers

Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:

2. Strategies and Activities to Improve the Quality of the Teaching Force

2.1 Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.

The LEA may develop initiatives that:

| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; |
|       | Description: Each school will receive multiple copies of Brock and Hundley’s [Growth Mindset Coach](#) |
|       | The idea of a growth mindset is well-defined in Carol Dweck’s book |
|       | $1,824.00 |
(2016) book. Administrators and teachers will use the coaching practices in the book to encourage a growth mindset among school staff and students.

- Timeline: 2019-2020 School Year
- Implementation: Administrators and teachers will focus on one mindset coaching strategy each month.
- Evaluation: Administrators and teachers will take a pre-practice survey and a post-practice survey to determine if attitude changes were made in self as they relate to student growth prior to implementing the strategies and after implementing the strategies. Also, district-wide observation data collected through TPE will be used to evaluate the program.

Mindset: The New Psychology of Success. Based on Dweck’s research, “People with a fixed mindset – those who believe that abilities are fixed – are less likely to flourish than those with a growth mindset – those who believe abilities can be developed.” Dweck’s research “reveals how great parents, teachers, managers, and athletes can put this idea to use to foster outstanding accomplishment.”


This is a level 4 program. While no empirical studies have been conducted for Growth Mindset in the ACPS, there is a rationale that Growth Mindset is likely to improve relevant outcomes based on the high-quality research findings cited above.

<table>
<thead>
<tr>
<th>2.1.2</th>
<th>use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the “Family Educational Rights and Privacy Act of 1974”) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;</th>
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<tr>
<td>2.1.3</td>
<td>effectively engage parents, families, and community partners, and coordinate services between school and community;</td>
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<tr>
<td>2.1.4</td>
<td>effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);</td>
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</table>
| 2.1.5 | provide opportunities for experiential learning through observation | Description: Secondary teachers of ELA, Mathematics, Science and Social Studies will collaborate and use data to determine instructional needs as they relate to completed final exams. As a result, teachers will collaboratively create lessons that integrate the Gradual Release of Responsibility instructional framework and the Principles, Guidelines, and Checkpoints of Universal Design for Learning.  

- Timeline: Spring 2019  
- Implementation: Secondary teachers will take a “data dive” as they review completed final exams. The ACPS Goal Planning Process will be utilized. ELA and Social Studies teachers will collaboratively create assessments that include questions that require students to Read for Information.  
- Evaluation: Student performance on the 2019 final assessments and classroom assessments will be reviewed to determine instructional needs. Also, evaluation surveys will be administered after each cohort session, and teachers will reflect via the ACPS Goal Planning Process. Also, district-wide observation data collected through TPE will be used to evaluate the program. | [The] purpose in analyzing classroom data is to determine what your students have learned, what they need help to learn and how you need to plan instruction to ensure that they all do learn. In an Educational Leadership article entitled, "Developing Data Mentors," by Beverly Nichols and Kevin Singer, the authors say that "gathering student assessment data is not enough. Administrators and teachers must learn to analyze the data and apply this information in the classroom.”  
Source: School Improvement in Maryland (MSDE)  
Goal setting is the process of establishing an outcome (a goal) to serve as the aim of one's actions. In educational settings, the ultimate outcome is usually some form of learning as operationalized by the instructor and/or the students (Marzano, Pickering, & Pollock, 2001, p. 93).  
Source: Harvard Educational Files  
This is a level 4 program. While no empirical studies have been conducted for the utilization of the ACPS Goal Planning Process in the ACPS, there is a rationale that the Goal Planning Process is likely to | $5,128.00 |
<p>| 2.1.6 | provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate) | | |</p>
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<tr>
<td>2.1.7</td>
<td>Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science</td>
<td>improve relevant outcomes based on the high-quality research findings cited above.</td>
</tr>
<tr>
<td>2.2</td>
<td>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</td>
<td>The LEA may develop initiatives that increase:</td>
</tr>
<tr>
<td>2.2.1</td>
<td>The knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;</td>
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<tr>
<td>2.2.2</td>
<td>The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;</td>
<td></td>
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<tr>
<td>2.2.3</td>
<td>Use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness</td>
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<tr>
<td>2.2.4</td>
<td>The ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism</td>
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<tr>
<td>2.2.5</td>
<td>the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate</td>
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<tr>
<td>2.2.6</td>
<td>providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students</td>
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</tr>
<tr>
<td>2.2.7</td>
<td>providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse</td>
<td></td>
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<tr>
<td>2.2.8</td>
<td>providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)</td>
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</table>

Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:

3. **Strategies and Activities to Retain and Provide Support to Effective Educators**

| 3.1 | Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students |
| The LEA may develop initiatives that: | |
| 3.1.1 | provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders |
| Description: To provide an orientation and year-long induction and mentoring program for first year teachers; close monitoring and mentoring second year teachers; and close monitoring and mentoring third year teachers. Additionally, three educators are | |
| Research suggests that comprehensive induction can “reduce the rate of teacher attrition, accelerate the professional growth of new teachers, provide a positive | $349,498.00 |
Teacher-Mentor Specialists at their respective middle schools in ELA or Mathematics.

- **Timeline:** August 2018 through June 2019
- **Implementation:** 1.) First year teachers will attend a three day orientation; will be assigned a school-based mentor; will write weekly reflections and submit the reflections to their assigned mentor; meet face-to-face with mentors once a month or as needed; attend four meetings throughout the school year; and complete additional activities related to the Gradual Release of Responsibility instructional framework and Universal Design for Learning. Upon completion of all activities, first year teachers will earn three MSDE credits for participating in the ACPS New Teacher Academy. 2.) Second year teachers will meet with their assigned mentor once each nine week period or as needed. 3.) Third year teachers will meet with their assigned mentor once a semester or as needed. 4.) Three Teacher-Mentor Specialists analyze school-based data at their respective middle schools. Based on assessment data and student needs, the Teacher-Mentor Specialists provide instructional guidance and coaching to ELA and Mathematics teachers. 5.) Regardless whether a teacher is non-tenured or tenured, he/she is given opportunities, as necessary, to observe colleagues in the effort to improve instruction.

- **Evaluation:** Participants will be given opportunities to evaluate the program on multiple occasions to determine levels of satisfaction, needs, and strengths and limitations to the program. Also, district-wide observation data collected through TPE will be used to evaluate the program.

3.1.2 provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use

**Description:** To provide each teacher in the ACPS who has a SMART Technology in their classroom the opportunity to take the ACPS created MSDE certified Universal Design for Learning (UDL) is a framework that provides ALL students equal opportunities to return on investment, and improve student learning” (Glazerman et al., 2010). Specifically, bundling together the components of comprehensive induction shows stronger evidence of positive impact on student learning than any one component alone (Goldrick et al., 2013; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Smith & Ingersoll, 2004).

**Source:**

This is a level 4 program. While no empirical studies have been conducted for the New Teacher Induction Program in the ACPS, there is a rationale that the New Teacher Induction Program in the ACPS is likely to improve relevant outcomes based on the high-quality research findings cited above.

| **3.1.2** | $7,557.00 |
| Evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. | A two-credit course titled “No Tech, Low Tech and High Tech UDL Classroom.” Participants will learn the three Principles of Universal Design for Learning using no technology, low technology, and high technology in their classroom instruction. Participants will also receive extensive training on the use of SMART Technology for instructional purposes.

- **Timeline:** Winter/Spring of 2019

**Implementation:**
1. Teachers will attend five face-to-face meetings (2.5 hour sessions);
2. Teachers will participate in online activities using the UDL IRIS Module (3 hours) and the Differentiated IRIS Module (3 hours);
3. Teachers will correspond with colleagues throughout the course via Edmodo (4 hours); and
4. Teachers will create a culminating activity that will include a comprehensive lesson plan utilizing the three Principles of Universal Design for Learning and differentiated instructional strategies (4 hours), peer critique and revision of the lesson (2 hours), and a post-delivery reflection on the lesson (2 hours).

- **Evaluation:** Participants will be given an opportunity at the conclusion of the course to evaluate the program to determine levels of satisfaction, instruction, need, and strengths and limitations to the program. Also, district-wide observation data collected through TPE will be used to evaluate the program. | It encourages teachers to design flexible curricula that meet the needs of all learners. Using UDL principles in general education classrooms makes curriculum and instruction accessible and engaging. Curriculum barriers are reduced; learning is supported; students gain knowledge, skills, and enthusiasm for learning; and their learning is validly assessed. Source: National Center on Universal Design for Learning An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of “drill and kill” techniques) leads to higher engagement and learning gains (Darling-Hammond, Zielezinski, & Goldman, 2014)… One theme that has emerged from the research to date is that simply adding technology to K-12 environments does not necessarily improve learning. Rather, what matters most is how students and teachers use technology to develop knowledge and skills. Successful technology integration for learning generally goes hand in hand with changes in teacher training, curricula, and assessment practices (Zucker and Light, 2009; Bebell and O’Dwyer, 2010; Innovative Teaching and |
| 3.1.3 | provide financial incentives for teachers and principals with a record of helping students to achieve academic success |
| 3.1.4 | include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation. |
| 3.1.5 | support the instructional services provided by effective school library programs |
| 3.1.6 | improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback |
| 3.1.7 | provide common planning time to help prepare students for postsecondary education and the workforce |

**Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:**

Source: *Edutopia: Technology Integration and Learning Outcomes*

This is a level 4 program. While no empirical studies have been conducted for the integration of UDL and Technology in the ACPS, there is a rationale that the integration of UDL and Technology in the ACPS is likely to improve relevant outcomes based on the high-quality research findings cited above.
4. Use of Funds to Improve Equitable Access to Effective Educators To All Students

| 4.1 | If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose. | N/A |

*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.*

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Best Evidence Encyclopedia](#) (Center for Data-Driven Reform)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)
Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]

N/A
**ATTACHMENT 8  TITLE II, PART A**
**SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

<table>
<thead>
<tr>
<th>Local School System:</th>
<th>Fiscal Year:</th>
</tr>
</thead>
</table>

### 6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - REQUIRED

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

#### Participating Private Schools and Services
Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Cost per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Boys’ Camp</td>
<td>30</td>
<td>$1,333.00</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>31</td>
<td>$1,378.00</td>
</tr>
<tr>
<td>Bishop Walsh School</td>
<td>266</td>
<td>$11,821.00</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>204</td>
<td>$9,066.00</td>
</tr>
<tr>
<td>Jefferson School</td>
<td>51</td>
<td>$2,266.00</td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>104</td>
<td>$4,622.00</td>
</tr>
</tbody>
</table>

The ACPS was allotted $394,498.00 in Title II-A funds.

Based on the September 30, 2017 enrollments of the non-public schools and the ACPS there were 8,877 students attending non-public (686) and public schools (8,191) in Allegany County, Maryland last school year.

$394,498.00/8,877 = $44.4399008674 per pupil.
- Allegany Boys’ Camp (30 students) = $1,333.00
- Beginnings Montessori School (31 students) = $1,378.00
- Bishop Walsh School (266 students) = $11,821.00
- Calvary Christian Academy (204 students) = $9,066.00
- Jefferson School (51 students) = $2,266.00
- Lighthouse Christian Academy (104 students) = $4,622.00

Describe the school system’s process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

Representatives from non-public schools attend an annual meeting at the ACPS that is held in April or May. At that time, guidelines for all Title programs are reviewed. Additionally,
nonpublic schools are given updates on their remaining Title IIA funds every six months or upon request. For each professional learning request, a representative from each non-public school submits the request to the ACPS for approval.

Total Amount for Transfers: $30,486.00
### MARYLAND STATE DEPARTMENT OF EDUCATION

**GRANT BUDGET C-1-25**

<table>
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<th>CATEGORY/PROGRAM</th>
<th>01 - SALARIES &amp; WAGES</th>
<th>02 - CONTRACT SERVICES</th>
<th>03 - SUPPLIES &amp; MATERIALS</th>
<th>04 - OTHER CHARGES</th>
<th>05 - EQUIPMENT</th>
<th>09 - TRANSFERS</th>
<th>BUDGET BY CAT./PROG.</th>
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<td>30,466.00</td>
<td>394,493.00</td>
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**Finance Official Approval**

**Supt./Agency Head Approval**

**MSDE Grant Manager Approval**

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<th>Signature</th>
<th>Date</th>
<th>Telephone #</th>
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<td>KRISTEN MABEE</td>
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<tr>
<td>Instructional Staff Development &amp; Wages</td>
<td>New teacher induction support for first, second, and third year teachers. ELA and Math coaches will provide data analysis and instructional support at the middle school level. <em>Activity 3.1.1</em></td>
<td>Salaries of three Teacher-Mentor Specialists/ELA and Math Coaches: $217,268.00...(R. Brown = $72,616.00; M. Gilles = $77,642.00; T. Norris = $67,010.00)...Stipends for 50 mentors of first-year teachers: $1,200.00 x 50 = $60,000.00.</td>
<td>277,268.00</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>New teacher induction support for first, second, and third year teachers. ELA and Math coaches will provide data analysis and instructional support at the middle school level. <em>Activity 3.1.1</em></td>
<td>Fringe benefits for three Teacher-Mentor Specialists/ELA and Math Coaches: $67,447.63...(R. Brown = $25,092.11; M. Gilles = $18,585.74; T. Norris = $23,770.78)...$60,000.00 x .0797 = $4,782.00...Total = $72,229.63</td>
<td>72,230.00</td>
</tr>
</tbody>
</table>

*Subtotal* 349,498

| Instructional Staff Development & Wages | In the "No Tech, Low Tech, and High Tech UDL Classroom Course," teachers will integrate the principles, guidelines and checkpoints of UDL using no technology, low technology, and high technology (SMART). *Activity 3.1.2* | Hourly rate for instructors: 40 hours x $24.30 = $972.00 + 35 participants x 7.5 hours x 22.96 = $6,027.00...Total = $6,999.00. | 6,999.00 |         | 6,999.00 |

*Subtotal* 7,557

| Total Activity 3.1.2 | 7,557 |

| Instructional Staff Development Contracted Services | Activity - |  |  | 0.00 |

*Subtotal* 0.00

| Total Activity - | 0.00 |

| Instructional Staff Development Contracted Services | Activity - |  |  |  |

| Fixed Charges | Activity - |  |  |  |

| Instructional Staff Development Contracted Services |  |  |  |  |

*Subtotal* 0.00

| Total Activity - | 0.00 |

| Instructional Staff Development Other | To provide "Growth Mindset Coach Books" for administrators and teachers. *Activity 2.1.1* | 182 books x $10.02 = $1,824 | 1,824.00 |         | 1,824.00 |

*Subtotal* 1,824.00

| Total Activity 2.1.1 | 1,824.00 |

10/10/2018

FY17 Title II, Part A
<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Instructional Staff Development &amp; Wages</td>
<td>To provide AP teachers collaborative professional learning opportunities. <strong>Activity 2.1.6</strong></td>
<td>50 x 95.00 (daily substitute teacher rate) = 4,750.00</td>
<td>4,750.00</td>
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<td>$4,750.00</td>
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<td>Fixed Charges</td>
<td>To provide teacher AP teachers collaborative professional learning opportunities. <strong>Activity 2.1.6</strong></td>
<td>$4,750.00 x .0797 = 378.00</td>
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<td>Instructional Staff Development Contracted Services</td>
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<td>Total Costs of Activity 2.1.6</td>
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<tr>
<td>Transfer (Indirect and Non-Public)</td>
<td>Allegany Boys' Camp: 1,333.00 (30 students)…Beginnings Montessori: 1,378.00 (31 students)…Bishop Walsh School: 11,821.00 (266 students)…Calvary Christian Academy: 9,066.00 (204 students)…Jefferson School: 2,266.00 (51 students)…Lighthouse Christian Academy: 4,622.00 (104 students)</td>
<td></td>
<td></td>
<td>$30,486.00</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Total Costs of Transfer of Funds to Non-Publics</td>
<td>30,486</td>
<td></td>
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<td></td>
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<td></td>
<td>Cumulative Total</td>
<td>394,493</td>
<td></td>
</tr>
</tbody>
</table>
Attachment 9

Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants
Revised 5-21-18
Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

1.0: Consultation (Required)
2.0: Administrative Costs (Allowable)
3.0: Needs Assessment (Required)
4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
5.0: Activities to Support Safe and Healthy Students (Required)
6.0: Activities to Support the Effective Use of Technology (Required)
7.0: Equitable Services (Required)
8.0: Assurances (Required)
9.0: Internet Safety (Required)
10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

1) provide all students with access to a well-rounded education;
2) improve school conditions for student learning; and,
3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year’s Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

1) How the required stakeholders were involved;
2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
3) A comprehensive needs assessment (For any LEA receiving at least $30,000);
4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
5) How funds will be used for activities in the three content areas;
6) Program objectives and intended outcomes;
7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
8) Proposed use of funds for the direct administrative costs of carrying out the LEA’s program responsibilities; and
9) Completed set of assurances.

**Consultation: In developing the application the LEA will:**

1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
4) Ensure that required consultation cannot interfere with the timely submission of the application.
1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, meaningfully consulted with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

- 6/27/18 - Information regarding the continuation of Title IV, Part A and distribution of funds was shared about Title IV, Part A with SY 2017-2018 Title IV stakeholders including ACASC elected student representatives, Chief Academic Officer, Chief Information Officer, Science Supervisor, Secondary Math Supervisor, Allegany High Counselors, College & Career Readiness Coach, CCTE Principal & CTE Supervisor, Assistant Supervisor of Special Education, Elementary Classroom Teacher, Frostburg City Police, Title I Specialist, STEM Coordinator, non-public schools - Beginnings Montessori, Lighthouse Christian Academy, Bishop Walsh School and Federal Office staff.
- 8/13/18 - Another informational meeting was held for non publics to update the status and answer questions regarding the use of funds.
- 8/24/17 - Secondary teachers were consulted and asked for additional ideas to support students with academic enrichment and specialized services.
- 9/06/17 - The Master Plan Team, including Dr. David Cox, Superintendent of Schools; Dr. Kim Kalbaugh, Chief Academic Officer; Larry McKenzie, CPA Director of Finance; Debbie Metheny, Supervisor of Student Services and Special Education; John Logsdon, Supervisor of Federal Programs and Social Studies; Nil Grove, Director of Information Technology; Dee Blank, Supervisor of Elementary Education; Michael McGowan, Supervisor of Elementary Education; Dr. Ben Brauer, Supervisor of Physical Education and Health; Tracey Leonard, Interim Assistant Supervisor of Physical Education, Health, and Mental Health; Matt Marlowe, Interim Coordinator of Student Support Services/Safety; Dr. Stephen Thompson, Assistant Supervisor of Secondary Mathematics; Eric VanSlyke, Supervisor of Secondary Science; Kathy Eirich, Assistant Supervisor of Special Education; Dr. Wendy Main, Assistant Supervisor of Special Education; Dr. George Brown, Supervisor of Professional Development, Title II, Guidance, and Social Studies; Candy Canan, High School Principal/CTE Supervisor; Melissa Kaye, STEM Coordinator/P-TECH Coordinator; Marty Crump, Middle School Principal; Jacqueline Enright, Elementary School Principal; Lisa Stevenson, Administrative Coordinator of Acceleration and Enrichment and Library Media, Trina Simpson, Assistant Supervisor of Assessment and Accountability; Beth Tenment, School Counselor; Laura Michael, Title I School Support Specialist; Ellen Sause, Title I School Support Specialist, met to discuss county initiatives and the use of Title IV, Part A funds.
- 9/21/17 - A follow-up discussion with Instructional Leaders occurred lead by the Chief Academic Officer.
- Phone calls were made and a phone log kept for all communications with the non-publics.
- Email correspondence between the participating non-publics is on record.

Please provide a description of how the LEA, or consortium of such agencies, will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

- Weekly meetings are held with the superintendent and the senior staff.
- Monthly meetings take place with Instructional Supervisors, Elementary and Secondary Principals, and Assistant Principals.
- A Combined Council meeting is held quarterly with all building-level administrators and instructional supervisors.
- The Parent Action Committee and Teacher Roundtable Committee meet monthly. A Curriculum Committee meeting is held every other month.
- Other LEA meetings include a School Health Council, the Student Roundtable, and a Classified Employee
Please provide a description of how the LEA or consortium of such agencies will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

- The Interim Coordinator of Student Support Services also provides supervisory responsibilities for Safety and Security and is able to provide us with access to resources and information available in our community to support our students, staff, and parents. The utilization of School resource officers in our schools and the partnership we have with local agencies like the Allegany County Health Department (ACHD) School Nurse initiative allow us to have a continuum of community support services.
LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs**: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE)

<table>
<thead>
<tr>
<th>Item</th>
<th>Line Item</th>
<th>Description</th>
<th>Public School Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Grant Manager</td>
<td>Eric VanSlyke</td>
<td>$430</td>
</tr>
<tr>
<td>2.2</td>
<td>Administrative Assistant</td>
<td>Tanya Gomer</td>
<td>$430</td>
</tr>
<tr>
<td>2.3</td>
<td>Grants Accountant</td>
<td>Kristen MaBee</td>
<td>$430</td>
</tr>
<tr>
<td>2.4</td>
<td>Technology Infusion Specialists</td>
<td>Jason Huber, Melissa Kaye</td>
<td>$860</td>
</tr>
<tr>
<td></td>
<td>Total for Section 2.0</td>
<td></td>
<td>$2,150</td>
</tr>
</tbody>
</table>
SEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least $30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

**Note:** An individual LEA receiving an allocation that is less than $30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

### 3.0 NEEDS ASSESSMENT- Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Access to, and opportunities for, a well-rounded education for all students</th>
<th>School conditions for student learning to create a healthy and safe school environment</th>
<th>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</th>
</tr>
</thead>
</table>
| 3.1  | Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process? | Dr. Kim Kalbaugh - CAO  
AP Teachers  
Content Supervisors  
Curriculum Committee  
School Counselors  
ACASC students  
This collaborative group also works closely with meeting the instructional needs of students during monthly instructional meetings. | Debra Metheny  
Dr. Wendy Main  
Guidance Counselors K-12  
PPWs  
Police Department - SROs  
Matt Marlowe  
Tracey Leonard  
This collaborative group works to meet the safety needs of students. There is open access to the Coordinator of Student Support Services and access to SROs who provide feedback on keeping our schools healthy and safe environments. | ACPS IT Department Tech Infusion Specialists  
AP Teachers  
Content Supervisors  
PTECH Consortium  
CTE Supervisor Candy Canan  
This collaborative group also works closely with meeting the instructional needs of students during monthly instructional meetings. |
| 3.2  | What data are needed to best understand local needs? | Assessment Data  
AP Enrollment / AP scores/ Dual Enrollment and | Community Involvement Survey  
Discipline Data  
Attendance | AP Scores  
AP enrollment  
Dual enrollment  
Technology use analytics |
### 3.3 Do our current systems fully capture the needs of our hardest to serve students—including those who might experience adversity that might not come-up in a survey or other data tools?

| Academic class grades | No, we do not fully capture the needs of students with social and/or emotional issues, behavioral issue, or trauma affected students. By making a countywide effort, this population of students can be more effectively reached. | No, we are only able to target the students who self-identify as having social or behavioral issues, or have experienced trauma. The schoolwide (and countywide) effort will provide the opportunity to support all students. | No, the use of the Title IV funding outlined below would give all students the tools needed to be successful in overcoming adversity and coping with difficult topics. |

### 3.4 Are there inequalities inherent in the system that are driving some of the local needs?

| The district has a high percentage of economically disadvantaged students. Therefore, these students are at a disadvantage considering the costs of AP exam fees and study materials to prepare for the test(s). | Students participate in the Youth Risk Behavior survey which has identified a need for a schoolwide character development and decision-making program. In previous years, a few schools used school-based funds to purchase Project Wisdom. Other schools cannot afford the program. By purchasing the program for the schools that cannot afford it, we will be able to make the program equally accessible to each school. | FARMs students are at a disadvantage when paying for the AP exam fees and purchasing study materials to prepare for the test. Some teachers need high quality professional learning with utilizing Google tools to bring their classrooms into the 21st century and to make learning relevant to their students. |

### 3.5 How should the identified needs be prioritized when several significant needs are identified?

| ACPS will take a systematic approach by first using feedback from stakeholder to identify the most critical needs based on their fields of expertise and rank order the areas with the greatest need. Following this, ACPS will identify programs that reach and impact the largest student. | ACPS will take a systematic approach by first using feedback from stakeholder to identify the largest shortfalls in technology use based on their fields of expertise and rank order the areas with the greatest need. Following this, ACPS will identify programs that reach and impact the largest student population. | ACPS will take a systematic approach by first using feedback from stakeholder to identify the largest shortfalls in technology use based on their fields of expertise and rank order the areas with the greatest need. Following this, ACPS will identify programs that reach and impact the largest student population. |
To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students’ studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least $30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C)and 4107(a)).

### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<p>| | | |</p>
<table>
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</thead>
</table>
| **4.1** | Coordinated with other schools and community-based services and programs;[Section 4107](a)(1) | Coordinated with all non-publics, Allegany Boys Camp, Beginnings Montessori School, Bishop Walsh, Calvary Christian Academy, and Lighthouse Christian Academy indicated they would participate.  
  
  Collaboration exists with the P-TECH consortium for community-based services and program support. This also includes the Allegany County Chamber of Commerce Education Committee.  
  
  Title II-A funding, Opioid Prevention programs, and the Stop the Bleed training initiative will also be used to promote well-rounded educational opportunities for students. |
| **4.2** | Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities [Section 4107](a)(2) | ACPS will utilize only College Board approved resources to meet its goal of increasing student achievement and success on AP exams.  
  
  Coordinated with the P-TECH consortium which includes Allegany College of Maryland, local businesses and industry professionals.  
  
  Existing partnership with the Allegany County Chamber of Commerce Education Committee and the ACPS Curriculum Committee assist in supporting our well rounded educational opportunities.  
  
  Dual Enrollment Early College Courses are in collaboration with Allegany College of Maryland and Frostburg State University. |
<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description of Specific Services including:</strong></td>
<td><strong>Cite the evidence based study or studies that support this strategy/activity if applicable.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Explanation of how funds will be used</strong></td>
</tr>
<tr>
<td></td>
<td>May include programs and activities, such as – (complete all that are applicable)</td>
</tr>
<tr>
<td>A.</td>
<td>College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities <a href="a">Section 4107</a>(3)(A).</td>
</tr>
<tr>
<td>B.</td>
<td>programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution <a href="a">Section 4107</a>(3)(B).</td>
</tr>
<tr>
<td>4.4</td>
<td>Laurie Williams, Eric Wiebe, Kai Yang, Miriam Ferzli &amp; Carol Miller (2002) In Support of Pair Programming in the Introductory</td>
</tr>
<tr>
<td>C.</td>
<td>programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as- (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III.) providing hands-on</td>
</tr>
<tr>
<td>4.5</td>
<td>Elementary Robotics</td>
</tr>
<tr>
<td></td>
<td><strong>Program Objective</strong> - Students will learn skills to design, build, and program robots. Every student in 3rd grade in the district will receive 6 hours STEM robotics lessons.</td>
</tr>
<tr>
<td></td>
<td><strong>Intended Outcome</strong> - Increase STEM activities inside the normal school day. Increase interest in STEM fields.</td>
</tr>
<tr>
<td></td>
<td><strong>Timeline</strong> – September and October meet with Elementary Supervisor and Elementary principals to determine a feasible schedule. October through May all 3rd graders</td>
</tr>
<tr>
<td></td>
<td>Funds will be used to purchase a class set of robotic materials for the UME staff member to use with our students.</td>
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<tr>
<td></td>
<td>1 class set of Robotics Materials Lego We Do 2.0 (15 kits x $189.95 each) + ($329 ipad x 15) + $297.75 shipping = $8.082</td>
</tr>
<tr>
<td></td>
<td>Laurie Williams, Eric Wiebe, Kai Yang, Miriam Ferzli &amp; Carol Miller (2002) In Support of Pair Programming in the Introductory</td>
</tr>
</tbody>
</table>
| Learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects; (IV.) supporting the creation and enhancement of STEM-focused specialty schools; (V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C) | receive 6 hours of lessons. **Implementation** - A STEM staff member from the University of Maryland Extension office will be providing 6 hours of lessons to every 3rd grader in the district. Each school will be working on a schedule to reach every student. An example schedule is Monday, Wednesday, Friday for 2 weeks one hour each day. **Evaluation** - The students will be given a survey to determine if they have increased interest in STEM, if they would like to receive more lessons in STEM. | Computer Science Course, Computer Science Education, 12:3, 197-212, DOI: 10.1076/csed.12.3.197.8618
| C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”); (I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions); (III) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects; (IV.) supporting the creation and enhancement of STEM-focused specialty schools; (V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C) | Girls Who Code

**Program Objective** - Girls Who Code is an after school program designed to encourage girls to stay interested or become interested in STEM fields.

**Intended Outcome** -- Increase interest for girls in STEM fields.

**Timeline** -- September and October, obtain an ACPS teacher and an IT community leader to co-facilitate a club at each of the 4 middle schools. October recruit students to be part of the program. October clubs start meeting weekly for 2 hours. The meetings will continue through May.

**Implementation** - An ACPS teacher and IT community leader co-facilitate the weekly 2 hour program. The program will follow the Girls Who Code online curriculum. The curriculum contains training for teachers, tutorials and activities for students. Also part of the curriculum is to create a community project from the skills they have learned. Each school will have a community project to present at the end of the school year. The program curriculum is designed and targeted for girls; however, boys will be allowed to be part of the program.

**Evaluation** - Students will be given a survey to determine if their interest in STEM fields has increased.


The ACPS teacher will be paid 2 hours workshop rate each week. The community IT leader will volunteer their time. Supplies will be purchased for each school based program for students to have a hands on engineering experience.

Salaries: 2 hrs x 4 schools x $24.30/hr x 28 wks = $5,443

Fixed Charges: $5443 x .0797 = $434

Supplies: Raspberry Pi 3 Barebones Kit with Scandisk 16 GB Micro SD Card, CLea r Case and Heatsink @ $49.99 + 5 x REXQualis Electroins Component Fun Kit w/Power Supply Module, Jumper Wire, 830 tie-points Breadboard, Precision Potentiometer, Resistor for Arduino, Raspberry Pi, STM 32 $16.99 + 2 x 3 pk wall charger Abosi 5V 1A UL Certified Universal Power Adapter USB $9.99 + 5 Pk Micro USB Cable 6 Ft $12.99 + 5 x Active HDMI to VGA Converter $7.99 + $50 additional components for community project determined at each school = $1,944.50 x 4 schools = $7,778
<table>
<thead>
<tr>
<th>4.5</th>
<th>C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including Reflex Math Program Objective - The purpose for using Reflex Math is to help close the gap for low achieving grade 6</th>
<th>Sarrell, D.M., (2014), THE EFFECTS OF REFLEX MATH AS A RESPONSE TO INTERVENTION</th>
<th>Funds will be used to purchase the Reflex Math subscription for each student. Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salaries $5,443 + Fixed Charges $434 + Supplies $7,778 = TOTAL: $13,655</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
computer science (referred to as “STEM subjects”) such as-  
(I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;  
(II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);  
(III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects;  
(IV.) supporting the creation and enhancement of STEM-focused specialty schools;  
(V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;  
(VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;  
(Section 4107)(a)(3)(C)  
mathematics students whose performance on local and state standardized assessments indicate a deficit in procedural fluency which is impairing student ability to master grade level content in mathematics.  
**Intended Outcome** - 
Through targeted intervention on mathematical fluency with common math facts, students will: 1). Improve fluency (speed and accuracy) on basic math facts, 2). Improve performance on Maryland Standardized Assessments in Mathematics (PARCC) for Grade 6, and 3). Improve self-confidence in knowing and doing mathematics.  
**Timeline** –  
2018-2019 Academic Year  
**Implementation** - 
29 students in the lowest ability Grade 6 class will be provided a one-year subscription to Reflex Math. Students will use Reflex Math for at least 90 minutes per week during the first semester of the school year. As students begin to develop fluency of basic math facts, the weekly time devoted to Reflex will gradually decrease over the second semester.  
**Evaluation** - 
Student fluency will be measured at the beginning of the program and periodically over the duration of the program. At the conclusion of the program, Reflex assessment data will show the extent of student growth since the beginning of the program. A secondary point of evaluation will be using the Maryland Standardized Assessments in Mathematics (PARCC) for Grade 6, along with the HMH Mathematics Inventory given to all Grade 6 students which measures grade level proficiency in mathematics.  
**STRATEGY TO IMPROVE MATH AUTOMATICITY AMONG MALE AND FEMALE AT-RISK MIDDLE SCHOOL STUDENTS.**  
Dissertation  
https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=https://www.reflexmath.com/&httpsredir=1&article=1948&context=doctoral  
Reflex and Grade 6 Standardized Test Results  
https://www.reflexmath.com/casestudy6th  
for the class of 29 students is $1,015
| 4.6 | D. efforts to raise student academic achievement through accelerated learning programs, such as:  
(I.) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or  
(II.) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;  
[Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available. |  |  |
| 4.7 | E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education;  
[Section 4107](a)(3)(E) | AP US Government Resources  
**Program Objective** - The objective of the program will be to afford all students enrolled in AP US Government classes the necessary materials to be successful in said course. By obtaining resources for every student in a seat in this course, we can meet the needs of all learners. Our current AP scores are around 20% percent lower than comparable students in the nation.  
**Intended Outcomes** - The intended outcome is for the AP test scores to improve.  
**Timeline** - 2018-2019 School Year  
**Implementation** - Once delivered, teachers will be trained on the integration of the program for student use in the classroom.  
**Evaluation** - The evaluation | A Comparison of the College Outcomes of AP and Dual Enrollment Students  
(http://research.collegeboard.org/sites/default/files/publications/2015/10/a-comparison-of-the-college-outcomes-of-ap-and-dual-enrollment-students.pdf) | ACPS will use a portion of the Title IV, Part A funds to purchase AP resource books that students can use while taking AP US Government.  
Supplies: 74 books x $17.99 + $68.74 shipping = $1,400 |
| will occur when AP test scores are released. A countywide average from last school year will be compared to the current school year. |  |  |
| 4.8 | F. Foreign language instruction; [Section 4107](a)(3)(F) | Braddock Middle School Chinese Partial Immersion Program  
**Program Objective** - To continue to support elementary Chinese immersion students as they move into a newly developed middle school program for Chinese immersion, specifically in reading and writing Chinese.  
**Intended Outcome** - Students will become more proficient at reading, understanding, analyzing, and writing in the Chinese language. Students will communicate about, understand, and be able to make comparisons between Chinese language and culture and those of other cultures and languages.  
**Timeline** – 2018-2019 School Year  
**Implementation** - Students will be taught 76 minutes of fully immersive Chinese during Creative Arts time every other day in Braddock Middle School in Grade 6.  
**Evaluation** - Students have taken the AVANT Stamp assessment to determine their level of Chinese proficiency prior to beginning middle school. Students will be reassessed at the end of the academic school year to measure growth and determine areas of weakness. | Tikunoff, W. J. (1985). Applying significant bilingual instructional features in the classroom. Rosslyn, VA: National Clearinghouse for Bilingual Education.  
Sykes, J., Forrest, L., & Carpenter, K. (2016). A facilitative approach to developing an immersion program. University of Oregon, OR: Center for Applied Second Language Studies. | Funds will be used to support and develop the Chinese immersion program for Grade 6 at Braddock Middle School, including teacher materials, student materials, instructional resources, digital and print libraries of Chinese books at a variety of independent reading levels, and cultural experiences that are centered on Chinese language, learning, and culture.  
Contracted Service: Pearl Chinese Curriculum $13,400  
Supplies & Materials:  
Chinese Vocabulary Posters People and Body $5.95  
Vegetables and Fruit $5.95  
Chinese Character and Stroke Poster Pinyin $5.95  
Chinese Character and Stroke Poster Radical $5.95  
Level Chinese Early Literacy (12 books) $180.00  
Mandarin Matrix Chinese Readers Big Book Series $415) x 3 sets = $1,856.40  
shipping $143.60 = $2,000  
Contracted Services $13,400 + Supplies $2,000 = $15,400 |

| 4.9 | G. environmental education; [Section 4107](a)(3)(G) |  |  |
| 4.10 | H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H) | KUTA Math  
**Program Objective** - Provide teachers with the tools necessary to individualize, differentiate, and customize their instruction and teaching to meet the needs of their students.  
**Intended Outcome** - Increased proficiency using technology based mathematical tools which should be effective in preparing students for assessments and higher level cognition preparing them for post-secondary mathematics courses  
**Timeline** - October 2018  
**Implementation** - School based access to mathematical programs that allow teachers to create problem, assignments, customizable homework, and assessments in all math courses including upper level courses where textbooks do not offer enough practice.  
Grant funds will be utilized to purchase school wide access for KUTA Software Math  
Supplies: Allegany Infinite Pre-Algebra, Algebra I, Geometry, Algebra 2, Precalculus with CDs @ $1,295 + Fort Hill Infinite Pre-Algebra, Algebra I, Geometry, Algebra 2, Precalculus with CDs @ $1,295 + Mountain Ridge Infinite Geometry, Precalculus w/CDs @ $575 + CCTE Infinite Geometry, Algebra 2, Precalculus with CDs @ 815 + $24 shipping = $4004 |
|---|---|---|---|
| 4.11 | I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I) | Currently, 19 ACPS students have been placed in the RESTART Program due to disciplinary actions resulting from behavioral infractions that are related to deficits in self-regulatory and / or coping skills. Research supports the incorporation of sensory / mindfulness activities and varied modalities of learning to increase academic success for students recommended for short-term discipline placement.  
**Program Objective** - ACPS strives to provide a comprehensive plan to reduce exclusionary discipline practices at the secondary school level that may lead to increased dropouts and decreased academic success or graduation rates. ACPS students who are recommended for removal from a community school due to disciplinary action will | Grant funds will be used to procure materials to support self-regulatory strategies, coping skills, anger management, conflict resolution, engagement, focus, and academic success for students recommended for short-term discipline placement.  
Supplies: |
have the opportunity to participate in a short-term, full day therapeutic school placement, namely the Rehabilitating Every Student Through Academics, Resources, and Therapeutic Support (RESTART) Program. While at RESTART, students will have access to increased therapeutic services that incorporate direct instruction on coping skills, self-regulatory strategies, anger management, conflict resolution, and social skills instruction that contribute to improved skills related to disciplinary removal and to effective, individualized transition plans.

**Intended Outcome** - All ACPS students will participate to the greatest extent possible in their home school. Student placement at RESTART will be individualized and will result in a transition plan that outlines exact interventions needed for success when returned to their home schools.

**Timeline** – 2018-2019 School Year

**Implementation** - Grant funded materials will be used as part of a comprehensive approach to teaching self-regulation, academic engagement, and appropriate coping skills. Sensory / Mindfulness Materials and exercise desks will be placed in therapeutic environments for students to use during high-stress periods as part of a therapeutic response to emotional or behavioral crisis.

**Evaluation** -
- 100% of students placed in the RESTART Program will have a transition plan with appropriate interventions to improve success as engagement, focus, and student success.

According to research studies, the use of mindfulness / sensory activities is associated with emotional regulation, less reactivity, increased ability to engage in tasks, reduced feelings of stress and anxiety, improved attention, and increased compassion for others. Additionally, access to and the use of these activities improve cognitive outcomes, social-emotional skills, and well being that lead to improved education, employment, crime, substance abuse, and mental health outcomes in adulthood (Chiesa, A. & Serretti, A. 2009; Roemer, L., Williston, S. K., & Rollins, L. G., 2015; Goldin, P. R., & Gross, J. J., 2010; Chiesa, A., & Serretti, A., 2009.)

The use of pedal or standing desks in the classroom will help kinesthetic learners as well as sensory seeking students focus and engage with instructional tasks. Both types of strategies support students with characteristics such as being fidgety, interruptive, disruptive, and having difficulty

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Strider Desks</td>
<td>$1,150 = $3,450</td>
</tr>
<tr>
<td>3 Pedal Desks</td>
<td>$1,325 = $3,975</td>
</tr>
<tr>
<td>Sensory / Mindfulness Materials</td>
<td>$5,000</td>
</tr>
<tr>
<td>Total Cost</td>
<td>$12,425</td>
</tr>
</tbody>
</table>
they return to their community school.

- 100% of all students placed in the RESTART Program will contribute to their transition plan by identifying self-regulatory and coping strategies that are effective.

- Therapeutic settings will be developed and maintained at the Eckhart School (RESTART Program).

Research has shown that the seemingly distracting fidgeting seen in ADHD students may actually be helping them learn and tools similar to the pedal-desk could provide a useful channel for this energy. Learning, accompanied by physical actions, help students better process information into both short and long-term memory.
To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least $30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

### 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| 5.1 | 1. Coordinated with other schools and community-based services and programs; [Section 4108](1)] | Coordinated with all non-publics. Allegany Boys Camp, Beginnings Montessori School, Bishop Walsh, Calvary Christian Academy, and Lighthouse Christian Academy indicated they would participate. Collaboration exists with the P-TECH program, Title II professional learning funds, and a local Heroin prevention programs to promote well-rounded educational opportunities. |
| 5.2 | 2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)] | Coordinated with the Allegany County Health Department, the Allegany County Sheriff’s Department, Project Change Community Based Organization and School Resource Officers to focus on anti-drug programming with in the system. |
| 5.3 | 3. Promote the involvement of parents and in the activity or program; [Section 4108](3)] | Parents are invited to serve as parent representatives as part of the Curriculum Committee to foster ideas and to assist in the direction of programming. |
| 5.4 | 4. May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)] | ACPS has partnered with the Allegany County Emergency Services and Maryland Institute for Emergency Medical Services Systems to implement the Stop the Bleed program. ACPS employs one certified Stop the Bleed instructor. A partnership with MIEMSS afforded our high schools and middle schools to train |
| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including:  
- Program Objectives  
- Intended Outcomes  
- Timeline  
- Implementation  
- Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
|-----|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 5.5 | A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including:  
(i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and  
(ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;  
[Section 4108](5)(A)] | | | |
| 5.6 | B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, | | | |
| 5.7 | ii. school-based mental health services partnership programs that-(I.) are conducted in partnership with a public or private mental health entity or health care entity; and (Section 4108)(5)(B)(i) |
| 5.8 | II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-(aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc.) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise (Section 4108)(5)(B)(ii)(I)) |
| 5.9 | Ci. integrate health and safety practices into school or athletic programs (Section 4108)(5)(C)(i)] | Stop the Bleed Kits Program Objective - Stop the Bleed training seeks to empower people to make a difference in a life-threatening emergency by Jacobs LM, Burns KJ, Langer G, Kiewiet de Jonge C. The Hartford Consensus: a national survey of the public regarding bleeding A total of 15: 13 elementary schools, 1 alternative placement location, and the central office of the board of |
| 5.9 | Ci. integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i) | Science Safety equipment Program Objective - To provide safe transport and cleanup of chemical spills in High School Chemistry classes. Intended Outcome - By providing the necessary clean-up and transport kits to our schools, we can help prevent accidents in science labs. Timeline – January 2019 - March 2019 Implementation - All Chemistry classrooms will received spill clean up kits. A safety drum was purchased to transport chemicals from building to building when necessary. Evaluation - Annual refresher training on safety practices at supervisor staff development. | Gerlovich, Jack A., et al. "Surveying safety." *The science teacher* 68.4 (2001): 31. Stroud, L. M., Stallings, C., & Korbiesiski, T. J. (2007). Implementation of a science laboratory safety program in North Carolina schools. *Journal of Chemical Health and Safety*, 14(3), 20-30. The chemistry classrooms at the four high schools will be equipped with the same model Flinn Chemical Spill kits. $220.25/kit x 4 schools = $881 One chemical safety drum was purchased for chemical transport. 1 * $124 = $124 |
| 5.10 | ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii) |
| 5.11 | iii. help prevent bullying and harassment; [Section 4108](5)(C)(iii) |
| 5.12 | iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv) |
| 5.13 | v. provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse [Section 4108](5)(C)(v) |

Social and Emotional Support Coach

**Program Objective** - There is a crucial need to establish therapeutic rapport with at-risk students that focuses on social emotional learning (SEL)

**Intended Outcome** - To increase student achievement, reduce disciplinary referrals and reduce the number of students entering an alternative program by improving positive behavior and reducing negative behaviors.

**Timeline** - 18-19 School Year

**Implementation** - The funds will be used to contract the services of a full-time (non volunteer) Social and Emotional Support Coach who will work with students to foster and provide direct student support services for social and emotional learning (SEL). It will consist of a certified and salaried professional paid at comparative state levels. The position will serve 22 schools in the county with over 8,000 students.
<table>
<thead>
<tr>
<th>vi.</th>
<th>Establish or improve school dropout and re-entry programs; <a href="5">Section 4108</a>(C)(vi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.14</td>
<td>coach will provide direct student support services so that at-risk students acquire and successfully apply the attitudes and skills needed to manage emotions, to set and achieve goals, to display empathy, to learn from mistakes, and to strengthen relationships within and beyond school walls. <strong>Evaluation</strong> - Use academic achievement data and disciplinary data of those students assigned to the coach as pre/post evaluation. academic performance and attitudes toward school. Furthermore, the research findings also indicate that social and emotional learning prepares students to transition successfully from adolescence to adulthood.</td>
</tr>
<tr>
<td>5.15</td>
<td>vii. Establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; <a href="5">Section 4108</a>(C)(vii)</td>
</tr>
<tr>
<td>5.16</td>
<td>D. high-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies;</td>
</tr>
</tbody>
</table>

**Salary = $70,000**

Fixed ($70,000 x .079) + Benefits $7,192 = $12,771

Salary $70,000 + Fixed $12,771 = $82,771
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; <a href="5">Section 4108</a>(D)</td>
<td></td>
</tr>
<tr>
<td>5.17</td>
<td>E. child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; <a href="5">Section 4108</a>(E)</td>
</tr>
<tr>
<td>5.18</td>
<td>F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring,</td>
</tr>
<tr>
<td>5.19</td>
<td>intervention, support, and other education services, referred to as a “youth PROMISE plan”; or <a href="5">Section 4108</a>(F)</td>
</tr>
<tr>
<td>5.20</td>
<td>G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; <a href="5">Section 4108</a>(G)</td>
</tr>
<tr>
<td>5.21</td>
<td>H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or <a href="5">Section 4108</a>(H)</td>
</tr>
<tr>
<td></td>
<td>I. pay for success initiatives aligned with the purposes of this section. <a href="5">Section 4108</a>(I)</td>
</tr>
</tbody>
</table>
To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least $30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure.
purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)).

### 6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include -
<table>
<thead>
<tr>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>(A) personalize learning to improve student academic achievement; (B) discover, adapt, and share relevant high-quality educational resources; (C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. <a href="1">Section 4109</a>]</td>
<td>Dan R. Herrick. 2009. Google this!: using Google apps for collaboration and productivity. In Proceedings of the 37th annual ACM SIGUCCS fall conference: communication and collaboration (SIGUCCS ’09). ACM, New York, NY, USA, 55-64. DOI=<a href="http://dx.doi.org/10.1145/1629501.1629513">http://dx.doi.org/10.1145/1629501.1629513</a></td>
</tr>
<tr>
<td></td>
<td>Google Camps Program Objective - Alleghany County Public Schools utilizes G Suite for Education district wide for both staff and students. The objective for the Google Camp is to increase the knowledge of how teachers can use the tools provided with G Suite to improve instruction to students, collaboration with other teachers and administration.</td>
<td>Railean, E. (2012). Google Apps for Education—a powerful solution for global scientific classrooms with learner centred environment. International Journal of Computer Science Research and Application, 2(2), 19-27.</td>
</tr>
<tr>
<td></td>
<td>Intended Outcome - Teachers will be able to create activities ready to use in their classroom which incorporate the G Suit for Education tools. Teachers will create ways to support effective teacher collaboration. Timeline – May 2018 The application will be sent out for teachers to sign up. Applicants will be selected on a first come first serve basis and a wait list created. June 2018 Two seperate two-day camp sessions will be conducted. Session 1 - Monday and Tuesday, Session 2 - Tuesday and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>2. building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. <a href="2">Section 4109</a>]</td>
<td>6.3</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Wednesday. <strong>Implementation</strong> - We will be conducting 2 camps, two days each. The camps will include hands on learning of the G Suite platform in a computer lab with a face-to-face instructor. <strong>Evaluation</strong> - A pre and post survey will be conducted to determine teachers entry level confidence and post workshop comfort levels with utilizing the G Suite platform in their classrooms.</td>
<td></td>
</tr>
</tbody>
</table>
secured for each student in an ACPS high school (2400 students, 1-year subscription).

**Implementation** - The teachers not previously trained in ALBERT will be trained on the use of the platform and student will be given access. The students will use the product to prepare themselves for the spring assessments.

**Evaluation** - The evaluation of this portion of the program will be through an increase in course grades and averages on AP assessments when applicable.

$20,752
Salaries $620 + Fixed $49 + Contracted Services $20,752 = $21,421

| 6.4 | 4. carrying out blended learning projects which shall include:
   | (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or
   | (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)] |

| 6.5 | (5) providing professional development in the use of technology (which may be provided through partnerships |
with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]

| 6.6 | providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6) |

ATTACHMENT 9 | TITLE IV, PART A | STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Local Education Agency: ALLEGANY COUNTY | Fiscal Year: 2018-2019

7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 8501]:

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Each LEA is required to provide written affirmation (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) that a meeting(s) occurred with nonpublic school representative(s) regarding Title IV services. The signed written affirmation that consultation has occurred must provide an option for private school officials to indicate whether timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.
Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services. (Include below or as an attachment)

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>Cost per Pupil</th>
<th>Total Cost (Rounded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Boys Camp</td>
<td>30</td>
<td>$22.3564</td>
<td>$671</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>31</td>
<td>$22.3564</td>
<td>$694</td>
</tr>
<tr>
<td>Bishop Walsh</td>
<td>323</td>
<td>$22.3564</td>
<td>$7,223</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>204</td>
<td>$22.3564</td>
<td>$4,562</td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>187</td>
<td>$22.3564</td>
<td>$4,182</td>
</tr>
</tbody>
</table>

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

Allegany County Public Schools contacted all non-public schools in the county and invited them to the Board of Education for a meeting on 6/27/18. At the meeting, the Title IV, Part A funding was discussed. If non-publics were not able to attend, an individual from the Board of Education went to the individual schools to meet and discuss the opportunity with non-public administrators. All non-publics were given the opportunity to participate in the opportunity. Six of the non-public schools indicated their intent to participate in the program.

ACPS calculated 1% of the total allotment for administrative fees and 1.4% for indirect costs. 1% of $215,012 is $2,150 and 1.4% of $212,862 is $2,938. This added together equals $5,088. Subtracting the $5,088 from $215,012 leaves a total of $209,924 for school allocations.

In order to determine the funding for equitable participation, the total enrollment of Allegany County Public Schools and the five participating school non-public schools were added together. The total allotment was then divided by the total number of students to determine the per-pupil amount. The number of students for each partner was then multiplied by the per-pupil amount to determine each partners portion. The non-publics amount was rounded up and ACPS’ portion was rounded down.
<table>
<thead>
<tr>
<th>School</th>
<th>Contact</th>
<th>In/Out</th>
<th># of Students</th>
<th>Total Allotment</th>
<th>Rounded</th>
<th>Total Allotment</th>
<th>215,012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Roya Camp</td>
<td>B. Martin</td>
<td>In</td>
<td>30</td>
<td>670,826,2036</td>
<td>$671</td>
<td>Total Funds</td>
<td>209,923.88</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>J. Hook</td>
<td>In</td>
<td>31</td>
<td>693,187,0771</td>
<td>$694</td>
<td>After Admin/Indirect Cost</td>
<td>22.36087345</td>
</tr>
<tr>
<td>Bishop Walsh</td>
<td>R. Kiddy</td>
<td>In</td>
<td>323</td>
<td>7222,562,125</td>
<td>$7,223</td>
<td>Per Student</td>
<td>2.236087345</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>D. Thompson</td>
<td>In</td>
<td>204</td>
<td>4561,618,184</td>
<td>$4,562</td>
<td>1%</td>
<td>$2,150.12</td>
</tr>
<tr>
<td>Cumberland Mannette</td>
<td>D. Musselman</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>1.4%</td>
<td>$2,938.00</td>
</tr>
<tr>
<td>Humpty Dumpty Learning Center</td>
<td>R. Parsons</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>5.088.12</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Jefferson School at Finan</td>
<td>K. Pearson</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td>Total to Non-Pubs</td>
<td>17,332</td>
</tr>
<tr>
<td>Learning Tree Nursery</td>
<td>N. Stroup</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>H. Duncanson</td>
<td>In</td>
<td>187</td>
<td>4181,483,336</td>
<td>$4,182</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACPS</td>
<td></td>
<td></td>
<td>8613</td>
<td>192,594,2031</td>
<td>$192,592</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Amount for Transfers: $17,332
Dear Principal:

On behalf of Allegany County Public Schools, I have enclosed the Intent to Participate Form to determine your school’s interest in participating in the Student Support and Academic Enrichment Grant (SSAEG) under Title IV, Part A for School Year 2018/19. Title IV, Part A is an authorized program under the Every Student Succeeds Act (ESSA) that identifies activities in three broad areas:

1. Providing students with a well-rounded education including programs such as college and career counseling, STEM, arts, Civics and International Baccalaureate/Advanced Placement.
2. Supporting safe and healthy students with comprehensive school mental health, drug and violence prevention, training on trauma informed practices, and health and physical education.
3. Supporting the effective use of technology that is backed by professional development, blended learning and educational technology devices.

The Maryland State Department of Education (MSDE) informed APCS on May 23, 2018 of the district’s preliminary allocation of Title IV, Part A funds for school year 2018/19 ($214,979). As required by ESSA, an equitable share of these funds must be made available to private/nonpublic schools that operate within Allegany County. In order to calculate the equitable share of the Title IV, Part A funds, please indicate on the attached form intent regarding your school’s participation in this new grant program.

Note, this program will provide services to students, not provide an allocation that the private/nonpublic school can design a plan for spending. The SY 2018/19 Title IV funds are designed to support activities that occur between July 1, 2018 and September 30, 2019.

If you elect for your school to participate in the FY18 Title IV, Part A program, ACPS must receive your completed intent to participate form no later than August 1, 2018. ACPS will hold a consultation meeting with participating schools at a time to be determined following that date at the ACPS Central Office located at 108 Washington Street, Cumberland, MD 21502. Invitation and agenda for this meeting will be forwarded in a separate correspondence.

Sincerely,

Eric VanSlyke
Supervisor of Science & STEM
Grant Manager, Title VI, Part A Program
PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

/  Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

/  Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
/  Title II, Part A – (Professional Development)
/  Title IV – (Student Support and Academic Enrichment)

MDK-12 Digital Library
21st Century - After School Program
Environmental Literacy Programs

/  Our school does not wish to participate in these Federal Programs.

School Allegany Boys Camp Date 03/21/18
Principal Brian Martin

Authorized Signature

cc: Dr. Kim Kalbaugh
Mrs. Debra Metheny
Dr. George Brown
Dr. Steve Thompson
Mrs. Katie Buskirk
Mr. Eric VanSlyke
Mr. Gary Delaney
Mrs. Lisa Stevenson

"Great Teaching. Great Learning. Every Student. Every Day."
AFFIRMATION OF CONSULTATION

I am an administrator of Allegany Boys Camp, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Allegany Boys Camp engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

Timely and Meaningful Consultation

I believe timely and meaningful consultation has occurred

I believe timely and meaningful consultation has not occurred

Program Design

I believe the program design is equitable with respect to eligible private school children

I believe the program design is not equitable with respect to eligible private school children

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Signature of Authorized Private School Official

Name of Private School Official

Date

Telephone Number

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: Allegany Boys Camp

Address: 15901 Bear Hill Rd. Oldtown MD 21555

Name and Title of Individual Completing: Chad Martin, Education Supervisor

School Administrator: Brian Martin

Phone: 301-478-5721  E-mail: brian@alleganyboyscamp.org

We **do not** wish to participate in the SY18/19 Title IV, Part A Federal Grant program

We **do wish** to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the Information below.

Title IV Point of Contact: Brian Martin

Phone: 301-478-5721  E-mail: brian@alleganyboyscamp.org

Is your school participating in the FY19 Title II Equitable Services Program?  YES  NO

Please check the grade level(s) that will benefit from Title IV funding:

- Pre-K    K   1   2   3   4 5  6  7  8  9  10  11  12

Administrator’s Signature:  Date Signed: 8-23-18

Submit SY Title IV, Part A Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools
Attn: Eric VanSlyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
PLEASE FAX TO THE FEDERAL OFFICE BY WEDNESDAY, APRIL 4, 2018 (301-759-2422)

☑ Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

☐ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
☐ Title II, Part A – (Professional Development)
☐ Title IV – (Student Support and Academic Enrichment)
☐ MDK-12 Digital Library
☐ 21st Century - After School Program
☐ Environmental Literacy Programs

☐ Our school does not wish to participate in these Federal Programs.

School: Beginnings Montessori
Principal: Jessica Hook
Authorized Signature: Jessica Hook

Date: 4/18/18

cc: Dr. Kim Kalbaugh
    Mrs. Debra Metheny
    Dr. George Brown
    Dr. Steve Thompson
    Mrs. Katie Buskirk
    Mr. Eric VanSlyke
    Mr. Gary Delaney
    Mrs. Lisa Stevenson

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AFFIRMATION OF CONSULTATION

I am an administrator of Beginnings Montessori School, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Beginnings Montessori School engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

Timely and Meaningful Consultation

√ I believe timely and meaningful consultation has occurred

___ I believe timely and meaningful consultation has not occurred

Program Design

√ I believe the program design is equitable with respect to eligible private school children

___ I believe the program design is not equitable with respect to eligible private school children

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Jessica Hook
Signature of Authorized Private School Official

Beginnings
Name of School

Jessica Hook
Name of Private School Official

301-793-3330
Telephone Number

Fax Number

8-15-18
Date

“Great Teaching. Great Learning. Every Student. Every Day.”
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: Beginnings Montessori

Address: 15 N. Smallwood St. Cumberland MD 21502

Name and Title of Individual Completing: Jessica Hook

School Administrator: Jessica Hook

Phone: 301-722-2220 E-mail: jessica@beginningsmontessori.com

We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program

We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the Information below.

Title IV Point of Contact: Jessica Hook

Phone: 301-722-2220 E-mail: jessica@beginningsmontessori.com

Is your school participating in the FY19 Title II Equitable Services Program? [ ] YES [ ] NO

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12 [ ]

Administrator’s Signature: Jessica Hook

Date Signed: 01/21/18

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools

Attn: Eric VanSlyke

PO Box 1724/108 Washington Street

Cumberland, MD 21502
PLEASE FAX TO THE FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

✔ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
✔ Title II, Part A – (Professional Development)
✔ Title IV – (Student Support and Academic Enrichment)
✔ MDK-12 Digital Library
✔ 21st Century - After School Program
✔ Environmental Literacy Programs

Our school does not wish to participate in these Federal Programs.

School: Bishop Walsh School
Principal: Ray Kibby

Authorized Signature:

cc: Dr. Kim Kalbaugh
Mrs. Debra Metheny
Dr. George Brown
Dr. Steve Thompson
Mrs. Katie Buskirk
Mr. Eric VanSlyke
Mr. Gary Delaney
Mrs. Lisa Stevenson

"Great Teaching. Great Learning. Every Student. Every Day."
AFFIRMATION OF CONSULTATION

I am an administrator of Bishop Walsh School, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Bishop Walsh School engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

**TOPICS DISCUSSED**
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

**Timely and Meaningful Consultation**
- [ ] I believe timely and meaningful consultation has occurred
- [x] I believe timely and meaningful consultation has **not** occurred

**Program Design**
- [x] I believe the program design is equitable with respect to eligible private school children
- [ ] I believe the program design is **not** equitable with respect to eligible private school children

**COOPERATION BY SCHOOL**

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

**SIGNATURE OF AUTHORIZED OFFICIAL**

\[Signature\]
Signature of Authorized Private School Official

Jennifer Flinn
Name of Private School Official

\[Signature\]
Signature of Bishop Walsh School
Name of School

301-724-5360
Telephone Number

301-722-0555
Fax Number

8-15-18
Date

"Great Teaching. Great Learning. Every Student. Every Day."
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: Bishop Walsh School

Address: 700 Bishop Walsh Rd, Cumberland, MD 21502

Name and Title of Individual Completing: Jennifer Flinn, Dean of Students

School Administrator: Raymond Kiddy, Principal

Phone: 301-724-5360 E-mail: jflinn@bishopwalsh.org

Kiddy@bishopwalsh.org

We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program.

We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the information below.

Title IV Point of Contact: Jennifer Flinn

Phone: 301-724-5360 E-mail: jflinn@bishopwalsh.org

Is your school participating in the FY19 Title II Equitable Services Program? YES NO

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K ✓ K ✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 ✓ 11 ✓ 12 ✓

Administrator's Signature: ___________________________ Date Signed: 7-11-18

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools
Attn: Eric VanSlyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

☐ Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

☐ We are interested in participating in the following programs:

☐ Check all that apply.

☐ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
☐ Title II, Part A – (Professional Development)
☐ Title IV – (Student Support and Academic Enrichment)
☐ MDK-12 Digital Library
☐ 21st Century - After School Program
☐ Environmental Literacy Programs

☐ Our school does not wish to participate in these Federal Programs.

School  Calvary Christian
Principal  Danie Thompson
Authorized Signature

cc:  Dr. Kim Kalbaugh
     Mrs. Debra Metheny
     Dr. George Brown
     Dr. Steve Thompson
     Mrs. Katie Buskirk
     Mr. Eric Vaslyke
     Mr. Gary Delaney
     Mrs. Lisa Stevenson

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AFFIRMATION OF CONSULTATION

I am an administrator of Calvary Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Calvary Christian Academy engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

Timely and Meaningful Consultation
- [x] I believe timely and meaningful consultation has occurred
- ___ I believe timely and meaningful consultation has not occurred

Program Design
- [x] I believe the program design is equitable with respect to eligible private school children
- ___ I believe the program design is not equitable with respect to eligible private school children

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

[Signature]
Name of School

[Signature]
Name of Private School Official

[Date]
Date

[Telephone Number]
Telephone Number

[Fax Number]
Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: Calvary Christian Academy

Address: 14517 McMullen Hwy

Name and Title of Individual Completing: Daniel M. Thompson

School Administrator: Daniel M. Thompson

Phone: 301 296 0791 E-mail: iteachcca@calvaryeagles.net

___ We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program

X We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the Information below.

Title IV Point of Contact: Daniel M. Thompson

Phone: 301 296 0791 E-mail: iteachcca@calvaryeagles.net

Is your school participating in the FY19 Title II Equitable Services Program? YES NO

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K  □  K  □  1  □  2  □  3  □  4  □  5  □  6  □  7  □  8  □  9  □  10  □  11  □  12  □

Administrator’s Signature: [Signature] Date Signed: 6/27/18

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools
Attn: Eric VanSlyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

___ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
___ Title II, Part A – (Professional Development)
___ Title IV – (Student Support and Academic Enrichment)
___ MDK-12 Digital Library
___ 21st Century - After School Program
___ Environmental Literacy Programs

X Our school does not wish to participate in these Federal Programs.

School  Cumberland Memori Primary Date: 4/2/18

Principal  Martin Bonna-Kendall

Authorized Signature  [signature]

cc:  Dr. Kim Kalbaugh
Mrs. Debra Metcalf
Dr. George Brown
Dr. Steve Thompson
Mrs. Katie Buskirk
Mr. Eric VanSlyke
Mr. Gary Delaney
Mrs. Lisa Stevenson

"Great Teaching. Great Learning. Every Student. Every Day."
PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

____ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
____ Title II, Part A – (Professional Development)
____ Title IV – (Student Support and Academic Enrichment)
____ MDK-12 Digital Library
____ 21st Century - After School Program
____ Environmental Literacy Programs

✓ Our school does not wish to participate in these Federal Programs.

School: Humpty Dumpty Learning Center Date 3-23-18

Principal: Robyn Parsons

Authorized Signature: __________________________

cc: Dr. Kim Kalbaugh
    Mrs. Debra Metheny
    Dr. George Brown
    Dr. Steve Thompson
    Mrs. Katie Buskirk
    Mr. Eric VanSlyke
    Mr. Gary Delaney
    Mrs. Lisa Stevenson

“Great Teaching. Great Learning. Every Student. Every Day.”
PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

- Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
- Title II, Part A – (Professional Development)
- Title IV – (Student Support and Academic Enrichment)
- MDK-12 Digital Library
- 21st Century - After School Program
- Environmental Literacy Programs

☑ Our school does not wish to participate in these Federal Programs.

School: Humpty Dumpty Learning Center

Principal: Robyn Parsons

Date: 3-23-18

Authorized Signature: [Signature]

cc: Dr. Kim Kalbaugh
Mrs. Debra Mecheny
Dr. George Brown
Dr. Steve Thompson
Mrs. Katie Baskirk
Mr. Eric VanSlyke
Mr. Gary Delaney
Mrs. Lisa Stevenson

"Great Teaching. Great Learning. Every Student. Every Day."
PLEASE FAX TO THE FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

- Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
- Title II, Part A – (Professional Development)
- Title IV – (Student Support and Academic Enrichment)
- MDK-12 Digital Library
- 21st Century - After School Program
- Environmental Literacy Programs

Our school does not wish to participate in these Federal Programs.

School: Jefferson School at Finan
Principal: Laurie Switzer
Authorized Signature: [Signature]

Date: 4-25-2018

cc: Dr. Kim Kalbaugh
    Mrs. Debra Metheny
    Dr. George Brown
    Dr. Steve Thompson
    Mrs. Katie Buskirk
    Mr. Eric VanSlyke
    Mr. Gary Delaney
    Mrs. Lisa Stevenson

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AFFIRMATION OF CONSULTATION

I am an administrator of Jefferson School at the Finan Center, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Jefferson School at the Finan Center, engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

Timely and Meaningful Consultation
- [ ] I believe timely and meaningful consultation has occurred
- [ ] I believe timely and meaningful consultation has not occurred

Program Design
- [x] I believe the program design is equitable with respect to eligible private school children
- [ ] I believe the program design is not equitable with respect to eligible private school children

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Mark Miller
Signature of Authorized Private School Official

Mark Miller
Name of Private School Official

301-777-2258
Telephone Number

301-777-2066
Fax Number

“Great Teaching, Great Learning, Every Student, Every Day.”
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: The Jefferson School at Finley Cent
Address: 10100 Country Club Road Cumberland, MD 21502
Name and Title of Individual Completing: Mark Miller / Assistant Principal
School Administrator: Lawrie Sweitzer
Phone: 301-777-2258 E-mail: MMiller@Sheppard Pratt

☑️ We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program

☐ We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the information below.

Title IV Point of Contact: ________________________________________________
Phone: ______________________ E-mail: ________________________________

Is your school participating in the FY19 Title II Equitable Services Program? YES NO

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K  K  1  2  3  4  5  6
7  8  9  10  11  12

Administrator’s Signature: ___________________________ Date Signed: __________

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org
Address: Allegany County Public Schools
Attn: Eric VanSlyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
AFFIRMATION OF CONSULTATION

I am an administrator of Learning Tree Nursery School, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Learning Tree Nursery School engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED
- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

Timely and Meaningful Consultation
- [ ] I believe timely and meaningful consultation has occurred
- [X] I believe timely and meaningful consultation has not occurred

Program Design
- [X] I believe the program design is equitable with respect to eligible private school children
- [ ] I believe the program design is not equitable with respect to eligible private school children

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Nadeen Stroup  
Signature of Authorized Private School Official

The Learning Tree  
Name of School

301 777 3700  
Telephone Number

Nadeen Stroup  
Name of Private School Official

9/24/18  
Date

[Signature]

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: The Learning Tree

Address: 11 Washington St, Cumberland, MD

Name and Title of Individual Completing: Nodene Stroup, Director

School Administrator: Nodene Stroup

Phone: 301-711-3700 E-mail: learningtree2152@hotmail.com

☐ We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program

☐ We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the Information below.

Title IV Point of Contact: ______________________________________________________

Phone: ___________________________ E-mail: ___________________________

Is your school participating in the FY19 Title II Equitable Services Program? YES ☐ NO ☐

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K _____ K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Administrator's Signature: ___________________________ Date Signed: 9/27/18

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools
Attn: Eric Vanslyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
PLEASE FAX TO THE FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

✓ Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

✓ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
✓ Title II, Part A – (Professional Development)
✓ Title IV – (Student Support and Academic Enrichment)
✓ MDK-12 Digital Library
✓ 21st Century - After School Program
✓ Environmental Literacy Programs

___ Our school does not wish to participate in these Federal Programs.

School  Lighthouse Christian Academy  Date  3/20/18
Principal  Hannah Duncanson
Authorized Signature  signature

cc:  Dr. Kim Kalbaugh
     Mrs. Debra Metheny
     Dr. George Brown
     Dr. Steve Thompson
     Mrs. Katie Buskirk
     Mr. Eric VanSlyke
     Mr. Gary Delaney
     Mrs. Lisa Stevenson
AFFIRMATION OF CONSULTATION

I am an administrator of Lighthouse Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on June 27, 2018, ACPS and the Lighthouse Christian Academy engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2018-2019 school year.

TOPICS DISCUSSED

• Description of grant
• Requirements for grant
• What services will be provided
• Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Signature of Authorized Private School Official

Name of Private School Official

Date

Lighthouse Christian Academy

Name of School

Telephone Number

Fax Number

“Great Teaching, Great Learning, Every Student, Every Day.”
SY2018/19 Title IV, Part A Program Intent to Participate

Non-Public/Private School Name: Lighthouse Christian Academy

Address: 14020 Bedford Street

Name and Title of Individual Completing: Hannah Duncanson

School Administrator: Sheri Aspano

Phone: 301-777-2375 E-mail: bessitmomma711@gmail.com

[ ] We do not wish to participate in the SY18/19 Title IV, Part A Federal Grant program

[ ] We would like to participate in the SY18/19 Title IV, Part A Federal Grant program. If this box is checked, please complete the Information below.

Title IV Point of Contact: Hannah Duncanson

Phone: 301-777-2375 E-mail: bessitmomma711@gmail.com

Is your school participating in the FY19 Title II Equitable Services Program? [ ] YES [ ] NO

Please check the grade level(s) that will benefit from Title IV funding:

Pre-K [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

7 [ ] 8 [ ] 9 [ ] 10 [ ] 11 [ ] 12 [ ]

Administrator’s Signature: [Signature] Date Signed: 6/27/18

Submit SY Title IV, Part A to Intent to Participate form by email (preferred) or U.S. mail to:

Email: eric.vanslyke@acpsmd.org

Address: Allegany County Public Schools
Attn: Eric VanSlyke
PO Box 1724/108 Washington Street
Cumberland, MD 21502
PLEASE FAX TO THE FEDERAL OFFICE BY WEDNESDAY, APRIL 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

___ Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
___ Title II, Part A – (Professional Development)
___ Title IV – (Student Support and Academic Enrichment)
___ MDK-12 Digital Library
___ 21st Century - After School Program
___ Environmental Literacy Programs

☐ Our school does not wish to participate in these Federal Programs.

School ____________________________ Date __8-9-18__
Principal __________________________

Authorized Signature ____________________________

cc: Dr. Kim Kalbaugh
    Mrs. Debra Methery
    Dr. George Brown
    Dr. Steve Thompson
    Mrs. Katie Buskirk
    Mr. Eric VanSlyke
    Mr. Gary Delaney
    Mrs. Lisa Stevenson

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PLEASE FAX TO the FEDERAL OFFICE BY WEDNESDAY, April 4, 2018 (301-759-2422)

Our school wishes to participate in the Federal and State Program planning meeting and will be represented at the April 18, 2018 meeting.

We are interested in participating in the following programs:

Check all that apply.

- Title I, Part A – (Helping Disadvantaged Children – Grades PreK-5)
- Title II, Part A – (Professional Development)
- Title IV – (Student Support and Academic Enrichment)
- MDK-12 Digital Library
- 21st Century - After School Program
- Environmental Literacy Programs

Our school does not wish to participate in these Federal Programs.

School   Old Town Christian School   Date  8 - 9 - 18
Pricipal

Authorized Signature  Pastor - Lynfred H. Reut

cc:  Dr. Kim Kalbaugh
     Mrs. Debra Metheny
     Dr. George Brown
     Dr. Steve Thompson
     Mrs. Katie Buskirk
     Mr. Eric VanSlyke
     Mr. Gary Delaney
     Mrs. Lisa Stevenson

"Great Teaching. Great Learning. Every Student. Every Day."
8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:
Each application shall include assurances that the local educational agency, or consortium of such agencies, will—
☑ (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
   (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
   (ii) have the highest percentages or numbers of children counted under section 1124(c);
   (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
   (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
   (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
☑ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
☑ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
☑ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
☑ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
☑ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

(f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)
9.0  INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;

(ii) child pornography; or

(iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene; or

(ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

☑ By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.
## 10.0 Budget Narrative:

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>Well Rounded Educational Opportunity: Girls Who Code</td>
<td>1 teacher x 2 hrs x 4 schools x $24.30/hr x 28 weeks</td>
<td>$5,443</td>
<td></td>
<td>$5,443</td>
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<tr>
<td></td>
<td>Effective Use of Technology: Google Camps</td>
<td>1 instructor x 34 hours x $24.30/hr + 42 participants x 15 hours x 22.96/hr</td>
<td>$15,291</td>
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<tr>
<td></td>
<td>Effective Use of Technology: ALBERT</td>
<td>9 teachers x 3 hours preptime for school based TTT PL x $22.96/hr</td>
<td>$620</td>
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<tr>
<td>Guidance</td>
<td>Safe &amp; Healthy Schools: Social &amp; Emotional Support Coach</td>
<td>1 Certified Social &amp; Emotional Coach @ $70,000 per year</td>
<td>$70,000</td>
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<td>$70,000</td>
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<tr>
<td>Special Programs</td>
<td>Safe &amp; Healthy Schools: Stop the Bleed</td>
<td>30 staff (2 per location) x $22.96/hr x 1.5 hours</td>
<td>$1,033</td>
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<tr>
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<td>Total Salaries &amp; Wages</td>
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<td>Contracted</td>
<td>Well Rounded Educational Opportunity: Braddock Chinese Partial Immersion</td>
<td>Chinese Partial Immersion Curriculum</td>
<td>$13,400</td>
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<tr>
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<td>Effective Use of Technology: ALBERT</td>
<td>9-12 access to all students in all content 2400 students x $8.647 per student</td>
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<td>Total Contracted Services</td>
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<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: Reflex Math</td>
<td>Braddock &amp; Washington - 2 classes pilot $35 x 29 students</td>
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<td>$1,015</td>
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<tr>
<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: Elementary Robotics</td>
<td>1 Class Set of Robotics Materials Lego We Do 2.0 15 kits x $189.95 each + $329 ipad x 15 + $297.75 shipping</td>
<td>$8,082</td>
<td>$8,082</td>
<td></td>
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<tr>
<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: Girls Who Code</td>
<td>Supplies per school: 5 x Raspberry Pi 3 Barebones Kit with Sandisk 16GB Micro SD Card, Clear Case and Heatsink $49.99 + 5 x REXQualis Electronics Component Fun Kit w/Power Supply Module, Jumper Wire, 830 tie-points Breadboard, Precision Potentiometer, Resistor for Arduino, Raspberry Pi, STM32 $16.99 + 2 x 3 pk wall charger Abosi 5V 1A UL Certified Universal Power Adapter USB $9.99 + 5 pk Micro USB Cable 6 ft $12.99 + 5 x Active HDMI to VGA Adapter with Audio Benfei HDMI to VGA Converter $7.99 + $50 additional components for community project determined at each school = $1,944.50 x 4 schools</td>
<td>$7,778</td>
<td>$7,778</td>
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<tr>
<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: AP US Government Resources</td>
<td>AP US Government content was updated for 2018-19 testing Study Guides will be purchased for each AP teacher to use as class sets $17.99 ea x 74 + $68.74 shipping</td>
<td>$1,400</td>
<td>$1,400</td>
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<tr>
<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: KUTA Math</td>
<td>Allegany Infinite Pre-Algebra, Algebra I, Geometry, Algebra 2, Precalculus with CDs @ $1,295 + Fort Hill Infinite Pre-Algebra, Algebra I, Geometry, Algebra 2, Precalculus with CDs @ $1,295 + Mountain Ridge Infinite Geometry, Precalculus w/CDs @ $575 + CCTE Infinite Geometry, Algebra 2, Precalculus with</td>
<td>$4,004</td>
<td>$4,004</td>
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<tr>
<td>Regular Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: RESTART Pedal &amp; Strider Desks and Mindfulness/Sensory Materials</td>
<td>Strider Desks x 3 x $1150 + Pedal Desks x 3 x $1325 + $5,000 mindfulness/sensory materials (National Autism Resources $3469.34 + Amazon $648.41 + shipping $882.25)</td>
<td>$12,425</td>
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<td>$12,425</td>
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<td>Regular Programs Supplies &amp; Materials</td>
<td>Safe &amp; Healthy Schools: High School Science Chemical Safety Spill Kits</td>
<td>Spill Control Center @ $220.25 x 4 high school chemistry classes + Chemical Salvage Drum 20 gal @ $124</td>
<td>$1,005</td>
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<tr>
<td>Special Programs Supplies &amp; Materials</td>
<td>Well Rounded Educational Opportunity: Braddock Chinese Partial Immersion Program</td>
<td>Instructional Resources for Chinese Partial Immersion Includes: (Chinese Vocabulary Posters People and Body $5.95 + Vegetables and Fruit $5.95 + Chinese Character and Stroke Poster Pinyin $5.95 + Chinese Character and Stroke Poster Radical $5.95 + Level Chinese Early Literacy (12 books) $180.00 + Mandarin Matrix Chinese Readers Big Book Series $415) x 3 sets = $1,856.40 + shipping $143.60 = $2,000</td>
<td>$2,000</td>
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<td>$2,000</td>
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<tr>
<td>Special Programs Supplies &amp; Materials</td>
<td>Safe &amp; Healthy Schools: Stop the Bleed</td>
<td>14 North American Rescue Bleeding Control Stations with wall mount in vacuum sealed bags, 1 bleeding control station with nylon bags 14 * $860 + 1 * $1500 + $249 shipping</td>
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<td><strong>$51,498</strong></td>
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<td>Fixed Charges</td>
<td>Effective Use of Technology: Google Camps</td>
<td>$15291 * 0.0797</td>
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<td>Fixed Charges</td>
<td>Effective Use of Technology: ALBERT</td>
<td>$620 * 0.0797</td>
<td>$49</td>
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<td>Fixed Charges</td>
<td>Safe &amp; Healthy Schools: Social</td>
<td>$70000 * 0.0797 + Benefits</td>
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<td>Fixed Charges</td>
<td>Safe &amp; Healthy Schools: Stop the Bleed</td>
<td>$1033 * 0.0797</td>
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<td>Total Other Charges</td>
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<td>Amount</td>
<td>In-Kind</td>
<td>Total</td>
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<td>Total Equipment</td>
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<tr>
<td>Non-Public Transfers</td>
<td>Allegany Boys Camp</td>
<td>Carving Supplies &amp; Materials of Instruction</td>
<td>$61</td>
<td>$61</td>
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<td>Non-Public Transfers</td>
<td>Allegany Boys Camp</td>
<td>Achievement Testing Supplies for testing student cognitive ability (Woodcock-Johnson)</td>
<td>$610</td>
<td>$610</td>
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<td>Non-Public Transfers</td>
<td>Beginnings Montessori School</td>
<td>Osmo Explorer Kit, Genius Kit, Coding Jam, and ipad</td>
<td>$694</td>
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<td>Non-Public Transfers</td>
<td>Bishop Walsh School</td>
<td>Maker Spaces and Stop the Bleed Kits w/Swat Tourniquets and Quickclot Dressings</td>
<td>$7,223</td>
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<tr>
<td>Non-Public Transfers</td>
<td>Calvary Christian Academy</td>
<td>FOSS Kits for 1st, 3rd and 8th grade science instructional modules $889+$1237+$849+$189 shipping</td>
<td>$3,164</td>
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<td>Non-Public Transfers</td>
<td>Calvary Christian Academy</td>
<td>Chromebooks for utilization of FOSS kits 6 x $232.99</td>
<td>$1,398</td>
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<td>Non-Public Transfers</td>
<td>Lighthouse Christian Academy</td>
<td>Wireless hubs for increased internet access</td>
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<td>Total Non-Public Distribution</td>
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<td>$17,332</td>
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<td>Category/Object</td>
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<td>Calculation</td>
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<td>In-Kind</td>
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<tr>
<td>Business Support</td>
<td>Indirect Cost</td>
<td>1.4% of grant cost</td>
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<td>General Support</td>
<td>Administrative Costs</td>
<td>1% of grant cost</td>
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<td>Subtotal Administrative/Transfer Fees</td>
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<td>TOTAL TRANSFER FEES</td>
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<td>TOTAL</td>
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<td>$215,012</td>
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## MARYLAND STATE DEPARTMENT OF EDUCATION
### GRANT BUDGET C-1-25

#### GRANT NAME
84.424A-Student Support and Academic Enrichment (SSAE) Program (TITLE IV)

#### RECIPIENT
ALLEGANY COUNTY PUBLIC SCHOOLS

#### FUNDING SOURCE
Federal

#### FUNDING SOURCE CODE
5618

#### REQUEST DATE
09/28/18

#### GRANT PERIOD
7/1/2018 - 6/30/2019

<table>
<thead>
<tr>
<th>CATEGORY/PROGRAM</th>
<th>BUDGET OBJECT</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>01 - SALARIES &amp; WAGES</td>
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<tr>
<td>201 Administration</td>
<td>$0</td>
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<tr>
<td>202 Mid-Level Administration</td>
<td>$0</td>
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<tr>
<td>203-205 Instruction Categories</td>
<td>$2,072</td>
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<tr>
<td>206 Special Education</td>
<td>$1,033</td>
</tr>
<tr>
<td>211 Plant Maintenance</td>
<td>$14,555</td>
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<tr>
<td>214 Community Services</td>
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<tr>
<td>215 Capital Outlay</td>
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<tr>
<td>216 Remodeling</td>
<td>$0</td>
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<tr>
<td>Total Expenditures By Object</td>
<td>$92,367</td>
</tr>
</tbody>
</table>

Finance Official Approval
KRISTEN MABEE

Agency Head Approval
DAVID A. COX ED. D.

MSDE Grant Manager Approval

69
ASSURANCES (revised August 2011)

1. Programs and projects funded in total or in part though this grant shall operate in compliance with State and Federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. 123e(g)).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys’ fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee’s employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantees shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities receiving federal funds of $500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE’s failure to supervise, evaluate or provide guidance and direction shall not receive grantee of any liability for failure to comply with the terms of the grant.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval form the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget reassignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall assure that programs and products that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.

12. I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachment, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Category</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-kind</th>
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<tr>
<td>All</td>
<td>Instruction Staff Dev. 203-205-00</td>
<td>Sponsors for Professional Development</td>
<td>100 Participants x $120</td>
<td>$12,000.00</td>
<td>$4,000.00 (MSAC)</td>
<td>$16,000.00</td>
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<tr>
<td>MUSIC</td>
<td>209 Student Transportation</td>
<td>Transportation for City-wide Music Festival</td>
<td>6 Buses x $450</td>
<td>$2,700.00</td>
<td></td>
<td>$2,700.00</td>
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<tr>
<td>MUSIC</td>
<td>Special Prog. 203-205-02</td>
<td>Materials and Supplies: Instruments</td>
<td>Classroom Teacher Supplies</td>
<td>$3,400.00</td>
<td></td>
<td>$3,400.00</td>
</tr>
<tr>
<td>DANCE</td>
<td>Instruction Staff Dev. 203-205-00</td>
<td>Contracted Services for Annual Dance, Secondary Showcase</td>
<td>10 Consultants x $300</td>
<td>$3,000.00</td>
<td></td>
<td>$3,000.00</td>
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<tr>
<td>THEATRE</td>
<td>Remodeling 215-36</td>
<td>Upgrading the auditorium to build a Theatre Showcase</td>
<td>Quote by &quot;Theatre Tech Inc.&quot;</td>
<td>$14,000</td>
<td>$10,000 (Income from ticket sales)</td>
<td>$24,000</td>
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<tr>
<td>THEATRE</td>
<td>Special Prog. 203-205-02</td>
<td>Annual Theatre Festival</td>
<td>Classroom Teacher Supplies</td>
<td>$1,273.00</td>
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<tr>
<td>MEDIA ARTS</td>
<td>Instruction Staff Dev. 203-205-00</td>
<td>Conference fees for Media Arts Staff to further develop Media Arts Programming</td>
<td>2 staff members x $340</td>
<td>$680.00</td>
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<td>$680.00</td>
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<tr>
<td>VISUAL ARTS</td>
<td>Special Prog. 203-205-02</td>
<td>Curriculum Writing Stipends</td>
<td>2 writers x $1000</td>
<td>$2,000.00</td>
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<td>$2,000.00</td>
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<td>VISUAL ARTS</td>
<td>Regular Prog. 203-205-01</td>
<td>Art Materials and Supplies</td>
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<td>$2,350.00</td>
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<td>$41,400.00</td>
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## Fine Arts Budget Categories

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<tr>
<td>General Support 201-21</td>
<td>Public Sch Instr. Prog. 206-04</td>
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<td>Business Support 201-22</td>
<td>Instruction Staff Dev. 206-09</td>
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<td>Centralized Support 201-23</td>
<td>Office of the Principal 209-15</td>
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<td>202 Mid-Level Administration</td>
<td>Inst. Admin. &amp; Superv. 206-16</td>
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<tr>
<td>Office of the Principal 202-15</td>
<td>207 Student Personnel Serv.</td>
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<td>Inst. Admin. &amp; Support 202-16</td>
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<td>203-205 Instruction Categories</td>
<td>209 Student Transportation</td>
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<tr>
<td>Regular Prog. 203-205-01</td>
<td>210 Plant Operation</td>
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<tr>
<td>Special Prog. 203-205-02</td>
<td>Warehousing &amp; Dstr. 210-30</td>
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<tr>
<td>Career &amp; Tech Prog 203-205-03</td>
<td>Operating Services 210-31</td>
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<td>Gifted &amp; Talented Prog. 203-205-04</td>
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<td>Transfers 203-205-07</td>
<td>212 Fixed Charges</td>
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<td>School Library Media 203-205-08</td>
<td>214 Community Services</td>
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<td>Instruction Staff Dev. 203-205-09</td>
<td>215 Capital Outlay</td>
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<td>Guidance Services 203-205-10</td>
<td>Land &amp; Improvements 215-34</td>
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<td>Psychological Services 203-205-11</td>
<td>Buildings &amp; Additions 215-35</td>
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<tr>
<td>Adult Education 203-205-12</td>
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</table>
The updated Master Plan shall include goals, objectives, and strategies for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the **progress** that was made in 2017-2018 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system’s Master Plan Annual Update. Identify the programs, practices, or strategies and related resource allocations that are related to the progress.

   - Music Teachers received professional development in music technology, Gradual Release of Responsibility and Universal Design for Learning as they pertain to advances in music education. Several teachers, most notably non-tenured, attended conferences and conventions that magnified this growth. Teachers met in subject related committees to refine the fiscal calendar in order to better magnify scope and sequence and to also schedule county events equitably against other system events.
   - Art Teachers received professional development in Critical Vocabulary, Universal Design for Learning and Gradual Release of Responsibility as applied through art critique. They conducted a feasibility analysis on replacement panels for upcoming art shows and have begun deliberating the educational process tied into county art projects, shows and displays.
   - All teachers received Professional Development on mindfulness and growth mindset.
   - Teachers began transition plans to juxtapose UDL and GRR into pending modifications in Fine Arts standards and curriculum reform. Teacher observations are reflective.
   - Benchmarks are being refined through teacher driven committees.
   - Money was allocated for “Arts in the Schools” week; a collaboration with the Allegany County Arts Council involving all 3rd grade students in our system. This was an expansion from only a handful of our elementary schools.
   - Improved teaching conditions. All elementary art classrooms have sinks.
   - Continued collaboration with Allegany Arts Council pertaining “Arts Week”.
   - Additional areas of success and progress.

1. 100% of the bands and choruses in middle and high schools participated in a countywide adjudication process. Each group received either a I or a II rating.
2. Two county bands and five middle school choruses qualified for state adjudication. 13 of 14 secondary ensembles scored a I or a II rating.
3. Models for revision of adjudication processes are are being considered, including a program evaluation for Orchestra.
4. Expanded participation of visual arts in community art shows, which include gallery displays by the Allegany Arts Council and state sponsored shows.
5. Middle and high school orchestra programs invited students to participate in District Solo and Ensemble Festivals in neighboring counties.
6. All three high school marching bands use evaluative processes within
Tournament of Bands competition to guide instruction. All three exceeded expectations by qualifying for the Atlantic Coast Championships. Allegany High School was a finalist.

7. Student achievement was highlighted at the state and national level by a number of students in the system. Six students were selected to the All-State Choruses; 1 for All-State Senior High Mixed, two for All-State Senior Treble and 3 or All-State Junior.

8. The number of middle schools that put on spring musicals grew from one to three.

9. Funds provided at local level to support arts staff development.

10. South Penn Elementary School continued as an arts integration school. Grade level and fine arts teachers are preparing to attend Maryland Center for Creative Classrooms.

2. Describe which goals, objectives, and strategies included in the Master Plan Annual Update were not attained and where challenges in making progress toward meeting Program in Fine Arts goals and objectives are evident.

- Enabling teachers to participate in MMEA and MAEA sponsored staff development conferences. The burden of travel from Maryland to Seattle, WA caused art teachers to opt out of attendance at MAEA convention.
- Continued program evaluations and related staff development in both art and music programs. At local adjudications, long-term substitute teachers were put in place of regular secondary music teacher with illness or a spouse with illness.
- Student evaluation and assessment.
- Replacement art panels. The contractor assigned to build art panels declined.

3. Describe which goals, objectives, and strategies that will be implemented during 2018-2019, including plans for addressing any challenges identified in prompt #2 as well as plans for implementing COMAR 13A.04.16 Programs in Fine Arts by 2019-2020. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

- The system continues to be in need of a local curriculum reform as they apply to UDL, GRR, Standards for College and Career Readiness and pending revisions to Maryland Fine Arts Standards. These program evaluations will determine future needs for equipment and professional development. The initial stages of system wide curriculum development are occurring between coordinators and staff. This will be a continuing process in accordance with system framework. New standard will be produced this year that will guide framework.
- Continued evaluation of teaching space will continue. At some schools, the lack of adequate classroom space at the elementary level continues to create problems for the delivery of instruction by the instructional staff. (art and music on a cart.) Many teaching
areas are taken for mandated early childhood programs. The ongoing assessment of facilities will pertain to updating curriculum resources and technologies.

- The increase in course offerings at the middle and high school levels have limited the number of opportunities for students to take arts courses and forced the system to temporarily suspend benchmarking at the middle school level. The increase in math and science graduation requirements at the High School level are impacting opportunities for some students to take elective course offerings. A number of students may not be able to take an arts or music elective all four years due to other course requirements. A few music teachers are assigned to non-music classes which make scheduling music electives, dance and theater classes more challenging to arrange. Analysis of a pilot block high school schedule against the availability to schedule more elective courses will take place during FY ‘19

- There is a need for teachers to advance their strategies to fit the paradigms of UDL, GRR, and Growth Mindset. Professional development will be necessary.

- Specific teachers are being given leadership opportunities to assist in offering PD to their peers.

A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Fine Arts Budget Form. For reference, refer to Guidance for Completion of the Budget narrative for Individual Grants, Sample Fine Arts Budget, and Fine Arts Budget Categories. The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. MSDE budget forms are available in Excel format through the local finance officer. All expenditures must be directly linked to the goals, objectives, and strategies identified in State Grant Application.
<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-kind</th>
<th>Total</th>
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<tbody>
<tr>
<td>Instruction/Regular Program/Salary &amp; Wages</td>
<td>Stipend for guest presenters for “Arts in the Schools.”</td>
<td>Instructors, presenters, clinicians.</td>
<td>3,000.00</td>
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<tr>
<td>Fixed Charges</td>
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</table>
| Instructional Staff Development Other Charges- Art | National Art Educators Convention x 3 Teachers                           | 6 Breakfast  
6 lunch  
8 dinner  
2 Registrations  
2 air fair  
2 hotel rooms x 3 nights  
2 Substitute Teachers x 2.5 days (5 days) | 3,300.12 |         | 3,300.12|
| Fixed Charges                          |                                                                           |                                                                            |         |         |         |
| Instructional Staff Development Other Charges- Music | MMEA Fall conference  
5 teachers                                                                              | Combined registrations  
5 sub. days  
5 breakfast  
5 lunch  | 1033.75 |         | 1275.95 |
| MMEA Spring Convention  
7 teachers                          |                                                                           | Combined registrations  
Hotel- 3 nights x 4 rooms  
Travel  
Sub. teacher pay-  
7 days  
21 breakfast  
21 lunch  
21 dinner  | 4960.49 |         | 4960.49 |

II.FA.7
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<tr>
<th>NAfME National Convention 1 teacher</th>
<th>Registration Hotel- 3 nights Airfare Rental Food Sub. pay- 3 days</th>
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<tr>
<td>Fixed Charges</td>
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<tr>
<td>Substitute teacher pay for briefings, PD or assistance to the Fine Arts Coordinator. 6 days</td>
<td>Choral workshop- 2 Fall/spring briefings- 2 4 total days</td>
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<td>Assist local funds in purchase of Art Panels for School and county based art shows plus additional display.</td>
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<td>216 Special Education</td>
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<td>Total Expenditures By Object</td>
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Finance Official Approval

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<th>Name</th>
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<tbody>
<tr>
<td>Kristen MaBee</td>
<td></td>
<td>10/08/18</td>
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Supt./Agency Head Approval

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<tr>
<th>Name</th>
<th>Signature</th>
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<tr>
<td>Dr. David Cox</td>
<td></td>
<td>10/08/18</td>
<td>301-759-2037</td>
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MSDE Grant Manager Approval

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<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Emily Cory</td>
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<td>410-767-0320</td>
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### Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2017-18

**Local School System (LSS): Allegany County**

**LSS Point of Contact:** Ben Brauer

**Telephone:** 301-759-2410  
**Email:** benjamin.brauer@acpsmd.org

<table>
<thead>
<tr>
<th>Violent Criminal Offenses</th>
<th>VVCOs (Note 1)</th>
<th>VVCOs Requesting Transfers (Note 2)</th>
<th>VVCOs Transferred Prior to Final Case Disposition (Note 3)</th>
<th>Total # of VVCOs Transferred to Other Schools (Note 4)</th>
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<tr>
<td>Abduction &amp; attempted abduction</td>
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<td>Arson &amp; attempted arson in the first degree</td>
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<td>Kidnapping &amp; attempted kidnapping</td>
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<td>Manslaughter &amp; attempted manslaughter, except involuntary manslaughter</td>
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<tr>
<td>Mayhem &amp; attempted mayhem</td>
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<td>Murder &amp; attempted murder</td>
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<td>Rape &amp; attempted rape</td>
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<td><strong>TOTAL</strong></td>
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**NOTE:** Please read the attached guidance before completing the VVCOs in Schools Report.